

A Study of External School Evaluators' Competencies  
for Grade Levels 1-12 Quality Assessment in Thailand

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## **ABSTRACT**

Competent school evaluators may be able to identify the causes of underachieving schools and provide data that will help school practitioners to improve teaching and learning. In Thailand, a sizeable portion of the government budget has been spent on educational evaluation under the responsibility of the Office for National Education Standards and Quality Assessment (ONESQA), highlighting the important role that school evaluators can potentially play in improving Thai schools. This study updated two sets of competencies for external educational evaluators of school quality at grade levels 1-12 in the Thai educational context as originally developed by Guah (2004) and Piyamas (2005). To conduct this update, the researcher used knowledge from the scholarly literature on evaluator competencies and, through four extensive surveys, collected opinions and suggestions from Thai evaluation and education experts as part of the process of developing a new set of competencies for Thai external school evaluators. The Combination Job Analysis Method (C-JAM) was used as a framework to collect and analyze data. Two sets of competencies, one for training and one for selecting evaluators, are proposed along with recommendations for practice and for additional research.

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## **CHAPTER ONE**

### **INTRODUCTION**

This dissertation reports the results of research conducted to create a set of competencies appropriate to educational evaluators in Thailand. Included in this introductory chapter are a description of the Thai educational context, the statement of the problem the research addressed, the rationale for the study, the research question and purpose, the study's significance, and definitions of key terms.

Thailand's Office for National Education Standards and Quality Assessment (ONESQA) was established in 2000 with a belief that this quality assessment system could influence the improvement of education quality. Educational institutions can use valid and useful school evaluation findings and recommendations to improve schools' efficiency as well as to ensure that strengths that schools already possess are maintained. In addition, relevant agencies can apply evaluation results to plan and to make decisions regarding policies and regulations to improve school quality, including curriculum, resource allocations, and teacher selection and training. Many factors affect the success of external school evaluation, one of which is the quality of evaluators. Incompetent evaluators may produce invalid evaluation results (Worthen, 2003, p. 332), which could significantly affect school quality. If schools apply invalid evaluation results to inform decision making, such as during development of revisions to a school's administrative policies and curriculum, many negative outcomes could occur. In summary, the quality of evaluators is a significant factor that can directly affect the quality of evaluation and the quality of schools.

However, King and her colleagues (2001) point out that one deficiency in evaluation is that there is no agreement on a set of unique skills and knowledge that distinguish evaluators (King et al., 2001, p. 230). Although standards and guidelines for evaluation practice are provided to evaluators and have been taught in evaluation training programs, other quality control mechanisms should be established. These include mechanisms for selecting members in evaluation associations, for accrediting evaluation training programs through established set criteria, and for credentialing, certifying, or licensing evaluators who are qualified (Worthen, 2003, p. 333).

The evaluation profession has long been concerned with the quality of evaluators and evaluations, and there have been several attempts to control the quality of evaluation practice and maintain high competency of evaluators. Examples of those efforts include a) established guidelines for evaluation practice and educational evaluators (AEA, 2004; CES, n.d.; Joint Committee on Standards for Educational Evaluation, 1994), b) ongoing discourse at conferences and in the literature about professionalizing the field (Altschuld, 1999a; King, in press; Kuji-Shikatani & Gauthier, 2014; Sawin, 2000), c) reflections and studies of how evaluators should be trained, including analyses of the successes and failures of classroom instruction and practical trainings such as internships (Christie, Quiñones, & Fierro, 2014; Dillman, 2013; Lee, Altschuld, & Lee, 2012; Levin-Rozalis & Rosenstein, 2003; Trevisan, 2004), and d) proposed competencies for program evaluators (English, 2002; McGuire & Zorzi, 2005; Piyamas, 2005; Stevahn, King, Ghere, & Minnema, 2005a; UNEG, 2008).

Many evaluation scholars (e.g., Altschuld, 2005; King & Stevahn, 2015; McGuire & Zorzi, 2005; Perrin, 2005; Podems, 2014; Stevahn et al., 2005a) emphasize the importance and potential uses of a set of evaluator competencies. Possible uses of evaluator competencies include, for example, professional development (self-assessment), designing and accrediting professional development sessions and evaluation training programs, establishing evaluator credentialing systems, and hiring evaluators (Buchanan & Kuji-Shikatani, 2014; King & Stevahn, 2015; Perrin; 2005).

However, most studies about evaluator competencies have been created for evaluators in general (i.e., ANZEA, 2011; McGuire & Zorzi, 2005; Stevahn et al., 2005a; UNEG, 2008)--not for those practicing in a specific context, such as public health or education, or for those who serve a specific role, such as external or internal evaluators. Perrin (2005) questions the viability of using the same set of core competencies universally (p. 172). He suggests instead that different sets of competencies created specifically for different evaluation roles should be considered. In addition, the guidelines in AEA's Guiding Principles for Evaluators are very broad, so it may be difficult for evaluators, trainers, and employers to apply these guidelines for their own benefit, including self-assessment, evaluation training program design, and evaluator hiring. A set of competencies created specifically for evaluators who practice in a specific context or role may be more valid, precise, and potentially useful for improving further evaluation services and activities, such as planning a course for educational evaluation training programs or certifying evaluators in public health. This study set out to create such a set of competencies.

## **Thai Educational Context**

Thailand is located in the center of Southeast Asia. Its neighbors are Myanmar, Laos, and Cambodia. Thailand has never been colonized and is a constitutional monarchy whose current head of state is HM Bhumibol Adulyadej (Tourism Authority of Thailand, n.d.). Thailand is divided into five regions with 76 political provinces: Northern, Northeastern, Central, Eastern, and Southern Thailand. Bangkok is the capital of the country. Eighty percent of the population (65 million) are Thai; the rest are Chinese, Indian, Malay, Mon, Khmer, Burmese, and Lao (Tourism Authority of Thailand, n.d.). A majority of Muslims live in the south near the Malaysian border, and hill tribe ethnic groups, such as Hmong, live in the northern mountains. Most people speak Thai (92%), the official language, with their own regional dialects (Tourism Authority of Thailand, n.d.).

Ethnicities of the Thai population are extremely diverse, including a great number of expatriate residents from around the world (Tourism Authority of Thailand, n.d.). About 95% of the Thai people are Buddhist, the official religion of Thailand. Other religions include Christianity and Islam, which are protected by the constitution (Tourism Authority of Thailand, n.d.). Pagram and Pagram (2006) wrote,

Thailand is a country with very unique, strong, cultural traditions and her peoples have largely Buddhist religious beliefs. These two factors are interlocked and affect all aspects of Thai life, including education. Traditional Thai education has evolved to complement and sustain this unique and diverse culture. (p. 1)

The traditional system of Thai education started in Buddhist monasteries (Fry & Bi, 2013) where education provided by Buddhist monks was only available to boys. “Thailand has a long tradition of literacy and education dating back centuries, primarily as the results of the role of Sangha (Buddhist order of monks)” (Fry & Bi, 2013, p. 291). Thai young men could be literate by studying the Thai language at monasteries.

There have been three major waves of educational reform in Thailand according to Fry and Bi’s 2013 study: 1) Phase I (1868-1910): the fifth reign, the visionary reforms of King Chulalongkorn (King Rama V); 2) Phase II (1973-1980): the student “revolution” and its aftermath; and 3) Phase III (1997-2010): crisis as opportunity (see Fry and Bi’s article, 2013, for details of Thai educational reforms).

The beginning of Thailand’s long history of interaction with the West began during the Bowring Treaty with Britain in 1855 (Supaporn, 2007). Since then, the country’s leaders have borrowed and adapted Western forms of knowledge and practices to strengthen the country (Supaporn, 2007, p. 7). King Chulalongkorn the Great, the fifth king of the Chakri dynasty who ruled Siam from 1868-1910, reformed Siam’s traditional society to a modernizing society that included development of a modern educational system with the intention to train people for working in different ministries to create “Siam’s modern administrative system” (Fry & Bi, 2013, p. 292). It was believed that the societal changes to become more modern and innovative could help to maintain independence and identity (Fry & Bi, 2013). Supaporn (2007) wrote, “Thailand’s elite school system and universities were fashioned after European models

and were accessible only to the nobility and selected members of the country's Chinese dominated business community" (p. 7).

In 1932, the absolute monarchy was transformed to a constitutional monarchy, and from 1932-1972 Thailand was a democracy with Thai politics dominated by the Thai military in an "authoritarian manner" (Fry & Bi, 2013, p. 294). This caused a student uprising in October 1973, with one outcome being a major revolution of educational reform. Changes that occurred after the crises included, for example, "the unity in the administration and management of education," issues of inequity being addressed, and a change in curriculum to be more open and relevant (Fry & Bi, 2013, p. 295).

The World Bank referred to Thailand as the fastest growing economy in the world during the decade 1987-1996 (Supaporn, 2007). Then there was the Asian economic crisis in 1997. Two of the strategies to economic recovery from this crisis in the late 1990's were major new education reforms and decentralization. Fry and Bi (2013) wrote, "[T]his reform movement was the most comprehensive and far-reaching in Thailand's recent history" (Fry & Bi, 2013, p. 296). There were many key elements of the third reform (1997-2010) including, for example, 1) 12 years free education for all children in Thailand and 9 years of required education, 2) the reengineering of the Ministry of Education, and 3) establishment of 175 Educational Service Areas (ESAs) to decentralize education (Fry & Bi, 2013). Also, the Office for National Education Standards and Quality Assessment (ONESQA) was established at this time. ONESQA has responsibilities to provide external school evaluation every five years for all

schools at all levels, using Kalayanamit's approach (amicable collaborative evaluation) (Fry & Bi, 2013).

The 1999 Education Act regulated the right of all children to access quality education. A Cabinet declaration in 2005 reaffirmed the right of all children, including non-Thai children living in Thailand, to receive an education. In addition, in 2009 the government announced the extension of a mandatory free education from 12 years to 15 years (UNICEF, n.d.).

Basic education, vocational education, and higher education are formal forms of the Thai education system, with basic education divided into three phases: 1) Nursery and/or kindergarten school (about 3-6 years old), 2) Primary school (about 6-11 years old), and 3) Secondary school (about 12-18 years old). UNICEF (n.d.) reported that:

The net enrollment rate for primary school age children (6 to 11 years) increased from 81.4 per cent in 2000 to 90.05 per cent in 2009. Similarly, the net enrollment rate for secondary school age children (12 to 17 years) increased from 55.4 per cent in 2000 to 72.22 per cent in 2009. However, many challenges remain in ensuring a quality basic education for all children in Thailand. (UNICEF, n.d.)

Fry and Bi (2013) concluded that educational reforms have produced changes to main structural and legal aspects, yet the "overall system performance remains disappointingly low, despite large Thai educational expenditures as a percent of national budget and the presence of much impressive educational leadership talent" (p. 290). Atagi (2002) stated that "Thailand was not obtaining an adequate return for its

investments in education” (cited in Fry & Bi, 2013, p. 298). This conclusion aligns with Treenuch’s report (2015). Treenuch, an academic officer from the Thailand Development Research Institute (TDRI), reported that although Thailand spent \$13 billion over the past ten years to improve the quality of education, the quality of Thai education has not improved. The learning level of Thai children in major subject areas has decreased for the past 10 years (UNICEF, n.d.). UNICEF confirmed the inadequacy of student achievement, with depressing results from the National Achievement Test in recent years: the average scores for Grade 6 and Grade 12 students in core subjects were below 50 percent. Moreover, the most recent Thai students’ scores on international tests, the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), are relatively low and lower than the previous round (Fry & Bi, 2013). TIMSS’s results indicated that students’ outcome achievements in mathematics and the sciences have not improved and instead have decreased continually (Treenuch, 2015) although Thai students on average spend more than six and a half hours studying science each week. Korean students on average spend less time studying science, but Korean students’ achievements in the sciences are higher than those of Thai students (Treenuch, 2015).

Treenuch stated that the poor and declining outcomes by Thai students was due to a lack of teachers with sufficient skills (Treenuch, 2015). She concluded that the problem with the Thai education system is not a lack of budget, but an inefficiency in using resources. To improve the quality of basic education, curricula need to be revised especially English, mathematics, and the sciences, and pedagogy should be



changed from memory-based learning to student-centered learning which teachers support and which encourages students to have discipline, think critically, and search for answers by themselves (Treenuch, 2015). Three major areas that need to be improved are the following:

- a) An increase in the budget given to students with economic disparity that is appropriate to school and social context
- b) An increase in accountability by school principals and teachers on student outcome achievements
- c) Improvement in teacher selection and training (Treenuch, 2015)

Finally, Treenuch emphasized that to move the quality of Thai education to a higher level, the improvement should start from the quality of education at the early stage. Having a valid set of competencies for educational evaluators in Thailand could be one way to improve the quality of Thai education.

Smith (1999) stresses the importance of conducting a study about core competencies for evaluators in relation to the context in which the evaluation is carried out; she recommends conducting a job analysis to delineate core competencies for evaluators who work in each evaluation environment. Nevertheless, few systematic studies responding to Smith's proposal exist. Among these few are two studies done by Thai researchers, Guah Grasaesom (2004) and Piyamas Wangchayklang (2005), who conducted systematic studies of competencies that Thai external educational evaluators should possess.

### **Guah's (2004) and Piyamas' (2005) Studies**

The findings of Guah (2004) and Piyamas' (2005) studies benefit the field of evaluation in general by providing a set of competencies created for evaluators in a specific context—in this case Thai education—and performing evaluation of a particular role—in this case, external evaluators. The studies have also benefitted Thai education and Thai school evaluation. External school evaluation stakeholders in Thailand, such as the office of National Educational Standards and Quality Assessment (ONESQA), can apply the research results in multiple ways, for instance, to design and develop evaluation training programs for Thai external evaluators.

Yet Guah (2004) and Piyamas' (2005) studies were developed about a decade ago. The lists of competencies suggested by Guah (2004) and Piyamas (2005) need to be updated and verified to improve the validity of competencies necessary for external school evaluators at grade levels 1-12. Guah's and Piyamas' studies are based on few internationally published research articles, and most of those cited are quite dated (e.g., AEA, 2002; Altschuld, 1999a & 1999b; Cousins, Donohue, & Bloom, 1996; King, Stevahn, Ghore, & Minnema, 2001; Knot, 1998; Leviton, 2001; MacNeil, 2002; Payne, 1994; Sanders, 1994; Stufflebeam, 1988). In addition, their lists do not reflect the major literature about evaluator competencies, including a comprehensive review of recent articles on this topic.

To further knowledge of evaluators' necessary competencies, the research reported here sought to update and improve the quality of identified necessary competencies for external school evaluators, especially external school evaluators'

competencies that are appropriate and fit Thailand and the Thai educational context described above.

Thai culture is unique and also diverse. For example, respect of seniority is emphasized in Thai culture, and people with advanced education are very well respected by others. It is commonly taught by parents that it is not appropriate for children to argue with or question elders or those with advanced degrees. Thailand includes people with various ethnicities, socio-economic statuses, and different religions and beliefs. For example, people from different regions speak different dialects. Where most people are Buddhist, many Muslims are concentrated in the southern region of Thailand.

These various factors have influenced the Thai educational system, including administrative, teaching, and learning practices in schools. For example, remote schools with high poverty rates may have high rates of students to teachers, and sometimes in these areas classroom time is delegated to growing food for students to eat at lunch time. To be effective, school evaluators should possess competencies that are appropriate to school contexts to be able to develop a useful and efficient evaluation process that will result in meaningful outcomes. This study extracted knowledge about evaluator competencies suggested by the international literature and incorporated the perspectives of Thai evaluation experts. Specifically, the study explored the following research question: What are the competencies that external school quality evaluators at grade levels 1-12 in Thailand should possess?

## **Rationale**

There are three reasons to study competencies for external educational evaluators for school quality assessment at grade levels 1-12 in Thai education. First, there is a need for more systematic study of core competencies for educational evaluators to conduct effective school quality assessments. Evaluation associations, experts, and practitioners have been concerned about the quality of evaluators and the effectiveness and usefulness of evaluation practice and findings provided to clients and stakeholders. Since the field began, evaluation experts and practitioners have discussed and attempted to set standards to control and improve the quality of evaluation practice. This has included creation of lists of competencies—knowledge, skills, and dispositions—that evaluators should possess. Evaluation experts have been interested in constructing lists of evaluator competencies for many reasons (McGuire & Zorzi, 2005, p. 74). Examples include (a) ensuring and increasing the quality of evaluation practice to protect stakeholders and guard the reputation of the evaluation profession, (b) use in future research or study in evaluation theory and practice, and (c) certification, credentialing, and accreditation purposes (ANZEA, 2011; Buchanan & Kuji-Shikatani, 2014; McGuire & Zorzi, 2005, p. 74; Stevahn et al., 2005a, p. 44). Nevertheless, it is difficult to establish standards for effective program evaluation and a set of essential competencies for program evaluators due to (a) a non-unified definition of evaluation, (b) different evaluation practices in diverse contexts and content areas (e.g., business, education, and public health), (c) evaluation roles (external/internal, summative/formative), and (d) diverse backgrounds, experiences, and preferences among evaluators (Stevahn et al., 2005a).

During the 1990s and 2000s, efforts were made to guarantee the quality of evaluation services and the validity and usefulness of evaluation results to clients and stakeholders. Examples include revision of the *Program Evaluation Standards*, authorized by the Joint Committee on Standards for Educational Evaluation (1994), which were revised again in 2011, and the *Guiding Principles for Evaluators*, proposed and published by the American Evaluation Association (1995). Many experts suggested sets of necessary competencies for evaluators, such as Scriven's "types of evaluation and types of evaluators" (Scriven, 1996), *The Core Body of Knowledge* endorsed by the Canadian Evaluation Society (CES) (1999), and a preliminary *Taxonomy of Essential Evaluator Competencies* published by King, Stevahn, Ghore, and Minnema (2001), which was revised in 2005 and given a new name, *Essential Competencies for Program Evaluators*. Examples of established sets of evaluator competencies in the 2000s include *Core Competencies for Evaluators of the UN System* developed by the United Nations Evaluation Group (UNEG) in 2008, *Competencies for Canadian Evaluation Practice* proposed by the Professional Designations Core Committee (PDCC) in Canada (CES, 2009), and the set of evaluator competencies created by the Aotearoa New Zealand Evaluation Association (ANZEA) (2011). Since the potential benefits to evaluators of possessing competencies are critical and there are very few systematic studies about evaluators' core competencies, research studies about what knowledge, skills, and dispositions evaluators should possess are valuable to the practice and the fields evaluated.

A second reason for conducting this study is that the quality of the sets of competencies for Thai external educational evaluators proposed by Guah (2004) and

Piyamas (2005) can be improved by taking evaluation experts and practitioners' viewpoints and by validating the sets with more recent relevant literature. Evaluations are regularly conducted to assess the quality of education. Whether conducted internally or externally, educational evaluation is designed to improve the quality of education, which can directly affect students' achievement and success (Guah, 2004). Valid and useful evaluation findings are believed to influence positive changes in schools since schools use evaluation results to eliminate or improve problematic areas. Evaluation results are also used in decision-making processes at both the national level and local levels to create new plans or new programs that improve student achievement or school quality.

Although there is no empirical evidence to support this claim, it seems highly likely that the quality of evaluators directly affects the quality of evaluations they conduct. Therefore, it is reasonable to conclude that the quality of educational evaluators affects school quality and student achievement. In fact, invalid or uninformative evaluation results reported by incompetent evaluators may negatively affect student achievement and school effectiveness. Therefore, the competencies evaluators should have to be considered competent are well worth considering.

However, few research studies have been conducted to answer these questions: What knowledge, skills, and dispositions should educational evaluators possess or acquire? Are essential competencies for educational evaluators similar to or different from the sets of competencies suggested by scholars? If yes, how they are different? A number of articles contain information about necessary competencies for program evaluators, but very few provide content relevant to important competencies or

characteristics for educational evaluators. Many of these are dated—a decade or older—and were not written based on systematic research (e.g., Nevo, 1983; Shadish, 1995; Worthen & Sanders, 1984). According to a literature review, there are only two systematic studies about competencies specifically for *external evaluators* of school quality at grade levels 1-12: Guah (2004), and Piyamas (2005).

A third reason for this research is that there is a need for a valid and updated set of necessary competencies for school quality assessment at grade levels 1-12 in Thailand. The current system of school quality assessment was introduced in Thailand about fourteen years ago. The Office for National Education Standards and Quality Assessment (ONESQA) was established in 2000. A major responsibility of ONESQA includes credentialing external school evaluators for every educational level from Pre-K to higher education and training for external school evaluation. ONESQA has certified more than 2,553 external school evaluators as of 2013 to evaluate more than 37,326 schools at the basic education level around the country as of 2013 (ONESQA, 2014). Before the founding of ONESQA, Thai educators had limited knowledge and skills of how to evaluate school quality and programs.

Although educational evaluation is extremely important in Thailand, there has been little discussion of the essential competencies for Thai educational evaluators. Guah (2004) conducted the first systematic, empirical study about what competencies Thai external school quality evaluators should possess and about how to certify external evaluators. The following year, Piyamas also developed a set of competencies for Thai external school evaluators at the basic education level. Nevertheless, these sets of competencies should be reanalyzed, updated, and validated because most major

studies about evaluators' competencies were conducted and published during 2002-2005 and were not used by Guah and Piyamas. For example, a set of competencies proposed by King and her colleagues (2001) was used in Guah's study in the crosswalk process to create an initial draft of competencies. However, this 2001 set is dated. King and her colleagues (2001) revised their first preliminary taxonomy of essential competencies for program evaluators and presented a new set of essential competencies for program evaluators (ECPE) in 2005. Many items from the preliminary list were omitted, and new items added (Stevahn et al., 2005a).

Negative consequences may occur if evaluators use incomplete and invalid sets of competencies to certify, select, and train new evaluators. For example, evaluation trainers may concentrate on cultivating competencies that are not necessary or are less important specifically for external evaluators. As a result, such evaluators may not have the necessary skills to conduct effective school evaluation. Moreover, invalid certification criteria and standards based on poor lists of competencies may be used to certify external evaluators, allowing incompetent evaluators to be formally certified. More importantly, schools and students may be negatively affected by incompetent evaluators. In summary, there exists a need to systematically validate and update competencies that are not yet included in Guah's (2004) and Piyamas' (2005) lists.

### **Purpose of the Study and Research Question**

The following question was investigated: What competencies should external educational evaluators of school quality at grade levels 1-12 in Thai educational have?



To answer this research question, the researcher extracted knowledge from publications about evaluator competencies and gathered perspectives of Thai experts who have educational and evaluation experience to update and validate two lists of competencies developed by Guah (2004) and Piyamas (2005).

Collecting opinions and suggestions from Thai evaluation and education experts as part of the process of developing a set of competencies for Thai external school evaluators is valuable since these experts have the best combined knowledge of Thai education and evaluation. Moreover, they acknowledge Thai cultural and political contexts that may affect competencies that Thai evaluators should possess. Experts included Thai external school evaluators at grade levels 1-12 in Thailand, ONESQA staff, and the Bureau of Educational Testing Department's (BET) staff. Since different experts have diverse experiences, knowledge, and perspectives on evaluation practices, school evaluation systems, and ideal evaluator competencies, these divergent perspectives provided more comprehensive alternatives to improve the validity of the sets of competencies for evaluators.

### **Significance of the Study**

Perrin (2005) mentions the “potential role and usefulness of competencies as a means of future development of evaluation as a profession and as an aid to improving the quality of evaluation undertaking” (p. 170). There are many potential uses of the information on competencies for evaluators, such as training, professional development, self-assessment, and selecting and supervising qualified evaluators (Frank, 2014; King & Stevahn, 2015; Perrin, 2005; Wilcox, 2012). This research

created knowledge by developing and validating specific lists of important competencies that Thai external school evaluators should possess. Researchers from other countries may adapt the new set of competencies for use in their own contexts.

ONESQA and higher education instructors will directly benefit from this study. They can apply the lists of competencies to design or improve the quality of training programs/evaluation courses for educational evaluators. Stevahn and her colleagues (2005a) state that,

In university settings with formal preparation programs that award academic degrees or training certificates, evaluator competencies may serve as an anchor for structuring program foundations and determining required courses. By systematically embedding such competencies in or across all courses, faculty collectively and individually can create a cohesive program that equips students with the knowledge, skills, and dispositions they will need for successful professional practice. (p. 45)

The list can aid the decision-making process about components of an evaluation training program and professional development plan (Buchanan & Kuji-Shikatani, 2014; English, 2002). Training curriculum and activities can be created using the lists of competencies for external educational evaluators that will be proposed. The list can be used to ensure that Thai evaluators are provided sufficient knowledge and skills to conduct effective school evaluations.

The researcher proposed a list of competencies that can be used to assess the quality of existing and potential evaluators. For example, Stevahn and her colleagues (2005a) suggest that

Competence in the development of such skills also could be included in candidacy criteria or exit interviews, along with the technical inquiry competencies—such as quantitative and qualitative methods—which typically form the foundation of university evaluation studies programs. (p. 45)

ONESQA can use the list to create assessment tools such as a checklist or an examination to (a) assess trainee performance after a training program is completed, (b) select candidates to attend training programs, (c) grant a license for educational evaluation practice, (d) renew certification, and (e) set up a team for a specific evaluation. As supported by Stevahn and colleagues (2005a), “[T]he competencies also can guide effective instruction and assessment in each required course” (p. 45).

In addition, educational evaluators can use the list of competencies for self-evaluation to assess their own skill levels (Podems, 2014). This will help them assess their strengths and areas that need to be developed (Frank, 2014), which may be beyond what an evaluation training program offers. Therefore, the list of competencies can be used as “a guide for life long-learning” (Perrin, 2005, p. 173). For example, McGuire and Zorzi (2005) created a self-assessment tool, which was built on CES’s work (Zorzi et al., cited in Perrin, 2005, p. 173).

Moreover, creating a list of competencies for external educational evaluators may well be a starting point to developing a system for credentialing or certifying educational evaluators and accrediting evaluation training programs in the future. For example, Nagao (2005) mentioned that the Japan Evaluation Society (JES) conducted a pilot test in 2003 and 2004 of an accreditation system for a 4-day school evaluation training course for school teachers coordinating self-evaluation practices in their

schools. Content in the JES training program was adapted from the Essential Skills Series (ESS) program of the Canadian Evaluation Society (CES), which was based on The Essential Skills Series in Evaluation. Now, JES has established Certified Professional Evaluators (C.P.E.), a 6-day training program. JES offers three levels of training programs (basic, middle, and advanced) (IDEAS Certification Working Group, 2014). Similar to Thailand's credentialing system, certification is given to evaluators based on participation in training programs and results of examinations. Finally, other countries, especially countries that have educational systems and socio-economic situations similar to the Thai context, may consider adjusting or applying the lists to benefit their own evaluation practices.

In summary, this study will generate a new list of competencies for external school evaluators at grade levels 1-12 in Thai education by updating and validating two sets of competencies suggested by Guah and Piyamas. Also, ancillary information may benefit various types of evaluation activities such as evaluation training programs, professional development, and evaluator certification. Primarily, it will directly benefit Thai educational evaluators, Thai educational stakeholders at grade levels 1-12, such as ONESQA, schools and students, and other interested groups who are involved with school quality evaluation practice.

### **Definition of Key Terms**

**Accountability-** Similar to Schedler's definition of accountability (1999), Scriven (1991) defined accountability as "responsibility for the justification of expenditures, decisions, or the results of one's own efforts," which often relates to

cost-effectiveness evaluation where one should be able to “explain” how money was spent and to “justify” what was accomplished according to resources spent (p. 46). For example, teachers should be accountable for their students’ achievement, or their salaries, and time spent, or both (Scriven, 1991).

**Accreditation-** Scriven (1991) clearly defines accreditation in general as follows:

. . . the award of credentials to programs or institutions, in particular, the award of membership in one of the regional or national associations of educational institutions or in one of the professional organizations that attempt to maintain quality standards for membership (p. 46)

Scriven (1991) described that schools are required to conduct self-evaluation using their own mission or goals and objectives. Then, accreditors are sent from the accreditation association to evaluate school quality by reviewing the self-evaluation reports and documents supplied by schools, observing and examining various aspects of schools, and using accreditation checklists (Scriven, 1991). The results of the accreditation process are then analyzed and presented to schools.

**Evaluator Competencies-** Stevahn and her colleagues (2005a) mention that there is no common agreement on the definition of the term *competencies* (Rychen, 2001, cited in Stevahn et al., 2005a, p 48). Wilcox and King (2014) summarized that competencies relate to knowledge, skills, and attitudes that “enable a person to effectively perform the activities of a given occupation or to function to standards expected by a person or group” (p. 4). In summary, evaluator competencies are

associated with knowledge, skills, and dispositions that enable evaluators to conduct effective evaluations.

**External Evaluator-** An external evaluator is someone who does not work regularly in the program this is being evaluated and who is generally hired from outside the organization (i.e., school) (Scriven, 1991, p. 159; Yarbrough, Shulha, Hopson, & Caruthers, 2011).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter will acquaint readers with three topics: (a) educational evaluation (b) approaches and methods used to establish competencies, and (c) studies of evaluator competencies. First, the educational evaluation section describes key concepts of educational evaluation, practices of external school evaluation in the United States and in Thailand, and other topics relevant to educational evaluation. In the next section, examples of methods and approaches used by researchers in various fields to identify and validate competencies are discussed. The methods presented include: task analysis, the Delphi technique, the Multi-Attribute Consensus Reaching Process (MACR), surveys with experts and stakeholders, literature review, focus groups, and statistical analysis used to verify competencies. The last section, studies of evaluator competencies, presents major studies of evaluator competencies conducted in the United States, Canada, Australia, and Thailand.

#### **Educational Evaluation**

The purpose of this section is to familiarize readers with educational evaluation, especially external school evaluation. First, the general concept of educational evaluation and the difference between internal and external educational evaluation are described. Then, the concept of external school evaluation, approaches often applied, and standards used for external school evaluation will be introduced. External school evaluation practices in the United States and Thailand will also be

discussed. The contents of this section will focus on educational evaluation at grade levels 1-12.

Stufflebeam (2003a) stated that school is one of the most essential processes in any society, and the most important job of school is to ensure that all students achieve high standards (Popham, 2005). Educational evaluation is used as a mechanism to monitor schools' effectiveness. Schools should use models of continuous improvement and accountability (U.S. Department of Education, 2007). Results of educational evaluation are reported and used by many audiences such as school staff, boards of education, and administrators of departments of education at both the national and state level. Educational evaluation is practiced in many countries (Bhola, 2003, p. 412); however, educational evaluation is seen to be a relatively new practice in some non-western countries (Bhola, 2003).

### **The Concept of Educational Evaluation**

Evaluation is “a systematic process of determining the merit or worth of an object” (Joint Committee on Standards for Educational Evaluation, 1994 cited in Sanders, 2003, p. 697). School evaluation is considered an important component of the K-12 educational system. According to Sanders and Davidson (2003), “School evaluation is one of the most important investments we can make in K-12 education” (p. 807). Educators believe that school quality can be improved by using information received from monitoring school performance and assessing students' achievement.

Educational evaluation or school evaluation is “the systematic investigation of the quality of a school and how well it is serving the need of its community” (Sanders & Davidson, 2003, p. 807). Educational evaluation is comprised of two functions:



internal evaluation, and external evaluation. The major differences are the purposes of the evaluation and who takes on the evaluation role. Teachers or certain school staff may conduct internal school evaluations. External evaluations, though, are performed by people who are not school staff, such as personnel from the school district, the state department or ministry of education, private evaluation firms, or federal agencies (Nevo, 2001). Although internal and external evaluations are viewed as separate functions, Nevo encouraged the coexistence of internal and external evaluation for mutual benefit (Nevo, 2001, p. 101).

Internal evaluation, also called self-evaluation or school-based evaluation, is often performed to supply external evaluation stakeholders with information (Nevo, 2001). Internal evaluations are sometimes conducted to find information that is directly relevant to how to improve school components, such as instruction, teachers, and programs. There are many advantages to internal school evaluations. For example, Nevo (2001) states that internal evaluation engages teachers in the decision-making process and empowers schools by decentralizing and localizing authority. Information from internal evaluations can help decision makers at the federal to the local levels make better decisions about future investments in schools (Nevo, 2001).

There are several approaches applied to internal school evaluation, including “participatory evaluation (Cousins & Whitmore, 1998), empowerment evaluation (Fetterman, Kaftarian, & Wandersman, 1996), total quality management (TQM), and action research” (Nevo, 2001, p. 27). At the present time, internal evaluation includes not only evaluating students’ performance, but other aspects such as teachers and curriculum (Nevo, 2001). Therefore, Stufflebeam (2003a) affirms that internal school

evaluation supports learning by identifying the school's strengths and weaknesses and identifying ways to improve student learning, programs, and teachers.

External evaluation is usually conducted to respond to the needs of parents, educational leaders at the national, state, and district levels, and the public, who want to know that schools are successfully using public funds to develop student performance (Nevo, 2001). External school evaluation encourages schools to “work harder to improve their school” (Nevo, 2001, p. 96).

### **Examples of Benefits of Educational Evaluation**

School evaluation offers several benefits to educational decision makers and stakeholders (Sanders & Davidson, 2003). First, evaluation findings help school stakeholders such as teachers and administrators recognize their strengths and the areas that need to be improved (Sanders & Davidson, 2003, p. 87). The results can show the effectiveness of “the way critical issues get identified and resolved” (Sanders & Davidson, 2003, p. 807). Information from school evaluation also provides a starting point for responding to the needs of parents, school teachers, district administrators, school board members, and state and national administrators, among other stakeholders (Nevo, 2001). For example, evaluation results can help school staff and school board members assess and acknowledge their performance and assist them to make better decisions regarding instruction or programs to improve students' learning (Stufflebeam, 2003a). Educational leaders and administrators at the local, state, and national levels can also use evaluation findings to make decisions for future plans and investments. In addition, parents can use evaluation results to select good schools according to publicly reported accountability and accreditation data (Sanders

& Davidson, 2003). Sanders and Davidson (2003) commented that school evaluation is more necessary than ever before because of such factors as increased school choice and school restructuring.

### **Types of and Approaches to School Evaluation**

There are two types of programs that are most commonly evaluated: innovative program, and complex large-scale programs. The first type is the most popular practice (Baker & Niemi, 1996, cited in King, 2003, p. 726). A complex large-scale program is one that has multiple sites, such as Head Start or Title I (Baker & Niemi, 1996). There are many different forms of school evaluation, potentially called different names in different countries (Sanders & Davidson, 2003, p. 809). Sanders and Davidson (2003) identified four forms of school evaluations: a) self-study plus visitation-based evaluations, b) indicator-based evaluations, c) self-or district-initiated school evaluations, and d) ad hoc school evaluations initiated by local, state, or national organizations. Some features of these types of evaluation overlap (Sanders & Davidson, 2003).

Sanders and Davidson (2003) explained that self-study plus visitation-based evaluations are the form used in accreditation and inspection systems, with the addition of self-evaluation. Regional or state associations conduct the accreditation process, while schools conduct the self-study using established criteria as complements to the materials or tool kits developed by accreditation associations. Often, the peer review or visiting team visits schools for first-hand examination. Evaluation results are reported to schools after the accreditation team is finished.

School accreditation is common in the U.S. Inspection is similar to the accreditation system, but this school evaluation is mandated by the government and the visiting team is assigned by the government (cited in Sanders & Davidson, 2003, p. 809). The accreditation and inspection systems are mentioned together under this category because both of them require schools to conduct self-studies and to be examined by external evaluators. Countries in which school evaluation is based entirely on external evaluation, but promotes the utilization of self-evaluation checklists include New Zealand and some European countries.

Another type of school evaluation is “indicator-based evaluations,” which are relevant to school accountability. Indicator-based evaluations have been conducted in the U.S. since the 1960’s and are becoming more popular around the world. Currently, every state in the U.S. uses an educational accountability system (National Center on Educational Outcomes (NCEO), 2006) where states require districts or schools to submit various kinds of data according to the standards and indicators established by each state. National administrators also use this system to ensure the quality of education provided to students (U.S. Department of Education, 2003).

The national report card is a tool of accountability in the United States. It allows the public to consider student achievement over time. The latest Nation's Report Card, shows steady growth and gains by America's schoolchildren, particularly among younger and minority students. The results, from the 2005 National Assessment of Educational Progress (NAEP) benchmark exam of fourth- and eighth-graders, confirm that real progress is being made in fulfilling the promise of *No Child Left Behind* for millions of young Americans (U.S. Department of Education, 2005, p.

2). While students' achievement scores on tests are often used as indicators to justify whether schools and students are accountable, there are other indicators used, such as student-to-teacher ratio and percent of students granted high school diplomas.

Self- or district-initiated school evaluations are another form of school evaluation conducted by local educational agencies that aim to improve school quality and encourage a school to be a "learning organization" that adopts a culture of ongoing improvement of school effectiveness (p. 811). This type of school evaluation was established in the U.S. in the 1970s and is an ongoing activity that is responsible for "state-mandated school evaluation" and to local accountability systems. School districts commonly create evaluation models appropriate to their needs to determine their schools' strengths and weaknesses.

Sanders and Davidson (2003) stated that many countries, especially in northern Europe, have increasingly developed accountability systems at the local level (school-driven), instead of emphasizing accountability at the national level (government-mandated). The Netherlands is an exemplar of school-driven accountability practice. In the U.S., several districts have developed their own approaches to examine their own schools; however, these approaches include accountability beyond the local level because they must address "state reporting and accreditation into their model" (Sanders & Davidson, 2003, p. 812).

The last type of evaluation is ad hoc school evaluation initiated by local, state, or national organizations (Sanders & Davidson, 2003). Organizations comprised of external groups and individuals conduct ad hoc school evaluation with the intent to supply information to the public about how good a school is and help the school to

improve according to evaluation findings. Agencies commonly provide guidelines for effective school practices, which are often extracted from literature about effective schools. The guidelines can help schools with planning mechanisms for school development and help external evaluators with their evaluation process. Examples of these agencies are the National School Public Relations Association (NSPRA) in the U.S. and the New Zealand Educational Review Office.

Sanders and Davidson (2003) pointed out that “there are many good practices of school evaluation around the world” (p. 808) and there is no agreement on what approach is best for school evaluation. King (2003) mentions that educational evaluators use a variety of approaches and methods to perform educational evaluation at every level, from federal to local. However, some approaches are used more often than others, such as the Context, Input, Process, and Product (CIPP) model, the consumer-oriented approach, utilization-focused evaluation, responsive evaluation, and theory-driven evaluation (King, 2003). For example, Stufflebeam (2003a) mentions that the CIPP model in particular is used extensively in the US and worldwide.

In summary, educational evaluation, both internal and external, is performed around the world. The major purposes are to identify areas of success and deficiencies and to make decisions to improve and invest in school features based on evaluation findings. Evaluation is also used as an accountability device, for reporting to stakeholders about school proficiency and student achievement. Many approaches are applied in educational evaluation. While educational evaluation among countries in

the West is commonly practiced and is full-grown, school evaluation in the East is still developing.

### **External School Evaluation**

Sanders and Davidson (2003) state that “evaluation involves the identification of the characteristics of a good school (i.e., the criteria) and then working toward a judgment based on these criteria about how well it actually is performing” (p. 809). School evaluation is basically comprised of two activities: gathering information and applying criteria to judge whether school performance meets stated criteria (Sanders & Davidson, 2003). The evaluation findings highlight school strengths and weaknesses to be used for decision making by leaders at the national, state, district and local levels (Sanders & Davidson, 2003).

Criteria and standards are used, for example, to evaluate 1) whether student achievement is at grade level and whether students make sufficient academic progress each year and 2) whether a school’s teachers and programs are effective. Standards and criteria are usually established by agencies that provide external evaluation services or administer measures for students’ performance. Sometimes, a school’s quality and student achievement is compared with others using standards and criteria established by international organizations (Plomp, Howie, McGaw, 2003, p. 954)

Nevo (2001) states that external school evaluation is conducted in many countries, although the supervising agencies vary from country to country:

In some countries it is supervised mainly by inspectors (e.g., in the UK or other European countries). In others (e.g., in the USA) it is supervised by means of

state or district assessment programs. Many educational systems combined both student assessment programs and overall school reviews, some of them conducted in a very systematic way by central units in the educational system (e.g., OFSTED in the UK, or OER in New Zealand) (p. 96).

There are two well-known types of external evaluation: educational accreditation and educational accountability. In accreditation, evaluators are sent from accrediting agencies to investigate whether schools meet the criteria and standards set by the agencies. In some countries, private nonprofit associations conduct school accreditation for their members, as is the case in the United States. In some countries, including Thailand, school accreditation is administered and operated by a federal agency such as the ministry of education.

The other type of external evaluation, accountability, uses established “standards and benchmarks as a major means for school improvement” (Wilson, 1996, cited in Nevo, 2001, p. 96). Accountability, a mechanism of controlling schools, is used in many countries (Nevo, 2001). For decades, school stakeholders have required schools to be investigated externally to explore whether schools do a good job improving student achievement (Nevo, 2001). External evaluation is sometimes seen as intimidating because schools may experience negative consequences based on the findings.

### **External School Evaluation in Thailand**

The *National Education Act* was established in Thailand in 1999 (ONEC, 2001). The Act was intended to open a reform era in Thailand’s educational system in which all citizens, regardless of age, social and economic class, and talent level would



receive an appropriate education as well as gain relevant skills, training, and development (ONEC, 1999). The nine chapters of the *National Education Act B.E. 2542 (1999)* target the reform of a) learning; b) resources and investment in education; c) educational administration and management; d) teachers, faculty, and educational personnel; e) the utilization of technologies for education; and f) educational standards and quality assurance (ONEC, 2003). The Act's sixth chapter aims to improve the quality of student learning and overall achievement.

With the focus on maintaining and improving the academic standards of education at all levels, internal quality assurance (IQA) and external quality assurance (EQA) measures are clearly stated in Chapter Six: "Educational Standards and Quality Assurance" (ONEC, 1999). The National Education Act B.E. 2542 (1999) establishes both internal (IQA) and external quality assurance (EQA) systems that can be seen as a broad framework for overall quality assurance efforts. The Act states that every educational institution must establish IQA at all levels and maintain and practice it continually as a part of their administrative activities. In addition, schools at all levels must complete an external evaluation at least every five years (ONEC, 1999).

For IQA, it is the responsibility of each academic institution and its governing organization to confirm that such internal mechanisms are put in place and remain a part of the continuing management system. For EQA, the Office of the National Education Standards and Quality Assessment (Public Organization) (ONESQA) is responsible for external assessment of institutions at all levels. Chapter 6 of the Act on Education Standards and Quality Assurance mandates the establishment of the Office for National Education Standards and Quality Assessment (ONESQA), which is

devoted to measurement of educational standards and quality assurance (ONEC, 1999). ONESQA began operation as a public organization with complete autonomy and power in decision making for its administrative, managerial, and financial affairs on November 3, 2000.

The educational evaluation system was established with the aim to enhance the quality of educational institutions by providing information about school performance for schools and decision makers in order to make improvements related to student achievement and school quality (ONESQA, 2014). The intention of the educational evaluation system is not to sanction or to penalize schools or relevant responsible administrators (ONESQA, 2014). ONESQA established and uses the “Amicable Assessment Model” (AAM) for external evaluation in Thailand as a means of encouraging educational institutions to continuously improve their educational quality and attain efficient educational administration. In this system, for example, 1) evaluators attempt to create a positive and appreciative attitude towards educational evaluation, and 2) evaluators are analogous to school doctors, who are ethical, respectable, and able to gain trust from educational institutions (ONESQA 2014). The AAM supports school quality improvement by developing trust in external evaluators, conducting friendly evaluations (“amicable assessments”), and providing valid and useful evaluation results and recommendations to educational institutions. The amicable assessment model includes 4 stages as follows (ONESQA, 2014):

**Stage 1: Promotion and development.** This stage involves cultivating an appreciative attitude towards educational evaluation, particularly external assessment;

strengthening educational institutions for further enhancement of educational quality and standards; and preparedness for an external quality assessment by ONESQA.

**Stage 2: Creating faith in "school doctors.** This stage includes the selection of amicable external assessors who are capable of creating faith and trust on the part of the educational institutions, leading to mutual openness in the external assessment. Ultimately, this comfort with external assessment will lead to further improvement of the education quality and standards of the assessed institutions.

**Stage 3: Perseverance in amicable assessment.** The assessment is conducted to confirm outcomes of the internal quality assurance achieved by educational institutions. The assessment is therefore an integration of self-evaluation, authentic assessment, assessment for improvement, quality assessment, and evaluation for measuring against standards.

**Stage 4: Providing guidelines and support.** The evaluation/assessment report will be based on neutral assessment; cooperation with parent agencies will be sought for continuous and sustainable development of the quality and standards of the educational institutions concerned.

**General Responsibilities.** ONESQA has responsibilities for developing: “criteria and methods for external quality assessment, assessing educational achievement, and maintaining the objectives, principles, and guidelines for educational provision at each level as stipulated in the national education law” (ONESQA, 2014). In addition, ONESQA must complete EQA for all educational institutions at least once every five years. ONESQA has a responsibility to make the

results publicly available for all stakeholders. In fact, the Royal Decree establishing the Office stated six missions for ONESQA (ONESQA, 2014):

1. Development of the external assessment system; setting the framework, direction and methods for efficient external assessment attuned to the quality assurance system of the educational institutions and the departments to which these institutions are attached;
2. Development of standards and criteria for external quality assessment
3. Certification of external assessors
4. Supervision and standard setting for external assessments carried out by external assessors as well as certification of the standards. If necessary or beneficial to the study and research of the external assessment system, the Office may carry out an external assessment itself
5. Development and training of external assessors; preparation of the training course content; and encouragement of private, professional or academic bodies to participate in the training of external assessors for greater efficiency
6. Submission of an annual report on the educational quality and standards assessment to the Council of Ministers, the Minister, other related agencies as well as the general public (ONESQA, 2014)

**Process of Thai External School Evaluation for Grade Levels 1-12.** The Thai external school evaluation process is similar to the self-study plus visitation-based evaluation as identified by Sanders and Davidson (2003). Schools are encouraged to establish internal quality assurance systems. ONESQA requires schools

to submit a self-assessment report (SAR) before external evaluators visit schools. The SAR is an annual report of internal assurance and an ongoing process for school administrators. External evaluators then review the SAR to plan the external evaluation and their visitations. ONESQA contacts schools before the site visit. Methods used to collect data include literature reviews, observations, and interviews with school staff and other stakeholders. Then, the findings of external evaluation as well as the evaluators' recommendations are reported to the schools and sent to ONESQA. The standards and criteria used to evaluate schools are set forth by ONESQA.

External quality assurance is based on the educational standards for external assessment at the basic education level approved by the Council of Ministers. ONESQA evaluates educational institutions on a five-year cycle, as required by law. Since 2005, ONESQA has revised standards and indicators for external school evaluation at the basic education level every five years, with each cycle having a different emphasis. For example, for the first cycle (2001-2005), ONESQA did not judge schools as "pass" or "fail." Rather, they attempted to build knowledge and understanding about educational assurance for educational institutions and identify school strengths, areas of improvement, and recommendations for school development. For the current round of evaluation designed to enhance school quality (2011-2015), ONESQA is focusing on evaluating educational products and outcomes and is providing evaluation services that respect each school identity and uniqueness.

For the third cycle, ONESQA's strategies for establishing standards and indicators have been to a) decrease the evaluation burden on schools, b) be creative,

and c) continue using amicable assessment. Currently, the standards consist of 25 indicators in 12 standards, which can be categorized into three groups: a) the learner's physical and mental health, which includes two indicators focusing on appropriate height, weight, and hygiene; b) the learner's morality and virtue, consisting of three indicators and focusing on being a good son/daughter to parents and a good student at school; and c) the learner's outcomes, consisting of eight indicators, focusing on achievements in subjects such as mathematics, art, science, and language.

**Thai External Evaluators.** External evaluators' performance is a critical aspect of the external evaluation. If evaluators are competent, there is a high possibility that the results of evaluation are more valid and useful to schools and other stakeholders. If invalid evaluation results were produced and used, it would likely affect the quality of educational institutions since educational institutions are expected to use the external school evaluation results to develop school improvement plans. For basic education level only, ONESQA has certified more than 2,800 external evaluators, and ONESQA will certify more evaluators in the future (ONESQA, 2014). These evaluators are responsible for evaluating more than 36,000 schools around the country. ONESQA set clear criteria and standards for certifying external evaluators (ONESQA, 2014). According to ONESQA's announcement for the evaluation cycle of 2011-2015, pre-qualifications of external evaluators include, for example, 1) older than 30 years old when they apply, 2) able to work full-time, 3) graduated with at least a bachelor's degree in any field, 4) having knowledge and understanding about goals, mission, and principles of education administration, teaching and learning management, educational assurance, and external school evaluation standards at a

basic education level, 5) having evaluation skills such as data collection and analysis, establishing recommendations and evaluation reports, 6) utilizing effective verbal communication, 7) possessing analytical thinking and effective decision making skills, 8) having good personalities and are well-mannered, and 9) having good attitude towards schools and working with others by applying amicable principles. To be certified, they must attend external evaluation workshops offered by ONESQA.

There were some major changes about pre-qualification from the previous requirements to the new requirements regarding education and experiences about evaluation and research skills. The previous requirements stated that candidates must graduate with at least a master's degree program in any field with thesis completion. They must also have taken at least two credits worth of courses about educational quality assurance and at least six credits in research, evaluation, assessment, and indicator development. In addition, they must have completed an evaluation internship of at least 60 hours (ONESQA, 2007). The current pre-qualifications are less stringent than these previous ones, owing to the need to expand the pool of available evaluators.

To evaluate the quality of evaluators, ONESQA uses feedback given by schools and relevant stakeholders and by evaluating the external school evaluation reports that evaluators submit to ONESQA. According to the report of annual assessment of ONESQA performance for 2013, staff of most educational institutions at the basic level reported that external school evaluators were friendly and able to give very good recommendations that were practical to improve school quality (ONESQA, 2013, p. 5). However, some staff suggested that ONESQA should select external school evaluators in a more appropriate age range, who have acquired good

knowledge and experiences, are able to effectively control their emotions, and are from local areas for better understanding of local culture (ONESQA, 2013, p. 5). The Annual Evaluation of ONESQA Performance for 2013 reported that the quality of evaluation reports developed by external evaluators were below established standards (p. 6).

**Training for Thai External School Evaluators.** Previously, ONESQA and 12 universities in four regions of Thailand supported the development of EQA by establishing an ONESQA network center in those universities. The ONESQA network center has major responsibilities for a) supporting educational institutions to understand EQA; b) monitoring and evaluating the performance of external quality evaluators; c) supporting educational institutions to use EQA results to improve standards and quality of educational institutions; d) reporting the progress of EQA; and e) being a source of knowledge and consulting about educational assurance. As part of the agreement with ONESQA, these 12 centers throughout Thailand have a major responsibility to provide evaluation training programs for external quality evaluators every year under ONESQA's monitoring.

Currently the work of these 12 networks is similar to their previous work except that ONESQA now designs and provides training programs for external evaluators at all grade levels by itself. In addition to ONESQA staff, ONESQA invited speakers who are scholars in various fields relevant and/or beneficial to school evaluation are invited to train external evaluation candidates. The current evaluation training takes four days, including three days of workshops and one day of field training. The current training period is shorter than previous trainings. After



completing the training program, candidates are eligible to take an exam to be certified as an external school evaluator. To be certified, an evaluator must pass 60% of the paper-based exam and meet 80% of established desirable behaviors and characteristics (4 out of 5 criteria) (ONESQA's staff interview, 2014).

**Summary of ONESQA's External Evaluation Works.** The first round of ONESQA's work was completed in August 2005 (years 2001-2005). At the K-12 level, 34,602 of a total 34,629 schools (99.92%) completed or were in the process of external evaluation (ONESQA, 2005). On September 22, 2006, ONESQA concluded that of 30,010 total schools, only 10,865 schools were up to standard levels (approximately 36 percent, or only one-third) (Achiraya, 2006). Somwung (2006) reported ONESQA's six strategies and work plan for fiscal years 2006 – 2010. One of them was to improve and control the quality of external evaluators. Another was development of lead resource personnel responsible for quality assurance, particularly quality assessment as well as promotion and professional development of the assessors. Last was review of staff strength and remunerations commensurate with educational qualifications of respective staff members once per year from year 2006 through 2010 (p. 5).

In 2006-2010 (2nd cycle), 27,447 out of 33,158 schools (82.75%) at grade levels 1-12 were accredited. As of 2010, ONESQA reported that there are 3,570 external evaluators certified by ONESQA including 2,848 evaluators for the basic education level, 298 evaluators for the vocational education level, and 25 evaluators for the higher education level (ONESQA, 2006). The third evaluation cycle will be completed in 2015.

ONESQA established several goals to be accomplished including promoting 61,510 educational institutions around the country to accomplish internal evaluation in preparation to receive external educational evaluation. These goals also include conducting educational quality assessment of 62,954 educational institutions. Another goal is to train and certify 6,785 external evaluators, including 4,475 evaluators for basic education, 1,050 for higher education, and 1,260 for vocational education. ONESQA strategies for year 2011-2015 include a) developing knowledge and understanding of evaluation (i.e., internal and external evaluation and evaluation methodologies) and evaluation results, b) promoting uses of evaluation results to improve educational quality by, for example, using results to develop educational policies, improving the efficiency of educational evaluation, and c) internationalize ONESQA by, for example, creating a network with other evaluation agencies (ONESQA, 2014).

In summary, educators and federal administrators expect external evaluation to improve the quality of basic education in Thailand. Stakeholders hope that the evaluation results will identify areas that need to be improved and measure the current status of school quality and overall effectiveness of education provided to students. The evaluation findings are useful and can benefit educators and leaders only when they are accurate.

One of the major factors that directly affects the validity of evaluation results is the quality of evaluators. Pre-qualification of external evaluators requires candidates that have completed coursework relevant to research, evaluation, and assessment. This may help to guarantee that evaluators have certain knowledge and skills to either

conduct evaluations or research, but it cannot promise that these candidates possess all the necessary competencies to successfully and effectively perform Thai external school evaluation. Therefore, knowledge of what competencies Thai external school evaluators should possess is needed. It can be used to investigate the external evaluation candidates and whether they possess the necessary competencies for conducting an effective external school evaluation. This knowledge can also be used to design evaluation training programs for external assessors to increase their abilities and to develop new capabilities for external school evaluation. Guah (2004) studied Thai external evaluators' competencies. He proposed a set of competencies necessary and important for Thai external evaluators, which is useful for several audiences such as evaluation trainers and evaluators themselves. Nevertheless, the quality of Guah's list of evaluator competencies can be improved by using perspectives of experienced, non-Thai evaluators to update and validate the set. The details of Guah's study will be presented in a later section.

### **Approaches and Methods Used to Establish Competencies**

This section will discuss the approaches and methods used to establish competencies in several fields. As mentioned previously, there is no book or article that pinpoints any approaches or methods specifically applicable to establishing competencies for evaluators. There are a number of approaches and methods that have been applied to identify the knowledge and skills necessary to perform a certain job, such as medical training (Prince, van Eijs, Boshuizen, van der Vleuten, & Scherpbier, 2005) and teaching middle school science (Flower, 1981). This section will be

divided into two parts. The first part presents examples of strategies and methods used to outline competencies, and the second part introduces those used to validate the set of knowledge, skills, and dispositions. The concepts and methods presented in this section are not limited to those used in the field of evaluation; rather, they are taken from numerous fields, such as evaluation, education, medicine, and psychology.

Many approaches have been used to identify and validate competencies, which generally include knowledge, skills, and dispositions. This section will introduce several approaches and methods used in previous research to explore competencies, such as task analysis, the Delphi technique, a survey study, a literature review, and focus groups. Of these, task analysis and the Delphi technique are most often used to determine competencies.

### **Task Analysis**

Several studies have used task analysis to identify competencies in various fields such as criminal justice, nursing, occupational health and safety, education, business, and aviation (Tannehill & Janeksela, 1984; Bellm, 2005; Fullerton, 2005; Vidal-Gomel & Samurcay, 2002; Hunt, 1997). For example, Fullerton (2005) studied the critical skills and abilities of American nurse-midwifery and identified tasks that midwives frequently perform, tasks that are new, and tasks that they infrequently perform (Fullerton, 2005). Task analysis is one psychometric technique that is applied to outline knowledge, skills, and abilities that cover the range of practice for a particular job (Fullerton, 2005).

Jonassen, Hannum, & Tessmer (1989) note that “task analysis means different things to different people” (p. 5). Therefore, the end product of the task analysis

procedure is different depending on the chosen approaches. Researchers use several approaches and methods to analyze tasks, such as the Delphi technique, observation, individual interview, and focus group (Jonassen et al. 1989). Studies that applied these methods are discussed later in this section. One common characteristic of these methods is that experts are usually interviewed to determine or order tasks or the knowledge and skills important to the task.

Many researchers frequently use experts as a source for determining competencies (Murphy, 2005; Stevahn et al., 2005a; McGuire & Zorzi, 2005; English, 2002; King et al., 2001). Asking experts to identify sources of information or to give knowledge relevant to the topic of study is commonly used when there is a shortage of previous studies (Mead & Moseley, 2001, cited in Baker, Lovell, & Harris, 2006, p. 61). Hardy et al. (2004) state that “it is particularly useful when there is little knowledge or uncertainty surrounding the area being investigated” (cited in Baker, Lovell, & Harris, 2006, p. 61). Using expert opinions in this situation may increase “high content, face-to-face and concurrent validity” (Beech, 2001, cited in Baker, Lovell & Harris, 2006, p. 61). In the case of establishing evaluator competencies, several methods were applied to collect data from experts such as observation, survey, interview, focus group, and group decision-making approaches like Multi-Attribute Consensus Reaching process (MACR) and the Delphi technique (see Guah, 2004; Murphy, 2005; Stevahn et al., 2005a; McGuire & Zorzi, 2005; English, 2002).

### **Delphi Technique**

To determine competencies, the Delphi technique has been used in many studies to find consensus among respondents who are experts, service providers, and

recipients. The consensus on competencies is based on their importance and necessity to successfully perform a task (Boyd, 2003). In the Delphi technique, participants are invited to rate competencies in terms of their importance. Then, the results of the survey are reported to all respondents and identities are kept anonymous. The respondents are then allowed to change their ratings. They are asked to provide reasoning for their decisions, which is then presented to the group.

Both qualitative and quantitative data may be derived from a Delphi. However, some Delphi contain only open-ended-type questions. For example, Lopez and Rogers (2001) stated that an open-ended questionnaire was used under the Delphi technique framework to collect eleven experts' perspectives in their study. This Delphi study was designed to identify essential cross-cultural competencies for school psychologists. The article reported 89 essential cross-cultural competencies for school psychologists (Lopez & Rogers, 2001).

Boyd (2003) stated that the Delphi technique has been used extensively to identify competencies in various fields (Martin & Frick, 1998; Shinn & Smith, 1999, cited in Boyd, 2003). For example, computer competencies for a business teacher education curriculum were established from a three-round Delphi process where electronic mail was used to collect data from 23 experts (McCoy, 2001). Another example is Boyd (2003)'s reported competencies for volunteer administrators using a three-round Delphi with 20 experts who were selected according to their reputation in the field. The Delphi technique has also been used to establish competencies for nursing, in which the Delphi was used both to define the competencies and then later to verify them. (Staggers, Gassert, & Curran, 2002). Another example is Bulger and

Housner's study (2007), which applied two-round modified Delphi procedures to explore competencies for a physical education teacher education curriculum. The respondents, a few experts, received the repeated circulation of a questionnaire, which requested them to rate each item in terms of its theoretical significance and pedagogical relevance. Usually a small number of experts is purposely selected to participate in the study (Boyd, 2003; McCoy, 2001). The reason for using few experts may be because there are very few distinguished people who have expertise in specific content or due to limited resources or time.

The number of times that participants are asked to respond to the survey varies in Delphi studies. Most studies use data received from the first round to create an instrument used in subsequent rounds (Bulger & Housner, 2007; Lopez & Rogers, 2001; Staggers, Gassert, & Curran, 2002; Thach & Murphy, 1995). The later rounds seek consensus on each competency item in terms of its importance and necessity (Bulger & Housner, 2007; Lopez & Rogers, 2001; Staggers, Gassert, & Curran, 2002; Thach & Murphy, 1995). The number of times that a questionnaire or other data collection tool is sent to the participants is different from study to study, ranging from two to four times (Boyd, 2003; McCoy, 2001). Examples of studies that used a two-round Delphi process are Lopez and Rogers (2001), Thach and Murphy (1995), and Bulger and Housner (2007). In yet another example, a two-round Delphi was conducted to identify competencies of distance education professionals within the U.S. and Canada (see Thach & Murphy, 1995).

### **Multi-Attribute Consensus Reaching Process (MACR)**

Another method for finding consensus among experts and/or other stakeholders is the Multi-Attribute Consensus Reaching process (MACR). The primary difference between the Delphi technique and MACR is the level of respondents' anonymity. In MACR, the respondents are required to meet face-to-face with other respondents, and responses are presented in a group. Respondents are also asked to explain their reasons to support their decisions in the meeting. King and her colleagues (2001) applied MACR to find essential evaluator competencies. Five years later, Guah (2004) used the MACR approach suggested by King and her colleagues (2001) to establish external school evaluator competencies at the K-12 level in Thailand. Twenty-five external evaluators were invited to meet face-to-face with other external evaluators to discuss competencies in terms of their importance and necessity. MACR is seen to increase the face validity of the competencies (Guah, 2004; Stevahn et al., 2005a).

### **Survey with Experts and Stakeholders**

Questionnaires that do not apply the Delphi technique are used in many competency identification studies (Tas, Labrecque, & Clayton 1996). They commonly contain questions to rate competencies by importance; the rating scales vary from study to study. The respondents include some combination of experts, service providers or recipients, or other stakeholders, depending on the study's purpose.

Some studies send only one questionnaire to all sample groups (i.e., McGuire & Zorzi; 2005; English, 2002; Tas, Labrecque, & Clayton, 1996), while other studies adapt their questionnaires for each sample group (Guah, 2004; Yedidia, Gillespie, &



Moore, 2000). An example of applying one questionnaire to gather data is by von Bonin and Muller (2007), who tried to define generic key competencies (GKC) in creating a final specialized examination for all arts therapists in Switzerland by the Council of Swiss Arts Therapy Associations (CSATA). After analyzing 1,235 responses, descriptive statistics were reported and used to select GKC.

In some studies, a series of questionnaires is sent to the participants, and each questionnaire is sent to a particular group at each stage. For example, Tas, Labrecque, and Clayton (1996)'s study aims to find specific clinical competencies for managed care; they sent out three questionnaires. The first questionnaire was sent to a group of residency program directors engaged in developing managed care curricula. The researchers used their input to define specific managed care competencies and related tasks they expected residents to learn as a result of the new training. Then, the second questionnaire was provided to the residents to assess whether the items obtained from the first questionnaire differentiated those who received managed care training from those who did not. Finally, a nationally representative sample of residency program directors and managed care organization medical directors was invited to participate in the third questionnaire. In summary, a questionnaire is often used to identify and validate core competencies. The types of questions included, the frequency of questionnaires, and the sample type are different according to each study's purpose.

### **Literature Review**

A literature review is commonly conducted to find an initial set of competencies for further analysis. Examples of documents reviewed to identify competencies are previous studies about competencies, guidelines of practice, and

training manuals. Examples of study that used literature review as an initial stage to outline knowledge, skills, and dispositions for a certain task or job can be seen in, for instance, Guah (2004), Staggers, Gassert, and Curran (2002), Stevahn et al. (2005a), and Young, Forquer, Tran, Starzynski, and Shatkin (2000).

In one case, Batalden, Leach, Swing, Dreyfus, and Dreyfus (2002) stated that an outline of 13 competencies was generated before being narrowed to six general competencies of graduate medical education (GME): patient care; medical knowledge; practice-based learning and improvement; professionalism; interpersonal skills and communication; and systems-based practice (Batalden et al., 2002). The first outline of 13 competencies was extracted from published literature. Batalden and his colleagues (2002) applied two major criteria to select the initial competencies: “multiple references to the competency across the documents—that is, across specialties (and other stakeholder groups); and reference to it by a GME stakeholder” (Batalden et al., 2002). Surveys and interviews were conducted with health system experts, physicians, residents, and external stakeholders to gather their opinions about the importance of each competency in the initial set (Batalden et al., 2002). The data from the survey and interviews were provided to the Accreditation Council for Graduate Medical Education (ACGME)’s Outcome Project Advisory Committee to assist them in selecting critical competencies for GME. Six main categories of competencies were created according to their decisions (Batalden et al., 2002).

### **Interviews and Focus Groups**

In addition to a literature review, interviews and focus groups with representative stakeholders are often used to identify core knowledge and skills as

well. For example, Young, Forquer, Tran, Starzynski, and Shatkin (2000) used focus groups to establish 37 clinical competencies for patients with severe mental illness. These competencies were used to design clinician training programs, recruiting, and credentialing (Young et al., 2000).

Another example of using focus groups is a study conducted to identify competencies of social workers who provide service to older adults according to the consumers' needs for social workers (Naito-Chan, Damron-Rodriguez, & Simmons, 2005). The focus group participants were seniors, care givers, and recent social work graduates currently working with aged adults (Naito-Chan et al., 2005). Content analysis of the meeting transcriptions and field notes were used to identify essential competencies for social workers who work with older adults. The selected competencies were those often mentioned by participants during the focus groups (Naito-Chan et al., 2005).

### **Statistical Analysis Used to Verify Competencies**

Statistical analysis is often used to analyze the data received from questionnaires (Delphi and non-Delphi), interviews, and focus groups. Descriptive statistics are commonly reported when questions with rating scales are included in the questionnaire. When the number of respondents of the questionnaire is high, multiple regression and factor analysis is sometimes used in establishing competencies (see, for example, Guah, 2004; Arvey, Salas, & Gialluca, 1992).

For example, 248 participants were asked to rate skills and abilities in terms of their importance to each task (Arvey et al., 1992). The results of the questionnaire were analyzed using multiple regression to predict which skill/abilities would be

necessary in a future job. Factor analysis was first used to consolidate skills/abilities, then each skill was correlated with tasks (Arvey et al., 1992). Guah (2004) applied factor analysis, more specifically Principal Components, in his study to identify and categorize competences for Thai external school evaluators, using data received from 455 respondents. Yet factor analysis and multiple regression technique are not commonly found in the literature about competency identification.

In summary, several approaches and methods can be used to determine key competencies for a certain task. They include task analysis, the Delphi technique, MACR, focus groups, literature review, and statistical analysis. There is some overlap between approaches and methods, for example, literature review, survey, and focus group methods can all be applied in the task analysis procedure. Approaches and methods can be used together to make the list of competencies more comprehensive and more valid. An example of one of the most recent studies that used mixed methods was conducted by Wilcox (2012). She used online surveys and conducted interviews with practicing evaluators, faculty members in evaluation studies, and program management staff to validate Essential Competencies for Program Evaluators (ECPE). The next section will present examples of studies about evaluator competencies.

### **Studies of Evaluator Competencies**

This section introduces the issue of quality control in the field of evaluation. It defines competencies and possible applications of evaluator competencies. Examples of major studies about evaluator competencies proposed by evaluation experts and

practitioners from the United States, Canada, Australia, and Thailand are presented at length. The last section discusses the lack of systematic studies about evaluator competencies in the field of evaluation.

### **Quality Control in Evaluation**

Smith (2003) stated that “demand for evaluations and evaluators expertise is on the rise and is expected to remain so for some time to come” (see also Datta, 2002; Newcommer, 2001; Worthen, 2001 cited in Smith, 2003, p. 379). On one single day in August 2001 there were one hundred jobs advertised for evaluators in the job bank of AEA (Stufflebeam, 2001, cited in Smith, 2003, p. 379). It is obvious that there is a need for evaluations and evaluators in both the public and private sectors. Yet while there has been emphasis on the quantity of evaluations and evaluators, there must at least equal emphasis on the quality of evaluations produced.

Most professions offer standards, guidelines, and codes of conduct for competencies and practices within which a profession’s members are expected to conform. Such professions include engineering, law, medicine, and education. Standards are usually established by experts in the field or by government licensing bodies and sometimes by service recipients (Stufflebeam, 2003b). The standards or principles are established with the intent to control the quality of the service provided to clients and the quality of practitioners in the field. There are many uses and benefits of standards and codes, such as customer protection, accountability, outcomes or service evaluation, and malpractice investigation (Stufflebeam, 2003b; Sanders, 1994).

In the field of evaluation, there were no standards or codes for evaluations until 1981 (Fitzpatrick et al., 2004). Examples of evaluation standards include the Program

Evaluation Standards (Yarbrough, Shulha, Hopson, & Caruthers, 2011) and the Guiding Principles for Evaluators (AEA, 2004). The differences between these two sets of evaluation guidelines lie in their purposes and contents. The Program Evaluation Standards comprises a set of criteria regarding functions in evaluation processes, which can guide successful evaluation practices and can be used to examine whether educational evaluations are credible and fair (Yarbrough, Shulha, Hopson, & Caruthers, 2011). On the other hand, the Guiding Principles for Evaluators include a code of ethics and standards for evaluators to conduct evaluations (AEA, 2004).

The Joint Committee published Standards for Evaluations of Educational Programs, Projects, and Materials in 1981 (Joint Committee on Standards for Educational Evaluation, 2007). These standards were revised and submitted to the American National Standards Institute (ANSI) (Joint Committee on Standards for Educational Evaluation, 2007). The Joint Committee also published The Personnel Evaluation Standards (1988), which includes 21 standards organized by the four categories—propriety, utility, feasibility, and accuracy (Joint Committee on Standards for Educational Evaluation, 2007). The Student Evaluation Standards, also published by Joint Committee (2003), suggest guidelines for designing, implementing, assessing and improving student evaluations (Joint Committee on Standards for Educational Evaluation, 2007). More recently, the Program Evaluation Standards (3rd edition), were published in 2011, 1981, and 1994. The Program Evaluation Standards, published by the Joint Committee (Yarbrough, Shulha, Hopson, & Caruthers, 2011) now contain 30 standards categorized in five categories: utility, feasibility, propriety,

accuracy, and evaluation accountability (Yarbrough, Shulha, Hopson, & Caruthers, 2011).

At about the same time as the 1981 standards, the Evaluation Research Society Standards for Program Evaluations (1976) were published by the Evaluation Research Society (ERS), which was later merged with the Evaluation Network (ENet) to become the American Evaluation Association (AEA) (Stufflebeam, 2003b). The *Guiding Principles for Evaluators* (1995), proposed by AEA (1995), included a code of ethics and standards for evaluators to conduct evaluations (Joint Committee on Standards for Educational Evaluation, 2007). AEA guidelines include five principles and 23 normative statements to direct evaluation practice. The five principles are systematic inquiry, competence, integrity/honesty, respect for people, and responsibilities for general and public welfare (AEA, 2004).

Stufflebeam (2003b) observed that, together, the Joint Committee standards and AEA guidelines “provide authoritative direction for assessing program evaluation studies” (p. 280). However, the Joint Committee standards and AEA guidelines are not generally used in evaluation practice. Worthen (2003) noted that “although there are published standards and principles, they are rarely applied in the actual evaluation practices” (Worthen, Jones, & Goodrick, 1998, cited in Worthen, 2003, p. 331).

A possible cause of the non-use of standards and guidelines is that their statements are too broad. Most evaluation associations provide standards that observe “the situational nature of evaluation competencies” (McGuire & Zorzi, 2005, p. 75), but they do not directly mention the specific knowledge, skills, and dispositions that evaluators should process for evaluation in a specific context (King et al., 2001, p.

230). For example, the Canadian Evaluation Society's guidelines for Ethical Conduct (n.d.) mentions that "evaluators are to be competent in their provision of service: item one evaluators should apply systematic methods of inquiry appropriate to the evaluation" (p. 75). AEA guidelines mention that an evaluator must "provide competent performance to stakeholders," and they must acquire "the requisite education, abilities, skills, and experience to undertake the evaluation; demonstrate cultural competence; practice within the limits of their competence; and maintain and improve their competencies" (McGuire & Zorzi, 2005, p. 76). King and her colleagues (2001) explained that the AEA guidelines (1995) are "little use in this regard [evaluation practice] because there is no way to derive specific skills and knowledge from such overarching principles" (p. 230). Because of their limited use in evaluation practice, evaluation standards and guidelines do not help much in guaranteeing the quality of evaluators and evaluations or in protecting evaluation clients.

Maintaining control of evaluation and evaluator quality is of concern to evaluation associations, evaluation experts, and practitioners. Evidence of this claim includes 1) discussions at annual meetings and 2) studies presented in evaluation journals about evaluator certification, evaluation training programs, and evaluator competencies. It has been suggested that the absence of such quality control mechanisms has prevented evaluation from becoming a full profession (Worthen, 2003).

Whether or not evaluation is a profession has been discussed for more than a decade. Many evaluation experts define evaluation as a near-profession. House (1994) suggested evaluation is a "specialized profession" (cited in Worthen, 2003, p. 330).



Worthen (2003) observed that there is no agreement on whether evaluation is “truly a profession” (p. 330). Worthen, Sanders, and Fitzpatrick (1997) proposed ten criteria to judge whether a field becomes a profession (p. 47). Evaluation passes seven of these standards, including having unique content, knowledge, and skills, and having its own training programs for evaluators. Nevertheless, evaluation also fails three standards: “a) certification or license for evaluators, b) controlled entry into the field, and c) accreditation of pre-service preparation programs” (Worthen, 2003, p. 331). Worthen points out that these three standards involve “quality control” issues that “professions seek to attain by careful decisions about inclusion or exclusion of individuals [evaluation members]” (Worthen, 2003, p. 331). Worthen (2003) emphasizes that the issue of quality control in the field of evaluation should be given more attention. Quality control systems for evaluators and evaluation studies should be of particular concern since useless and invalid evaluation results may be produced by incompetent evaluators (Worthen, 2003, p. 332). The quality of evaluators is a significant factor that directly affects the quality of an evaluation.

King and her colleagues (2001) point out that one deficiency in evaluation is that there is no agreement on a set of unique skills and knowledge that distinguish evaluators (King et al., 2001, p. 230). Although standards and guidelines for evaluation practice are provided to evaluators and have been taught in evaluation training programs, other quality control mechanisms should be established. These include mechanisms for selecting members in evaluation associations, for accrediting evaluation training programs through established set criteria, and for credentialing, certifying, or licensing evaluators who are qualified (Worthen, 2003, p. 333).

Yet there are many challenges in certifying individual evaluators' competencies. Establishing an evaluator certification system has been a controversial topic for more than 30 years. In 1999, *The American Journal of Evaluation* devoted an entire issue to this topic; however, the debate continues. Most proponents agree that a certification system would be beneficial; they are concerned with the challenges of establishing and maintaining the system given that there is no consensus on such key issues as the nature of evaluation, the core competencies for evaluators, certification criteria and standards, and the resources needed to establish and maintain the system. Opponents claim negative consequences such as raising resistance from some AEA members, requiring a great deal of time and resources to initiate and maintain the system, and the potential for increased costs for evaluators and their clients. A survey conducted by the Certification Task Force in 1997 indicated that a majority of AEA members believed that the system is not necessary.

However, many supporters of the system expressed advantages, such as professional development, customer protection, increased incentives, and prestige. Although there are many potential benefits of establishing a certifying system for evaluators, Worthen (2003) points out that certification for evaluators is more difficult to establish now, due to a) developments of new paradigms, resulting in a lack of consensus about evaluators' competencies and b) the "the litigiousness of today's society" (p. 339). Considering the many obstacles to establishing a certifying system, Altschuld (1999a) proposed the idea of a voluntary system for credentialing evaluators, which may be more feasible and can be considered as a pilot step to a certification system (Worthen, 2003, p. 338). Smith (1999) noted that there is no

consensus on good evaluation practices and core competencies for evaluators; thus, evaluation certification is not feasible. This may imply that establishing a credentialing and accreditation system is not feasible, as well.

### **Definition of Competencies**

Competencies can be defined as “clusters of related knowledge, skills, abilities, and other requirements necessary for successful job performance” (UNEG, 2008, p. 5), and evaluators should possess “the quality of being adequately or well qualified, whether physically or intellectually” (Wilcox & King, 2014, p. 5). In terms of job tasks, McNamara (1997) put forth the meaning of competencies as follows:

Typically, competencies are general descriptions of the abilities needed to perform a role in the organization. Competencies are described in terms such that they can be measured. It's useful to compare competencies to job descriptions. Job descriptions typically list the tasks or functions and responsibilities for a role, whereas competencies list the abilities needed to conduct those tasks or functions. Consequently, competencies are often used as a basis for training by converting competencies to learning objectives (para.2).

This definition provides a clear distinction between job descriptions and competencies. The definition of competency used in this study has similar meanings as the definition of competencies mentioned by McNamara above. A set of Thai external evaluator competencies proposed in this study will indicate a list of abilities needed to conduct tasks for Thai school accreditation.

McNamara's (1997) definition was established in the context of the management field; more specific to evaluation, Stevahn and her colleagues (2005a)

defined competencies as “the knowledge, skills, and disposition program evaluators need to be effective as professionals” (p. 48). Similar to Stevahn and her colleagues’ definition, evaluation competencies are “the skills, knowledge, abilities, and attributes required to conduct evaluation” (McGuire & Zorzi, 2005, p. 74).

King and Stevahn (2015) defined “competency” clearly: “knowledge is what a person can learn, skill is what a person can do, and disposition or attitude are the way that a person can think or feel about something” (p. 4). Wilcox and King (2014) created a figure that shows “the relationship among sample competencies and the knowledge skills, and attitudes on which they depend” (p. 5), which was adapted from Schoonover Associates (2008). In summary, evaluator competencies are the capabilities to perform effective evaluations; these abilities are built and transferred from knowledge, skills, and dispositions that evaluators possess. Yet in evaluation, there has been no consensus thus far on the definition of “competent” (Rychen, 2001 cited in Stevahn et al., 2005a, p. 48).

### **Applications of Competencies**

Evaluator competencies could benefit evaluation practice in several ways (Dillman, 2013). The benefits of evaluator competencies have motivated evaluation experts and practitioners to study those competencies (McGuire and Zorzi, 2005, p. 74). Several evaluation experts addressed the potential applications of information about competencies for evaluators (see e.g., Perrin, 2005; Podems, 2014; and Stevahn et al., 2005b). Possible uses of competency information include establishing evaluation certification, creating evaluation training programs, developing self-

assessment instruments, and planning professional development for evaluators (Perrin, 2005; Podems, 2014; Stevahn et al., 2005a; Wilcox & King, 2014).

Competencies may be used to raise the quality of evaluation, which helps to protect evaluation clients and recipients and to shield the reputation of the evaluation profession (Podems, 2014; Stevahn et al., 2005a). According to McGuire and Zorzi (2005), evaluators who acquire necessary competencies have high potential to “produce high quality, useful evaluation” (p. 74). Employers or evaluation clients can also use the set of core competencies for evaluators to assist in making decisions about employing evaluators (McGuire & Zorzi, 2005, p. 74; Podems, 2014). The competencies may benefit evaluation trainers in designing, improving, and evaluating their programs (English, 2002; King & Stevahn, 2015; McGuire & Zorzi, 2005; Nagao, 2005; Podems, 2014; Stevahn et al., 2005b). For example, the Canadian Evaluation Society used its Core Body of Knowledge to develop an Essential Skills Series workshop, which aims to provide novice evaluators with fundamental knowledge and skills necessary to conduct evaluation.

According to Stevahn and her colleagues (2005a), evaluation researchers can apply the set of competencies to future research design or study evaluation theory and practice. In addition, the competencies can be used to develop certification, credentialing, and accreditation systems and facilitate evaluators’ self-assessment for future professional development, such as enhancing reflective practice, self-monitoring, self-reflection and analysis, and designing future plans to enhance capacity (King & Stevahn, 2015; Podems, 2014; Stevahn et al., 2005a). Ghore and her colleagues (2006) proposed how evaluators can use the Essential Competencies for

Program Evaluators (ECPE) for their professional development. They developed an ECPE Self-Assessment Instrument that evaluators can use to measure their competency for evaluation (see Ghere, King, Stevahn, & Minnema, 2006). In summary, the uses of competencies for evaluators are beneficial to evaluation associations, evaluators, and the public. Their application can help increase the quality of evaluators, directly affecting the quality of evaluation produced.

### **Studies about Competencies for Evaluators**

Worthen (1994) articulated that knowledge and skills to conduct evaluation are unique (cited in King & Stevahn, 2015). There are both positive and negative comments about the development, implementation, and potential uses of competencies (King & Podems, 2014). “Discussions and debates range from what the competency areas should be and for whom to whether or not there should even be formally established competencies” (King & Podems, 2014, p. vii). For example, Podems (2014) stated that a static set of competencies may “limit evaluation practice” since evaluation is “a generative and evolving field” (p. 133).

Evaluation experts and researchers realize the many challenges of establishing competencies for evaluators. Wilcox and King (2014) specifically note that various complex factors affect the development of competencies. Stevahn and her colleagues (2005a) mention some challenges to identify standards for effective program evaluation and a set of essential competencies for program evaluators: a) no unified definition of evaluation, b) evaluation performed in diverse contexts and content areas (e.g., business, education, and public healthcare), c) evaluators taking different evaluation roles depending on the context (external/internal, summative/formative), d)

evaluators coming from diverse backgrounds such as education and culture, have different experiences, and preferences, such as epistemology and methods used for evaluation (p. 44).

Fitzpatrick, Sanders, and Worthen (2004) note that evaluators hold different beliefs about the definition of evaluation, its practice, the evaluator's role, and so on (Fitzpatrick et al., 2004, p. 64). These differences among evaluators influence their diverse preferences for philosophy, methodology, and approaches (Fitzpatrick et al., 2004). According to McGuire and Zorzi (2005), the diversity of evaluators' backgrounds and preferences make it difficult to define "what makes a competent evaluator" (p. 74). Nevertheless, many studies about evaluator competency have been conducted.

Many experts propose tasks and skills for evaluators. Yet the tasks and skills identified in these lists are dated and not comprehensive. Much advancement in developing lists of competencies significant to evaluators occurred during the late 1990s in Canada and the United States. More recently, studies of competencies for evaluators were conducted in Aotearoa New Zealand, Australia, Russia, South Africa, and Thailand (see Podems, 2014; English, 2002). Major research about competencies for evaluators from the United States, Canada, Australia, and Thailand will be presented in detail next.

**In the United States.** United States scholars and leaders in the field of evaluation have tried to discover a set of competencies that evaluators should possess to successfully conduct program evaluation for over 30 years. (King & Stevahn, 2015). Evaluation scholars have proposed a list of important knowledge and skills for

evaluators; however, King and her colleagues claimed that the tasks and skills proposed before 2001 were not derived from a “systematic process or validated by empirical consensus building among diverse professionals in the field” (p. 230). The lack of systematic development of competencies for evaluators, coupled with pointed discussion about evaluator certification has sparked a need for a comprehensive list of evaluator competencies and for building consensus around a list of competencies (Stevahn et al., 2005a). King and her colleagues (2001) proposed a preliminary *Taxonomy of Essential Evaluator Competencies*, which was published in the American Journal of Evaluation. This list was created because the authors noticed the lack of specific content about evaluator competencies in the Program Evaluation Standards and the Guiding Principles for Evaluators (Stevahn et al., 2005b). They have also attempted to establish broad agreement on the list of competencies (Stevahn et al., 2005a).

An exploratory study was conducted to validate and establish agreement on suggested competencies thought to be essential for program evaluators (King et al., 2001). Thirty participants who were evaluation experts, practitioners, and advanced doctoral students in Minneapolis-St Paul, Minnesota were invited to identify and verify essential competencies for program evaluators. The Multi-Attribute Consensus Reaching process was used to find consensus on the set of competencies in terms of their importance for functioning as effective evaluators (King et al., 2001, p. 237). Both quantitative and qualitative data were collected to identify and validate the set. Results show consensus on “more than three-fourths of proposed competencies” (54 out of 69). Fifteen of 69 competencies received real disagreement (King et al., 2001, p.



229). The authors claimed that the areas of disagreement were those involving “the role- and context- specific nature of evaluation practice” (King et al., 2001, p. 239).

King and her colleagues revised their preliminary taxonomy of essential competencies for program evaluators (ECPE) and presented a new set in 2005. Many presentations, meetings, and consultations were also arranged to gather input and comments on the first set of competencies from more than 100 participants (Stevahn et al., 2005a). In addition, a crosswalk of their revised taxonomy was conducted with a) *The Program Evaluation Standards* (the Joint Committee on Standards for Educational Evaluation, 1994, b) the *Guiding Principles for Evaluators* (American Evaluation Association, 1995), and c) the Essential Skills Series in Evaluation (CES, 1999). The crosswalk results revealed considerable overlap between the revised taxonomy and guidelines and CES’s recommended set of competencies (Stevahn et al., 2005a, p 53). The preliminary list of essential competencies for program evaluators was revised according to the responses and findings from the crosswalk study (see Stevahn et al, 2005a for more details). After re-categorizing items, adding 13 competencies and omitting many competencies in the preliminary taxonomy, the new revised taxonomy of essential competencies for program evaluators was composed of six distinct competency categories: (a) professional practice, (b) systematic inquiry, (c) situational analysis, (d) project management, (e) reflective practice, and (f) interpersonal competence. The authors are still seeking “formal systematic validation within the field at large with various representatives of evaluators” and “broad consensus on the common set of competencies” (Stevahn et al., 2005a, p 56).

ECPE has been widely used in the evaluation community in a variety of settings (King & Stevahn, 2015; Wilcox, 2012), such as in Taiwan (Lee, Altschuld, & Lee, 2012). In 2012, Wilcox conducted a research study to validate the ECPE with the hope that these competencies can be used to improve “the professionalization of the field of evaluation” (Wilcox, 2012, p. 6). She conducted online surveys and expert interviews to collect respondents’ opinions and attitudes from practicing evaluators, faculty members in evaluation studies, and program management staff to validate the ECPE using Messick’s six criteria of validity. The survey results showed that 58 of 61 competencies were at least “Strongly necessary” and three competencies were rated “Moderately necessary”. None of competencies were rated “Not at all necessary” or “Slightly necessary.” Wilcox (2012) suggested that ECPE can be improved by collecting evidence at the national level.

**In Canada.** Zorzi, McGuire, and Perrin (2002) proposed a comprehensive list of competencies that are important for conducting an evaluation as a part of the Core Body of Knowledge (CBK) project for the Canadian Evaluation Society (McGuire & Zorzi, 2005; Zorzi, McGuire, & Perrin, 2002). The method used to explore the knowledge element was a web-based survey, which was sent to evaluation practitioners who lived in and outside of Canada (McGuire & Zorzi, 2005). A panel of 36 evaluation experts with various backgrounds was asked to interpret the survey’s results. These results were used to create knowledge elements, which are the knowledge, skills, and effective practices that are required to perform evaluation activities, including 23 general knowledge elements (McGuire & Zorzi, 2005). Specific knowledge and skills are described for each element, in total 151 specific

knowledge elements. “Some examples include application of ethical guidelines, naturalistic inquiry, data collection using questionnaires, and active listening” (Zorzi, McGuire, & Perrin, 2002, p. iv).

Nevertheless, the authors claim that they were unable to label a list of core competencies that every evaluator should possess (McGuire & Zorzi, 2005, p. 77). They also mention that it is unlikely for an evaluator to be capable in all areas as follows:

This is not a list of what every evaluator should know. Evaluation has a wide range of methods and approaches. It is not possible, or even desirable, for any one person to have an in-depth knowledge of everything. (p. vi)

In addition, McGuire and Zorzi (2005) suggest application of this CES’s list of knowledge elements for evaluators in supporting professional development in organizations (see McGuire & Zorzi, 2005).

Later, the Professional Designations Core Committee (PDCC) of the Canadian Evaluation Society (CES) proposed the Competencies for Canadian Evaluation Practice (CCEP), which includes, five general categories (reflective practice, technical practice, situational practice, management practice, and interpersonal practice) comprising 46 sub-competencies. Then competencies were approved by the CES membership in May 2009 after member consultation and expert validation (Wilcox, 2012). “Canada now has a set of competencies that is used by its government and academic institutions” (King & Podems, 2014, p. vii).

Wilcox (2012) indicated some deficiencies of CCEP, concluding that it was not “empirically validated” (p. 43). CES was developed from extensive review of

existing competencies, and although a survey was used to collect CES members' opinions, there was a low response rate (5.5% or 99 members) of CES members who responded to the online survey. Moreover, the answer choices were yes/no questions, which are too general to collect reasons for responses.

In comparing two sets of competencies developed by American and Canadian evaluation experts, the lists of essential competencies or knowledge and skills for evaluators proposed by McGuire and Zorzi (2005) and Stevahn and her colleagues (2005a) may be considered valid according to the analysis of experts and the relevance of the content in both lists (Altschuld, 2005). According to his analysis (2005), "the competency list supplied by McGuire and Zorzi and Stevahn and her colleagues strongly correlate".

**In Australia.** After the Australasian Evaluation Society (AES) board approved the project to develop a set of competencies in 1997, four Australian evaluators, English, Funnell, Cummings, and Kaleveld, proposed a draft set of evaluators' competencies, based on the model of professional competence, which includes four main categories: a) knowledge/cognitive competence (models, theories, context, research methodology, b) functional competence (focus, design, data collection, analysis, planning, reporting), c) personal/behavioral competence (problem-solving, analytical thinking, conceptual thinking, self-control, self-confidence, tenacity, initiative, professional development), and d) values/ethical competence (personal, professional) (English, 2002). The main intent of the set of competencies was for training and professional development purposes.

Forty-seven evaluation practitioners responded to a web-based survey conducted in October 2002 to validate the set competencies in terms of their importance. Survey participants had diverse evaluation interests and came from various kinds of work contexts such as consulting, research, and education. The survey results indicated that every sub-item in four categories was considered very important and extremely important in the respondents' opinions. English (2002) suggests that the survey results were gathered only from evaluators, but that opinions of trainers, clients of evaluation, and evaluation stakeholders should also be investigated (English, 2002).

**In Thailand.** Educational evaluation is both an interest and a concern among Thai educators and school accreditation stakeholders since educational institutions at every level in Thailand are required by law to receive external school evaluations at least every five years (Guah, 2004). Institutions must also conduct self-evaluation and send self-assessment reports to ONESQA to be reviewed as a part of the external review process (ONESQA, 2007). A considerable amount of funding from the national budget (e.g., \$23 million in 2015) has been spent to operate this quality assurance system, including hiring and training evaluators, certifying evaluators, and sponsoring research studies that benefit educational evaluation activities in Thailand. Many studies funded by ONESQA were conducted around educational evaluation topics such as standards and criteria for evaluation and the use of evaluation results among schools; however, only a few research studies about evaluator competencies have been conducted so far. Examples of studies about competencies for external school evaluators conducted are by Guah Grasaesom (2004) and Piyamas Wangchayklang (2005).

Guah (2004) developed a systematic study to identify and validate competencies for external school evaluators at the K-12 level in Thailand in his dissertation, “A Development of the Certification of the External Evaluators Based on Competency Approach for School Evaluation.” The external evaluator competency test for certifying Thai external evaluators was also developed and validated as a major component of his study. However, only the methods and process of Guah’s study that were used to identify and to validate important evaluator competencies will be introduced in this section.

Mixed methods were used to collect quantitative and qualitative data of Thai experts’ opinion toward the knowledge, skills, and dispositions necessary for Thai external evaluators. Data collection methods included literature review, Multi-Attribute Consensus Reaching (MACR), and a survey with Thai evaluation experts and Thai stakeholders. A crosswalk among sets of competencies proposed by U.S. and Thai evaluators (Stufflebeam, 1988; Payne, 1994; Cousins et al., 1996; King et al., 2001), AEA standards, and evaluator skills required by ONESQA was conducted to derive a comprehensive outline of competencies for Thai evaluators. Then, 18 ONESQA external evaluators reviewed, via survey, the competencies in terms of their importance and necessity. Surveys were also sent to 12 Thai evaluation experts. Then, MACR was conducted with 25 of ONESQA’s external evaluators to find consensus on the competencies in terms of their importance and their necessity. Finally, mail surveys were sent to 670 evaluators to identify the level of importance and necessity of each competency. The set of competencies used in this stage was from the revision of the first outline of competencies according to the results received from the mail

surveys and MACR conducted in the previous stages. The researcher received 455 responses. Results received from the last survey were analyzed using principal component analysis and second order confirmatory factor analysis to create the final set of Thai external evaluator competencies at the K-12 level. This set of competencies was later used to develop a certification test for Thai external evaluators at K-12 level.

Guah's set of competencies for external evaluators is comprised of three domains: knowledge, skills, and dispositions. The knowledge domain includes a) education concepts that relate to the external evaluation, as stated in the National Education Act, b) external evaluators' roles and knowledge of organizations or associations involved with educational evaluation, and c) core concepts and approaches to evaluate educational quality. The skill domain contains six categories: a) planning to assess educational quality, b) evaluating the quality of educational institutions, c) writing and reporting evaluation results, d) interpersonal communication, e) logical and analytical thinking, and f) teamwork (Guah, 2004). The last domain, dispositions, consists of amicableness for evaluation and ethics of evaluation. Guah's set of competencies was made specifically for Thai external school evaluators; therefore, the competencies in this list are more meaningful and more easily applied for school evaluators, evaluation trainers, and for ONESQA than the other sets of competencies made for evaluators in general.

Yet Guah's (2004) list of competencies should be validated and updated for two reasons. Guah's study is based on very little international literature on essential competencies for evaluators (Altschuld, 1999a & 1999b; Cousins et al., 1996; King et al., 2001; Payne, 1994; Stufflebeam, 1988), including, for example, the list of

competencies proposed by King and her colleagues (2001) and The Guiding Principles for Evaluators supplied by American Evaluation Association (AEA, 2002). Many items from the preliminary list of King et al. (2001) were omitted and new items added (Stevahn et al., 2005a). The new list of competencies was proposed in 2005 (Stevahn et al., 2005a). Also, those articles are dated (Altschuld, 1999a & 1999b; Cousins et al., 1996; King et al., 2001; Payne, 1994; Stufflebeam, 1988). Therefore, in Guah's (2004) study, an outline of competencies that was sent to experts to review might not have been comprehensive and up-to-date. As a result, the list of core competencies for Thai external evaluators that Guah proposed may have areas that need to be updated and validated. The validity of Guah's set of Thai evaluator competencies can be enhanced by applying information received from major, updated international literature about evaluator competencies to find and to fill gaps in his set of competencies. Also it would be beneficial to include non-Thai evaluation experts' perspectives who have experience in school accreditation or/and in setting evaluator competencies to update and validate the Guah's set of competencies for Thai external school evaluators.

Piyamas (2005)'s study also provides a set of competencies necessary for Thai external school evaluators, but unlike Guah's, hers are at basic education level. Yet the list of competencies suggested by Piyamas (2005) needs to be updated and verified to apply this set of competencies to Thai external school evaluators (ESE) at the K-12 level. Piyamas' work was based on dated, internationally-published articles (e.g., Alscold, 1999, King et al., 2001, Knot, 1998, Liviton 2001, Macneil, 2002, Owen & Lambert 1997, Pane 1994, Sander, 1994, Stufflebeam 1988, Worthen, 1999). In



addition, Piyamas' list does not reflect the major literature about evaluator competencies, including a comprehensive review of recent articles on this topic. To further knowledge about evaluators' competencies, the research aimed to improve the quality of the first set of competencies for external school evaluators at the K-12 level in Thailand (Piyamas, 2005). In addition, this study captures developments in research in evaluator competencies and changes in the Thailand education system that have occurred since Piyamas completed his study in 2005.

In summary, Stevahn and her colleagues (2005a) stated that "an agreement upon a set of competencies fundamental to effective practice is critical to the advancement of the field" (p. 57). Although a formal agreement on a set of essential competencies for program evaluators does not yet exist at the national level, Ghre and her colleagues (2006) stated that there is an informal agreement among evaluation experts who have conducted studies on this topic.

### **Gaps in Research about Educational Evaluator Competencies**

Most current lists of competencies for evaluators were created for program evaluators in general; they were not created specifically for evaluators who take a specific role or who conduct evaluation in a particular context. Experts such as Perrin (2005) and Smith (1999) doubt the feasibility and practicality of using these sets universally among evaluators involved with different types of evaluations.

The significance of evaluation context has been discussed in recent years (see, e.g., King & Stevahn, 2015). McGuire and Zorzi (2005) and Stevahn and her colleagues (2005a) agreed that the evaluation's purposes and context are vital factors that influence the types of knowledge and skills an evaluator should possess to

conduct an effective evaluation in a specific context (McGuire & Zorzi, 2005; Stevahn et al., 2005a). As mentioned by McGuire and Zorzi (2005), “the competencies needed to conduct an evaluation vary depending on the purpose and context of the evaluation...” (p. 77). This idea aligns with what Scriven (1991) defined as “a trans-discipline [that] services not only the social sciences but also history, geography, computer science, education, business and management” (p. 305). The knowledge and skills that evaluators should possess varies, depending on the contextual variables, which include the type of evaluation being conducted, the context of the evaluand, and the particular needs of the clients and stakeholders (McGuire & Zorzi, 2005, p. 75).

King and Stevahn (2015) mentioned that evaluators should possess evaluation specific knowledge, skills, and dispositions and also unique characteristics related to subject-specific content, such as early childhood literacy. Accordingly, educational evaluators may require knowledge and skills that are different from evaluators who conduct evaluation in other contexts such as business and public health. Many significant questions about educational evaluators’ competencies need to be investigated, such as what knowledge, skills, and dispositions educational evaluators should acquire. Are essential competencies for educational evaluators similar or different from the sets of competencies suggested by McGuire and Zorzi and Stevahn and her colleagues?

Another important question of educational evaluators’ competency was raised by Worthen, and Sanders (1984): whether an educational evaluator should be trained as a content specialist, an evaluation specialist, or some combination of the two. The

authors explained the differences between content specialist and evaluation specialist as follows:

A content specialist has demonstrated expertise in the field of study being evaluated, but not training in evaluation methods; the evaluation specialist has expertise in evaluation methods but may know little about the subject area being evaluated. (p. 14)

The authors concluded that educational evaluators should be trained as evaluation specialists, although having the knowledge about the object being studied is important to conduct an educational evaluation. They claimed that it is unnecessary to train educational evaluators to be content specialists.

Yet few research studies have been conducted to answer these questions: What knowledge, skills, and dispositions should educational evaluators acquire? Are essential competencies for educational evaluators similar or different from the sets of competencies suggested by scholars? If yes, how they are different? Few articles contain information about necessary competencies for program evaluators. Even fewer articles provide content relevant to important competencies or characteristics of “educational evaluators.” Many of these were dated and were not written based on systematic research, e.g., Nevo, (1983), Worthen and Sanders, (1984), Shadish (1995), Guah (2004), and Piyamas (2005).

Again, it is apparent that there is a lack of systematic studies and updated knowledge about competencies for educational evaluators to evaluate school quality at grade levels 1-12. Therefore, it is important to conduct a systematic study to explore a list of competencies for educational evaluators to assess school quality at grade levels

1-12. This new knowledge will fill the current gap about competencies for educational evaluators in the field of evaluation.

Podems (2014) wrote that evaluation is political and context-specific. Chouinard and Cousins (2009) mentioned that “cultural differences influence evaluation methodology and methods selection, intergroup dynamics, cross-cultural understanding, and evaluator roles and provide insight into value perspectives and conflicts” (as cited in Lee, Altschuld, & Lee, 2012, p. 440). Lee, Altschuld, and Lee (2012) emphasized that “conceptual views have an effect on evaluation practice and what it means to be a qualified evaluator. As an example the East’s greater emphasis on relationships could lead to less willingness to deal with or report negative results” (p. 444).

A recent study about the compatibility of a Western model of essential competencies for evaluators (Essential Evaluator Competencies by Stevahn, King, Ghore, and Minnema, 2005a) with the Asian context (Taiwan) was conducted in 2012 (see Lee, Altschuld, & Lee, 2012). Although some competencies from the Essential Competencies for Program Evaluators (ECPE) were merged and adjusted according to the Taiwanese context, the authors stated that Stevahn et al.’s set of competencies “worked relatively well” (p. 442).

Thailand has a unique culture that is more deferential than most Western cultures and also other Asian cultures. The evaluation profession in Thailand is also in its infancy. A set of Thai evaluator competencies should reflect the values of Thai culture and the status of the Thai evaluation profession, which may be different than sets of competencies developed for evaluators in different cultures and countries such

as the United States and Canada. However, there currently exist few studies about competencies for Thai school evaluators. There should be more systematic studies about Thai school evaluator competencies since the information about competencies may be beneficial for improving the quality of training and certifying systems. Evaluators can use the information to review their performance and plan their professional development. In addition, stakeholders, including teachers and community members, would better know what to expect from evaluators for accountability purposes.

As mentioned earlier, there are very few studies about Thai external evaluator competencies for grade levels 1-12 (e.g., Guah, 2004; Ornisa, 2001; Piyamas, 2005). Most of the existing studies are dated and did not use recent and major literature about competencies. Therefore, there is a need for a systematic study applying international and updated knowledge and perspectives to create and validate evaluator competencies.

## **CHAPTER THREE**

### **METHODOLOGY AND METHODS**

This is an exploratory research study that answered an overarching research question: What competencies—knowledge, skills, and abilities— should external school evaluators have for school quality evaluation at grade levels 1-12 in the context of Thai education? This chapter will present the research framework, methods, and processes used to answer the research question. The research process used the Combination Job Analysis Method (C-JAM) as a framework to collect and analyze data.

The study process included four steps: a) external school evaluation’s task identification, b) external school evaluation’s task justification, c) external school evaluators’ competency identification, and d) external school evaluators’ competency validation (see Figure 1). Purposeful sampling was used to select participants (the subject matter experts) for all surveys. The details of research methods and the study process will be explained next.

#### **General Framework and Strategies**

The Combination Job Analysis Method (C-JAM) was used as a framework to collect and analyze data for the entire process. Mertens (2005) proposed that “both research and evaluation make use of systematic inquiry methods to collect, analyze, interpret, and use data to understand, describe, predict, control, or empower” (p. 2). The results of using C-JAM include comprehensive prioritized necessary tasks and competencies, which will greatly benefit the evaluators’ selection process and training

programs that match the study's purposes most closely. Therefore C-JAM, a technique of job analysis, was used as a research framework for this study. This study process borrows heavily from the C-JAM methods detailed in "Job and Work Analysis" (Brannick, Levine, & Morgeson, 2007).

Nevertheless, the C-JAM data collection and data analysis methods were adjusted to suit this study's context and limitations. As mentioned by Jonassen, Hannum, and Tessmer, and (1989), "[D]ifferent contexts demand different task analysis methods" (p. 5), and a task analyst should carefully choose the most appropriate methods that will give the best results for a particular context. Therefore, modification of the method was made to optimize the validity and the usefulness of the results. Details of methods for data collection and analysis will be described in the research methods and process section.

### **General Framework**

In brief, the C-JAM process starts with generating task descriptions. Then, experts assign each task an importance value according to its significance to the job. Next, Knowledge, Skills, Abilities, and Other characteristics (KSAOs) are identified using the task descriptions as a guideline. Finally, KSAOs are ranked based on their importance to the job (see Brannick, Levine, & Morgeson, 2007).

Using C-JAM as the research framework benefited this study in two key ways. First, using a task list as a guideline to identify external school evaluators' competencies helped to provide more comprehensive and valid information than not using a task list as practiced in worker-oriented methods. The C-JAM method created extensive information regarding external school evaluation tasks that can be used to

guide workers' required knowledge, skills, abilities, and other characteristics (KSAOs).

Second, the researcher expected that the study's results could benefit the process of selecting and training external educational evaluators in Thailand. By using C-JAM, the researcher was able to obtain importance values for each task for external school evaluation and external school evaluators' competence (Brannick et al., 2007). The formulas used to determine the value of each task and competency for the selection and training purposes are different. Therefore, two lists of importance-ranked tasks and competencies for both selection and training purposes can be generated.

Information on prioritized tasks and competencies will facilitate the inclusion of necessary attributes in pre-qualification statements (Brannick et al., 2007). This will prevent a recruiter from disregarding important competencies needed in candidates. In addition, Levine (1983) states that results given by C-JAM may "allow for more precisely targeted recruiting campaigns" (p. 86) and benefit "the design of special recruiting efforts to locate those rare applicants who may fulfill all the job requirements" (p. 86).

In summary, a hybrid method based on C-JAM was selected as the framework for this study. KSAOs received from the C-JAM may significantly benefit training programs (Levine, 1983) and also the selection of external evaluators. Trainers will be able to prioritize competencies in order to plan appropriate program training. Accordingly, training programs will be more efficient. Recruiters will be able to successfully select competent candidates by applying ranked important competencies.



### **Selected Methods for This Study**

In a job analysis, several methods are used to collect data, including document review (e.g., instruction manuals and records of work activities), surveys, observations, and interviews (Brannick et al., 2007; Carlisle & Arwady, 1986; Jonassen et al., 1989). Sometimes only one method is used at a time; other times more than one technique is applied simultaneously (Brannick et al., 2007).

Two research methods were used in this study, literature review and surveys, to provide the researcher with knowledge of school quality assurance, methodologies to establish competencies, tasks for school evaluation, and competencies for external school evaluators.

#### **Literature Review of Job Analysis and Evaluator Competencies**

Reviewing job-related documents is essential for job analysis (Carlisle & Arwady, 1986; Lees & Cordery, 2000). According to Jonassen and his colleagues (1989), document analysis is popularly used to collect information relevant to a task, such as a task process or repeated problems doing a task, and can be a useful first step in a task analysis study. Existing information includes records, reports, and books, such as position descriptions, training manuals, and training material (Brannick et al., 2007).

Many advantages are gained from using document analysis. Before planning a task analysis study, the researcher gains a better understanding about essential concepts, practice, and technical language by reviewing existing records and publications in the areas relevant to the research topic, for example, professional evaluation practice, school evaluation, and evaluators' competencies. Moreover,

document analysis can assist the researcher with effectively planning and deciding on possible sources of information, tools to collect and analyze data relevant to a job, and potential problems during the task analysis process (Jonassen et al., 1989).

Given the importance of using pre-existing data, information, documents, and records, literature in both Thai and English were obtained using guided Internet searches and task/job analysis. The purpose of the searches was to gain a specified understanding about a) school accreditation systems and practices and b) the history of the development and the current circumstances of competencies of school evaluators in Thailand and in other countries. The search also focused on research methodologies used to establish essential competencies for external school evaluation and for other professions.

Information about or relevant to school evaluation and school evaluators' competencies was obtained from several printed and electronic sources. The list of tasks and competencies provided by Thai sources may not be complete, so information from non-Thai resources was used to verify the completeness of the tasks and competencies provided from Thai sources. Examples include the database of ONESQA, Piyamas Wangchayklang's dissertation (2005), Guah Grasaresom's dissertation (2004), and the websites of AdvancEd, the Canadian Evaluation Society (CES), and the American Evaluation Association (AEA).

Guah Grasaresom's (2004) and Piyamas Wangchayklang's (2005) studies provide a set of competencies necessary for Thai external school evaluators at a basic education level. Yet these suggested lists of competencies needed to be updated and verified to increase the validity of these competencies for Thai external school

evaluators (ESE) at grade levels 1-12. Guah's and Piyamas' works were based on dated research articles published internationally (e.g., Altschuld, 1999a & 1999b; King et al., 2001; Knot, 1998; Leviton 2001; MacNeil, 2002; Owen & Lambert 1997; Pane 1994; Sander, 1994; Stufflebeam 1988; Worthen, 1999). In addition, their lists did not reflect the major literature about evaluator competencies, including a comprehensive review of recent articles on this topic. To gain knowledge about evaluators' competencies, the researcher aimed to improve the quality of these sets of competencies for external school evaluators at grade levels 1-12 in Thailand.

The researcher reviewed dissertations relevant to school evaluation, materials from professional evaluation associations (AEA and CES) and established school inspection organizations (ONESQA, AdvancEd, ERO, and Ofsted), and evaluation practice guidelines to identify tasks for external school evaluation and to identify essential competencies for external school evaluators. Information received from these publications supplemented information collected from ONESQA's publications and was used to update and validate Guah's and Piyamas' lists of competencies. A comprehensive list of external school evaluation's tasks was created. This list was used to guide the development of a new list of competencies necessary for Thai external school evaluators.

Knowledge about the methods that other professions, such as marketing, medicine, and athletics, use to identify competencies necessary for their members was obtained by reviewing related books, articles, and dissertations. A significant amount of knowledge related to school accreditation and evaluators, such as evaluator competencies, was obtained from articles in four major evaluation journals: 1) *The*

*American Journal of Evaluation*, 2) *The Evaluation Journal of Australasia*, 3) *The Canadian Journal of Program Evaluation*, and 4) *New Directions for Evaluation*.

Results from content analyses of these documents helped to orient the researcher regarding school accreditation and evaluator competencies. This knowledge assisted with the planning, collection, and analysis of data in this study.

### **Survey Format and Delivery Process**

Many advantages of questionnaires are recognized. A researcher can gather a great amount of information within a comparatively short period of time by using the questionnaire, which can also reduce study costs (Brannick et al., 2007; Carlisle & Arwady, 1986; Dillman, 2007; Jonassen et al., 1989; Nardi, 2006). It is quicker to collect a large amount of data using a survey than with other methods, since a questionnaire can include several questions (Carlisle & Arwady, 1986; Jonassen et al., 1989). In addition, because a questionnaire can be sent to a large number of people at the same time, data can be obtained from more representatives of a target population (Jonassen et al., 1989). According to Nardi (2006), a quantitative questionnaire is “ideal for asking opinions and attitudes” (p. 17). In terms of analysis, it is time efficient to analyze data from a questionnaire (Carlisle & Arwady, 1986; Jonassen et al., 1989). Moreover, the results may be more valid since the respondents of the survey are anonymous (Carlisle & Arwady, 1986; Jonassen et al., 1989; Nardi, 2006). Unlike interviews, respondents are given time to reflect on their experience and to respond to questions (Jonassen et al., 1989; Nardi, 2006).

Although there are many advantages to a survey, some disadvantages should be acknowledged. For example, the context of where tasks are operating and when

workers provide data cannot be determined (Jonassen et al., 1989), and a researcher may not receive a high response rate using mail questionnaires (Carlisle & Arwady, 1986). While acknowledging these disadvantages, this study nevertheless collected survey data because of the multiple advantages of the method.

Because of the advantages, surveys were used to identify and to justify tasks and competencies according to their importance to external school evaluation at grade levels 1-12 in Thailand. Since the subject matter experts (SMEs) in this research study live in different areas around Thailand, the survey was the most useful method to collect data from them. Due to the different levels of computer skills among participants, paper-and-pencil surveys were given.

In this study, four surveys were created in the Thai language. They were designed as semi-structured surveys, including rating scale questions and open-ended questions. Task and competency descriptions in surveys included the researcher's own language and some descriptions that were taken exactly as they appear in the literature that the researcher used to create the task list.

Subject matter experts in this study included Thai external school evaluators at grade levels 1-12 in Thailand, ONESQA staff, and the Bureau of Educational Testing Department's (BET) staff. They were asked to complete three tasks: 1) examine whether the specialized terminology used was correct, 2) identify similar task/competency statements, and 3) review whether task/competency statements were clear and understandable (Brannick et al., 2007). The opinions of SMEs toward the importance of tasks and competencies on external school evaluation were gathered using rating scale questions. Open-ended questions collected the opinions of SMEs

regarding tasks and competencies that should be added, deleted, or adjusted. In addition, open-ended questions gave the respondents an opportunity to present alternative views (Fitzpatrick, Sanders, & Worthen, 2004, p. 343).

Because the lists of task and competency descriptions were long and the response rate was anticipated to be low if respondents were asked to complete entire surveys (Krishnamurthy, n.d.; McFarlane, Olmsted, Murphy, & Hill, 2007), the researcher divided the survey into four parts to send to individual experts in the ONESQA and external school evaluator groups. As the potential number of BET participants was limited (see Table 1), the requested participants were divided logically. The entire first survey was sent to one participant, the second survey was divided between two participants, and the third and fourth surveys were each divided among three participants. Although there was only one respondent from the BET group responding to each question, all BET respondents were considered to be experts as all have received Master's (n=2, 25%) or doctoral degrees (n=6, 75%) with majors relevant to education (n=8, 100%). They have all been working at the administrative level (n=6, 75%) or academic staff (n=2, 25%), and their works relate to school evaluation in the BET department. Most of them have worked in the Ministry of Education for more than 11 years (n=6, 75%), and some of them have been invited by ONESQA for their opinions on numerous occasions. The researcher included invitation and consent information with all surveys.

The researcher attached a yellow paper with statements emphasizing that participants should respond on the survey by considering tasks necessary to external school evaluation at grade levels 1-12 “in general,” not solely pertaining to their own

responsibilities and based on their opinions, not as regulated by ONESQA, as “rating should be based on the job in general, not on the workers’ own jobs or position directly supervised by supervisory group members (Brannick, Levine, & Morgeson, 2007, p. 96).

To maximize participation by SMEs for this study, the researcher first contacted staff in ONESQA and the BET department and asked for their support of the study. ONESQA and the BET department provided a letter of collaboration to the researcher. Supervisors at both organizations made initial contact with potential participants in the study (ONESQA and BET staff) to introduce the researcher and to ask for their collaboration before the researcher began to distribute surveys. The researcher attempted to hand deliver surveys to ONESQA and BET staff in person and gave them at least one week to return the response via postal mail or to have the researcher pick them up. Phone calls were made to participants who did not return the survey within two weeks.

To share names of the SMEs from the external school evaluator group, ONESQA staff provided the researcher with a list of evaluation agencies and their contact information. The researcher either sent agency managers emails or called them to introduce the research and invite them to facilitate the study. Agencies who agreed to participate in this study then provided the researcher names and contact information of evaluators who passed the criteria to be considered SMEs. The criteria for selecting experts will be described in the next section.

The surveys were delivered to participants (SMEs) in the external school evaluator group in two ways: postal mail and at five trainings organized by ONESQA

during August and September, 2014 in Bangkok, Thailand. On the first day of training, the researcher gave participants surveys after the hosts introduced the researcher and study to all attendees and invited them to respond to the survey. The participants were expected to return surveys on the last day of the training (a period of three days). All participants received a consent information sheet and an invitation note along with each survey.

For the mail version, after receiving names of potential participants from evaluation agencies, the researcher sent surveys to evaluators' home addresses. Some evaluation agencies preferred to help deliver surveys to participants themselves. The envelope sent included a survey with invitation, a consent information sheet, and a return envelope with postage. The researcher attempted to call participants to invite them to participate in this study if phone numbers were available. A postcard was sent to participants to remind them to return the survey within two weeks if their phone number was not available.

### **Pilot Test**

The pilot test of a survey is an important stage before its actual use in a study. Pilot studies of each of the four surveys using the think-aloud technique were conducted with at least two participants. Pilot tests were conducted to determine whether the instructions, questions, and answers were understandable and clear and whether the survey formats were appropriate (Gall, Gall, & Borg, 2003). Pilot test participants were asked to review the surveys and give comments either written on questionnaires or explained to the researcher in person. Either the researcher sat with the participants during the pilot tests or the participant reviewed the survey privately



and gave feedback to the researcher after he or she finished the review. Results received from the pilot studies were used to revise and create the final draft of the surveys. The process of creating the survey in each phase will be described below. The next section details the study process.

### **Research Process, Data Collection, and Analysis**

As mentioned above, the research framework is borrowed and slightly adapted from the C-JAM technique described in Brannick, Levine, and Morgeson's book, *Job and Work Analysis: Methods, Research, and Applications for Human Resource Management* (2007). Specifically, the data collection methods and processes were extended to suit the study's limitations and context. The research process included five major stages: 1) literature review, 2) task identification, 3) task justification, 4) competency identification, and 5) competency validation. Figure 1 diagrams the study's research framework.

Brannick et al. (2007) suggest arranging face-to-face or online meetings among subject matter experts (SMEs), including supervisors and workers. Thai experts in educational evaluation were invited to participate in the study as SMEs. However, they live in different areas around Thailand so the suggested meeting methods were impossible to arrange. As a result, data were collected using surveys. Both quantitative and qualitative data were gathered to answer the research questions. Quantitative data were gathered by analyzing responses to questions in surveys. Qualitative data were gathered through content analysis of related documents and the open-ended responses from surveys.

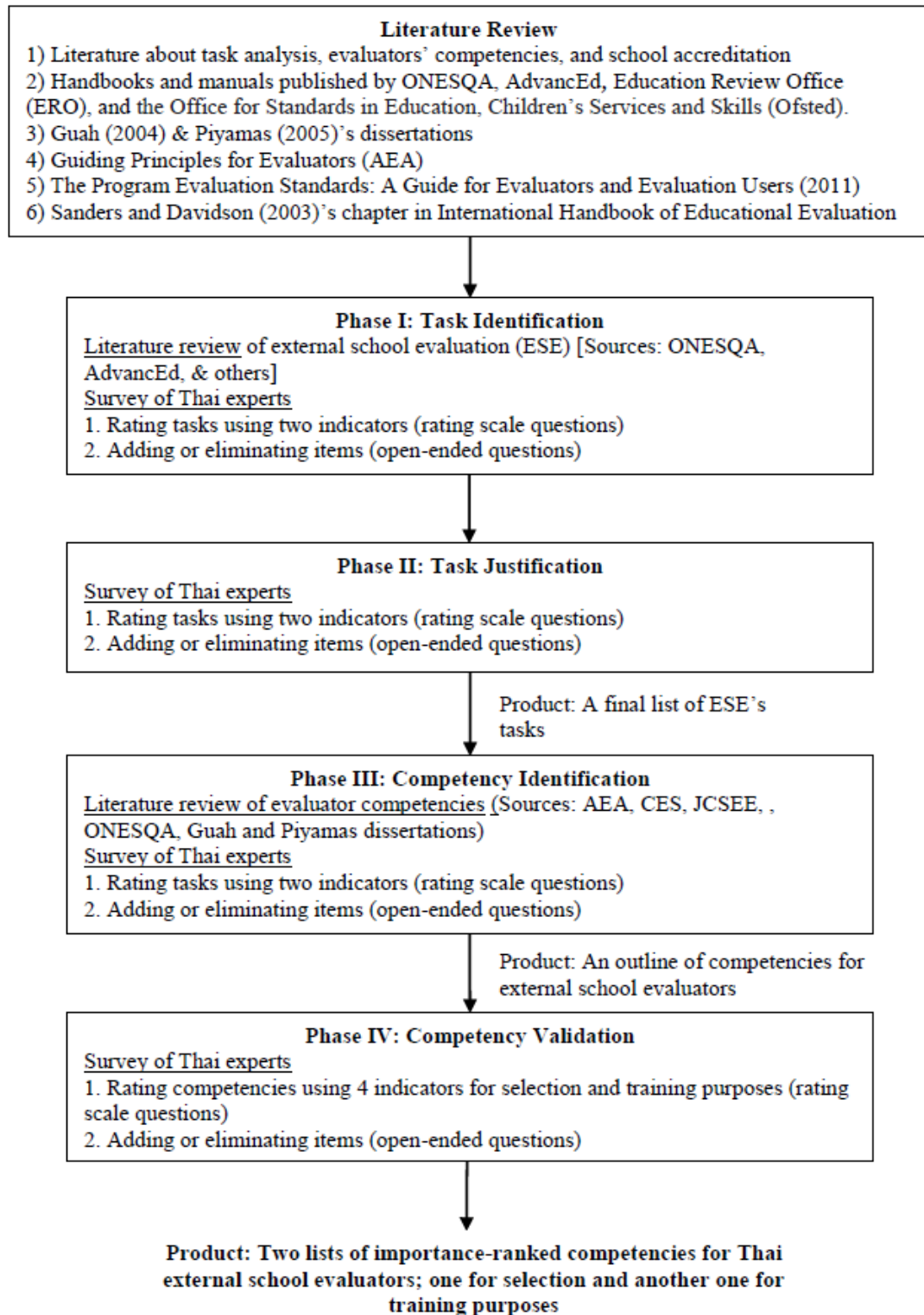


Figure 1. Research Framework for the Study

## Sample Selection

Cohen, Manion, and Morrison (2000) assert that in addition to the appropriateness of methodology and instrumentation, the quality of research also depends on the suitability of the sampling strategy that is adopted. After receiving approval from the IRB, the researcher selected participants (Thai educational evaluation experts) using purposeful sampling. Gall, Gall, and Borg (2003) state that the goal of purposeful sampling is to “select cases that are likely to be information rich with respect to purpose of the study” (p. 165). Individuals were selected for this research because of specific characteristics identified in the purposeful sampling processes as experts in the area of educational evaluation in Thailand. Ultimately, the selected experts provided information beneficial and integral to this study.

Approximately 1,024 individuals were invited to respond to one or two of four surveys. Moreover, the researcher included representatives of supervisors and workers in this study (Brannick et al., 2007, p. 94). As a result three groups of participants were included (see Table 1):

1. 1,000 Thai external school evaluators at basic education level certified by ONESQA
2. 16 ONESQA staff
3. 8 of the Bureau of Educational Testing department’s (BET) staff under the supervision of the Ministry of Education (MOE) in Thailand

To obtain the name of experts in ONESQA and BET, ONESQA’s deputy director provided a list of sixteen staff (ONESQA’s supervisors and staff) whose work involves external school evaluation at a basic education level. In addition, eight staff

members who work in the BET department under the supervision of the Ministry of Education were invited to participate in this study. A deputy director of BET at the BET department provided a list of potential participants. Participants who are external school evaluators received one or two surveys via postal mail to their home address or from an evaluation agency they work for. Surveys were also given to participants at ONESQA' trainings.

**Participants who received surveys via postal mail.** To obtain the names of experts in the external school evaluators group, the researcher contacted 35 evaluation agencies via email and followed up via telephone to introduce the research study and ask for their help in selecting potential participants for the study. The list of evaluation agencies and their contact information was provided by ONESQA (see Appendix A). The researcher provided criteria to agency staff for the selection of participants. Evaluators were selected if they met three criteria: they must a) have evaluated schools at grade levels 1-12, b) have evaluated schools for more than 1 round of an evaluation cycle (1 cycle takes 5 years), and c) have not had any formal complaint registered about their performance. Eighteen of the 35 evaluation agencies provided lists of potential participants and preferred the researcher send the questionnaire to participants directly. Six agencies asked the researcher to send surveys to the agency and then disseminated questionnaires to potential participants themselves.

**Participants from ONESQA trainings.** The researcher gave three surveys (Task Identification, Task Justification, and Competency Justification) to participants who attended trainings organized by ONESQA. These trainings were arranged for external evaluator candidates at the pre-school level. Pre-qualifications for these

candidates included certification as an experienced external school evaluator from ONESQA. Each had evaluated at least 20 schools before applying. Candidates must complete this training before taking an exam to be certified as external evaluators at that level. ONESQA organized 5 such trainings during August and September 2014. The researcher considered these candidates as educational evaluation experts for this study due to the requirements for applicants to attend the training. For example, they must be external school evaluators at basic education level certified by ONESQA and have evaluated at least 20 schools before they applied.

Table 1

*Samples of Thai Evaluation Experts*

Surveys \ Sources	External School Evaluators	ONESQA staff*	BET staff
Survey 1: Task Identification	200	8 (Group A)	1
Survey 2: Task Justification	200	8 (Group B)	2
Survey 3: Competency Identification	200	8 (Group A)	3
Survey 4: Competency Validation	400	8 (Group B)	3

\**Note.* A total of sixteen ONESQA staff participated in this study. They were randomly put into one of two groups (A or B). Each group was comprised of 8 staff members. The total number of BET staff responding was eight: One BET staff completed both Survey 1 and Survey 2, and the rest of the seven respondents completed one survey only.

The researcher invited more participants to respond to Surveys 3 and 4 than 1 and 2. Surveys 1 and 2 included tasks for external school evaluation and were therefore not as important as Surveys 3 and 4 since Surveys 3 and 4 were used to help identify necessary competencies for external school evaluators. More specifically, the results of both surveys directly answered the research question: What competencies

should external educational evaluators have for school quality evaluation at grade levels 1-12 in the Thai educational context? After the researcher received formal approval letters from ONESQA and BET, the researcher started data collection, which included four phases.

### **Phase I: Task Identification**

A comprehensive list of external school evaluation tasks was built from a content analysis of related literature and surveys with Thai experts. A purposeful sampling technique was used to select 209 participants to participate in this stage. The participant group was comprised of eight ONESQA staff, one BET staff, and 200 external school evaluators at the basic education level. The researcher distributed the survey to evaluators via postal mail and during two ONESQA trainings at the Asia Hotel, Bangkok, Thailand during August and September, 2014. One BET staff member and eight ONESQA staff members were hand-delivered the survey and asked to return it either through the mail or having the researcher pick up the survey.

**Data collection and analysis.** The research reviewed ONESQA's manuals and records, Guah's (2004) and Piyamas' (2005) dissertations (2004), AdvancEd's publications, and other relevant literature about evaluation practice and school inspection to create a preliminary list of tasks for external school evaluation at grade levels 1-12 in Thailand (see Table 2). ONESQA's list of external evaluation tasks was used as a platform to compare (crosswalk) with tasks mentioned in those publications. Tasks in publications other than ONESQA's were added to the preliminary task list. Overlapping tasks among ONESQA's task list and other publications were merged and reorganized to create more inclusive descriptions.

Table 2

*Task Identification*

Strategies	Product	Sources/ Subjects	Data Collection	Data Analysis
Crosswalk: Combining tasks received from ONESQA's, AdvancEd's, and other publications	A preliminary list of comprehensive task descriptions for external school evaluation	a) ONESQA's publications b) AdvancEd's publications c) Guah's list of tasks and other publications	Literature review	Content analysis
Survey	Opinions of school evaluation experts on whether a particular task is necessary to be done to successfully complete external school evaluation	Purposeful sampling a) 200 external school evaluators b) 8 ONESQA's staff members c) 1 BET staff member	Paper-pencil survey	-Descriptive statistics (SPSS software) (i.e., summative scores and percentage) -Content analysis

A new list of tasks of external school evaluation at grade levels 1-12 was organized into 23 major categories (see Table 3). The Task Identification survey was developed using this new list of tasks. Task descriptions in this survey included the researcher's own language and some descriptions taken exactly as they appear in the literature used to create the list.

After the pilot tests were conducted, the researcher edited the survey format and language for clarity and for appropriateness to the Thai context. For example, the answer choices of both questions were changed from "Yes/No" to "Necessary/Not necessary" and "Understandable and use correct/appropriate language/Revise

language.” Respondents also recommended providing examples with some task descriptions for clarity since some participants did not have a research background. In addition, questions about demographics were moved to the beginning of the survey as it is a common questionnaire format in Thailand (see Guah, 2004; Piyamas, 2005).

The survey included two sections: demographics, and questions about tasks for external school evaluation at grade levels 1-12. The survey asked participants to review a) the necessary tasks to successfully conduct external school evaluation and b) completeness, appropriateness, and clarity of the task descriptions. The latter included dichotomous questions and open-ended questions. Participants were asked to write any additional comments next to each task description and/or at the end of each table.

Survey questions were as follows:

Question #1 An external school evaluator needs to perform this task to successfully conduct external school evaluation.

- Necessary
- Not necessary

Question #2 Is this task description understandable and correct in terms of language?

- Understandable and uses correct/appropriate language
- Revise language

Question #3 If you have any suggestions and/or would like to add a new task necessary to complete an external school evaluation at grade levels 1-12, please write them in the box below. Please write the number of each task description in front of your comments, except the new tasks you recommend.

-----



As noted above, this survey was divided into four parts due to its length (see Table 1). The 200 external evaluators were randomly asked to respond to only one part of the survey. The researcher noted in the survey that participants were welcome to contact the researcher if they would like to see the whole survey. Eight ONESQA staff participants and one BET staff agreed to review the whole survey and provide feedback.

Table 3

*Details of Survey One: Task Identification*

Major Categories	Major Categories	Item #	Survey
Evaluator Readiness	1. Attending external school evaluation training program(s) to obtain a certification to be an external school evaluator.	1.1-1.4	Survey Part 1
	2. Following requirements regulated by and collaborating with external school evaluation organizations and agencies.	2.1-2.6	
	3. Reviewing handbooks and guidelines of external school evaluation and of professional standard-based practices, and applying them.	3.1	
	4. Maintaining integrity, honesty, and responsibility for public welfare.	4.1-4.10	
Before the School Visit	5. Determining if a school is ready to be evaluated, including initiating the evaluation, formalizing the contract, and agreeing on budgets.	5.1-5.2	
	6. Applying project management strategies to manage evaluation.	6.1-6.6	
	7. Establishing a team of external school evaluators and assigning responsibilities for each team member.	7.1-7.4	
	8. Reviewing and understanding a school and district's context. (i.e., demographics, mission and goals, curriculum, culture, and school community).	8.1-8.11	
	9. Analyzing a school's artifacts.	9.1-9.9	

Major Categories	Major Categories	Item #	Survey
	10. Developing an evaluation plan including identifying data to be collected, establishing a data collection plan, and determining methods of data collection and analysis.	10.1-10.10	Survey Part 2
	11. Working with a school to develop a school visitation schedule and sharing the external school evaluation design.	11.1-11.6	
During the School Visit	12. Visiting a school as scheduled to conduct an evaluation orientation.	12.1-12.10	Survey Part 3
	13. Evaluating school quality.	13.1-13.5	
	14. Assessing the appropriateness and effectiveness of internal school evaluation.	14.1-14.5	
	15. Collecting data and assessing the needs of school stakeholders.	15.1-15.17	
	15a) Interviewing school stakeholders.	1a-19a	
	15b) Observing school quality.	1b-8b	
	16. Sharing results of data collection with other evaluation team members and ensuring the data is secure.	16.1-16.2	
	17. Analyzing data and evaluating school quality.	17.1-17.2	
	18. Judging school quality (in general).	18.1-18.7	
	19. Providing valuable and practical recommendations to a school, the school district, and related agencies.	19.1-19.5	
	20. Preparing and providing an oral exit report and indicating recommendations for accreditation status	20.1-20.14	
After the School Visit	21. Preparing and delivering the final report	21.1-21.13	
	22. Promoting utilization of evaluation findings.	22.1-22.20	
	23. Other tasks.	23	
Total		197 items	

The total number and percentage of respondents who responded to both content questions and demographic questions were computed using SPSS software. The qualitative data were analyzed for themes using content analysis. The result of this

stage included a preliminary list of external school evaluation tasks categorized in functional groups that were used to create the second survey, the Task Justification survey.

## **Phase II: Task Justification**

The purpose of this step was to discriminate between important and unimportant tasks relevant to external school evaluation at grade levels 1-12 in Thailand. In this stage, tasks in the new list were prioritized according to their importance values. The researcher calculated the importance value for each task by adapting Brannick and his colleagues' (2007) recommendation. They compute the value of importance for each task by adding the value of the *Task difficulty* indicator and the value of the *Criticality of error* indicator for each rater, then average them with the number of respondents. The formula is as follows:

$$\text{Task importance value} = \text{Task difficulty} + \text{Criticality of error}$$

The authors suggest summing the two indicator scores for each rater, then adding the sums of all scores and dividing the total by the number of respondents to obtain the mean rating for each task. The researcher employed the modified formula that Brannick and his colleagues used to calculate the Importance Value for each task. Instead of adding the scores for the Difficulty indicator and the Criticality of Error indicator for each rater and then calculating a mean based on all raters, the researcher calculated means of all respondents for each indicator and then added the means of the two indicators. This was necessary as some respondents only answered one indicator for some questions, so if both indicators were added before a mean was calculated, the result would not accurately represent the mean for actual responses (i.e., the calculated

mean would be too low due to non-responses to one indicator being counted as zero scores in the calculations). Two questions with rating scales were used in the study to determine the values of the task difficulty and criticality of error. These questions are explained in the next section.

**Data collection and analysis.** Survey 2: Task Justification included a list of task descriptions obtained from the results of Survey 1: Task Identification. If respondents to Survey 1 agreed that a task was necessary, the task was selected to be included in Survey 2. More specifically, there were three criteria to judge if each task was kept in the list according to the results of Survey 1:

- 1) If equal or more than 90 percent of respondents from the external school evaluators' group responded "necessary" in the first question, then the task was kept.
- 2) If fewer than 90 percent of respondents from the external school evaluators' group responded "necessary," but either the one respondent from BET or equal or more than 90 percent of respondents from the ONESQA staff group responded "Necessary," then the task was kept.
- 3) If fewer than 90 percent of respondents from the external school evaluators group responded "necessary," the one respondent from BET responded "not necessary," and less than 90 percent of respondents from the ONESQA staff group responded "Necessary," the task was excluded.

A total of 25 tasks were eliminated according to the above criteria. In addition, one task was eliminated as a result of comments from respondents that it was not a task description. This was task #1.2: "Evaluators must pass the process of being

certified as external school evaluator.” One hundred and twenty-one tasks from Survey 1 were included in Survey 2.

Survey 2 had two main questions. The first question asked about the level of difficulty required to do each task correctly (difficulty indicator). The second question addressed the degree of the negative effects if an evaluator performs a task incorrectly (criticality indicator). Each question had a rating scale from one to five, which is different from the rating scale suggested in Brannick et al.’s book (2007) that uses a seven-point rating scale. The researcher considered that the meanings of seven-point rating scale answers were too close to each other and the extended length of the survey might affect the response rate (Krishnamurthy, n.d.; McFarlane, Olmsted, Murphy, & Hill, 2007). As a result, a Likert-type scale of 5 points was used instead.

For question one, a rating of one was the easiest a task could be and a rating of five was the most difficult a task could be. For question two, rating a task at 1 meant the outcome of a mistake in doing task was not at all important and a highest rating meant it was extremely important; however, the researcher adjusted the answer choice to different rating scales (levels of criticality). The new rating scales made more sense in the Thai language (as mentioned by a participant during a pilot test) and were shorter than the rating scales suggested in Brannick et al.’s book (2007). An open-ended question was also included to ask participants for additional changes they would recommend. The first two questions were as follows:

Question #1. What is the degree of difficulty in doing this task correctly relative to all other tasks within a single job? (*Task difficulty*)

1 = One of the easiest of all tasks

2 = Easier than most tasks performed

3 = Approximately half of the tasks are more difficult, half less

4= Harder than most tasks performed

5 = One of the most difficult of all tasks

Question #2. What is the degree to which an incorrect performance when accomplishing this task would result in negative consequences? (*Criticality of error*)

1 = Not critical

2 = Little critical

3 = Moderately critical

4 = Critical

5 = Very critical

The Task Justification survey was given to 200 participants from the external school evaluator group in 3 ONESQA trainings at the Asia Hotel in September, 2014. In addition, 8 ONESQA staff members and 2 BET staff members were also invited to identify the importance value of each task by answering two rating scale questions in this survey. The survey was divided into 4 parts because of its length. Each external school evaluator and ONESQA staff received only one part of the survey. This survey was divided into two parts for the BET staff members. Table 4 shows sampling strategies, data collection, and data analysis in this phase. Numerical results were analyzed using SPSS software, which reports descriptive statistics such as summative scores. Answers received from the open-ended questions were analyzed using content analysis.

Table 4

*Task Justification*

Strategies	Product	Sources/ Subjects	Data collection	Data analysis
Survey	Opinions of Thai experts on tasks in terms of their importance to external school evaluation at grade levels 1-12 in Thailand	Purposeful sampling a) 200 external school evaluators b) 8 Thai ONESQA's staff members b) 2 Thai BET staff members	Paper-pencil surveys	<ul style="list-style-type: none"> <li>– Descriptive statistics (SPSS software) (summative score, mean, standard deviation)</li> <li>– Content analysis</li> </ul>

To find the importance value for each task, Brannick and his colleagues (2007) compute the value of importance for each task by adding the value of the *Task difficulty* indicator and the value of the *Criticality of error* indicator for each rater, then average them with number of respondents. The formula is as follows:

$$\text{Task importance value} = \text{Task difficulty} + \text{Criticality of error}$$

The importance value identifies tasks that are important for selecting and training external school evaluators at grade levels 1-12 in Thailand. Some tasks are important but not difficult, so these tasks can easily be learned (such as calling a school to make a visitation schedule) and therefore are not necessary to be used to identify competencies for evaluator selection and formal training purposes.

The product of this phase was a complete list of tasks important to performing external school evaluation at grade levels 1-12 in Thailand. This list of tasks was used to guide identification of necessary competencies for external school evaluators.

### **Phase III: Competencies Identification**

A list of external school evaluator competencies was generated in this phase. The researcher started by conducting a crosswalk of ten publications relevant to evaluator competencies and guidelines to obtain the preliminary list of competencies for external school evaluators at grade levels 1-12 in Thailand. Then the researcher developed Survey 3: Competency Identification survey to collect experts' opinions on competencies necessary for external school evaluators.

**Data collection and analysis.** Crosswalk analysis among the ten sets of evaluator competencies and guidelines was conducted to identify and to sort competencies that were relevant to external school evaluation tasks received from the previous phase (see Table 5). The ten sets of evaluator competencies and guidelines were proposed by the AEA (2004), CES (2009), ERO (2014), Guah (2004), Ofsted (2014), ONESQA (2014), Piyamas (2005), UNEG (2008), Yarbrough, Shulha, Hopson, & Caruthers (2011), Zorzi, McGuire, and Perrin (2002). The crosswalk results are presented in a table format showing different sets of competencies against a list of important tasks received from the previous phase.



Table 5

*Competencies Identification*

Strategies	Product	Sources/ Subjects	Data Collection	Data Analysis
Crosswalk: Comparing lists of competencies for evaluators	A table of crosswalk of competencies relevant to tasks	Ten sets of evaluator competencies proposed by AEA, CES, ERO, Guah, Ofsted, ONESQA, Piyamas, UNEG, Yarbrough, Shulha, Hopson, & Caruthers, and Zorzi et al.	Literature review	Content analysis
Survey	Opinions about whether a competency is necessary for Thai external school evaluators to possess	Purposeful sampling a) 200 external school evaluators b) 8 Thai ONESQA's staff members c) 3 BET's staff members	Paper- pencil surveys	– Descriptive statistics (SPSS software) (summativ e scores and percentage ) – Content analysis

An outline of competencies for external school evaluators in Thailand was developed using this crosswalk table. The same competencies suggested by the ten publications were combined and redefined into one meaningful competency description. Competency descriptions in this outline included the researcher's own language and some descriptions that were taken exactly as they appear in literature that the researcher used to create this list of competencies. The outline included three

categories of competencies: knowledge, skills and abilities, and other characteristics (KSAOs). The competency descriptions in Survey 3 were taken from this outline of competencies (see Tables 6, 7 & 8), including 31 knowledge descriptions, 80 skills descriptions, and 19 descriptions of other characteristics that were necessary for external school evaluators to be able to successfully conduct external school evaluation at grade levels 1-12 in Thailand.

Table 6

*Knowledge for External School Evaluators at Grade Levels 1-12 in Thailand*

Major Categories	Item #	Survey
Knowledge of professional evaluation standards, morality, and ethics	1-3	Survey Part 1
Knowledge of research and other relevant knowledge	4-10	
Knowledge of school evaluation	11-20	
Knowledge of roles of ONESQA, evaluators, schools, and other evaluation stakeholders	21	
Knowledge of the Thai education system, teaching and learning development	22-24	
Knowledge of areas relevant to basic education	25-31	
Total	31 items	

Table 7

*Skills and Abilities for External School Evaluators at Grade Levels 1-12 in Thailand*

Major Categories	Item #	Survey
Fulfillment of responsibility, maintenance of ethics, and pursuit of self-development	1-8	Survey Part 2
Skills of School Evaluation	9-10	
Actions toward human rights and confidentiality	11-15	
Skills to accomplish activities before school evaluation	16-23	
Skills to accomplish activities during school visits	24-27	
Skills of data collection and analysis	28-34	
	1-4	Survey Part 3
Correct and Appropriate analysis and response to school context and stakeholders	5-8	

Reporting evaluation results and recommendations	9-21	
Skills to accomplish activities after school evaluation	22-24	
Use of computer, software, and other technologies	25	
Evaluation capacity building	26	
School evaluation project management	27-32	
Interpersonal and communication skills	1-13	Survey Part 4
Thinking skills	14	
Total	80 items	

Table 8

*Other Characteristics for External for External School Evaluators at Grade Levels  
1-12 in Thailand*

Major Categories	Item #	Survey
Ethics for evaluators	1-10	Survey Part 4
Morality and virtue	11-14	
Good characteristics and personality	15-19	
Total	19 items	

Following this data compilation, the researcher included a 5-point Likert-like scale for a question asking participants' opinions about whether a competency was necessary for Thai external school evaluators to possess to successfully accomplish external school quality evaluation (1 = not necessary to 5 = very much necessary), instead of using a dichotomous question (Necessary/Not necessary). The reason is that the results were able to be used to rank competencies. One dichotomous question was included to ask if competency descriptions were understandable and used correct and appropriate language. An open-ended question was put at the end of the survey, asking participants whether any competencies should be added, eliminated, and/or adjusted. The purpose of this open-ended question was to review the list of competencies for completeness and accuracy.

Surveys were given to 200 external school evaluators for their opinions during the ONESQA trainings at the end of September, 2014. Eight ONESQA staff and 3 BET staff were invited to respond to this survey. A total of 211 participants were asked to respond to the survey.

Statistical analysis was used to analyze the numerical data. Descriptive statistics were reported (e.g., a summative score for each competency), and content analysis was applied to determine and sort competencies into task categories and to re-define and re-categorize the overlapping competencies. Results of this phase provided a list of necessary competencies for external school evaluators to be included in Survey 4: Competency Validation.

#### **Phase IV: Competency Validation**

Competency validation is a procedure of selecting and ranking competencies important for external school evaluators to possess according to expert opinions (see Table 9).

**Data collection and analysis.** Participants were invited to assign a value to each competency against four aspects: necessary, practical, likely trouble, and related to superior performance rather than average. Competencies included in Survey 4 were taken from results of the Survey 3 Competency Identification from the previous phase.

Table 9

*Competencies Validation*

Strategies	Product	Sources/ Subjects	Data Collection	Data Analysis
Survey	Experts' opinions about whether a particular competency a) is necessary for a new worker, b) is practical to expect, c) can make trouble likely, and d) can distinguish superior from average evaluators	Purposeful sampling a) 400 external school evaluators b) 8 ONESQA's staff members c) 3 BET staff members	Paper-pencil survey	<ul style="list-style-type: none"> <li>– Descriptive statistics (SPSS software) (i.e., summative score, mean, standard deviation)</li> <li>– Content analysis</li> </ul>

There were three criteria used to select competencies to be included in this survey. For each competency:

- 1) If the average of the external school evaluators' responses was equal or higher than four for the first question (Necessary), then the competency was kept
- 2) If the average of the external school evaluators' responses was less than four for the first question (Necessary) and either the average response of ONESQA staff or BET staff was equal or higher than four, then the competency was kept
- 3) If the average of the external school evaluators' responses for the first question (Necessary) was less than four and both the average response of

ONESQA staff and BET staff was less than four, then the competency was excluded

According to the criteria, 8 competencies were excluded, including two knowledge items and 6 skill items. Additionally, content in some competencies were edited as a result of comments from respondents that certain competencies were redundant, unclear, or not matched to the Thai evaluators' competency (see Chapter Four).

Survey 4 included 5 questions (see Table 10). Four questions were adapted from Brannick and his colleagues' book (2007) to better fit with this study's research question regarding necessary competencies for evaluators. They were the following:

- 1) Whether a competency is necessary for external school evaluator at grade levels 1-12 (*Necessary*)
- 2) Whether a competency is practical for ONESQA to expect in an external school evaluator at grade levels 1-12 (*Practical*)
- 3) The extent to which trouble likely if this KSAO is ignored in selecting evaluators (compared with the other KSAOs) (*Likely Trouble*)?
- 4) The extent to which different levels of KSAO distinguish the superior from the average evaluator (compared with the other KSAO) (*Superior than Average*)?

Table 10

*Example of Competency Validation Survey's Questions*

Competencies	Necessary	Practical	Likely Trouble	Superior than Average
1. Competency A	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1 No or very little likely trouble 2 Less trouble likely 3 Somewhat trouble likely 4 Much trouble likely 5 Very much trouble likely	1 Very little or none 2 To some extent 3 To a great extent 4 To a very great extent 5 To an extremely great extent
2. Competency B	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1 No or very little likely trouble 2 Less trouble likely 3 Somewhat trouble likely 4 Much trouble likely 5 Very much trouble likely	1 Very little or none 2 To some extent 3 To a great extent 4 To a very great extent 5 To an extremely great extent
.....	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	1 No or very little likely trouble 2 Less trouble likely 3 Somewhat trouble likely 4 Much trouble likely 5 Very much trouble likely	1 Very little or none 2 To some extent 3 To a great extent 4 To a very great extent 5 To an extremely great extent

Respondents were requested to select either “yes” or “no” for questions one and two. They were invited to give a value on a rating scale for the last two questions. The rating scale for the last two questions--“likely trouble” and “superior than average”-- ranged from one to five. For the “likely trouble” question, zero meant “no or very little likely trouble”, and 5 meant “very much trouble likely.” For the “superior than average” question, zero represented “very little or none”, and 5 meant “to an extremely great extent.” An open-ended question was included at the end of the questionnaire for participants’ additional comments.

Similar to Survey 3, the researcher divided Survey 4 into 4 parts and disseminated each part to each external school evaluator and ONESQA staff. For participants from BET's group, the survey was divided into three parts. The purposeful sampling technique was used to select participants consisting of 400 external school evaluators, 8 ONESQA staff (Group B), and 3 BET staff, bringing the total number of participants for this phase of the study to 411. Paper-pencil surveys were sent to collect external evaluators' opinions via postal mail to either their home address around the country or to their evaluation agency for delivery (n=400).

For data analysis, data obtained from questions with "yes" or "no" answers were tallied. For the numerical rating questions, the data were analyzed and descriptive statistics computed (i.e., summative score, mean, standard deviation). Content analysis was used to explore themes of participants' opinions received from the open-ended questions to improve the list of competencies.

### **Selecting Competencies for Selecting and Training Evaluators**

Two sets of competencies were proposed. One set is beneficial for selecting Thai external evaluators (selection set), and the other is useful for planning program training (training set). Within each set, competencies were prioritized using different criteria that were adopted from recommendations in Brannick et al.'s book (2007). Criteria were established to account for the significantly higher number of participants from the external school evaluator group than from the ONESQA and BET groups. A competency needed to meet at least one of two conditions to be considered important for evaluator selection and training purposes.



For selection purposes, the two criteria were:

**Criterion One:** The competency was kept when it passed the following three criteria:

- 1) If equal to or more than 90 percent of respondents from the External School Evaluators group responded “Necessary” to the first question, and
- 2) If equal to or more than 90 percent of respondents from the External School Evaluators group responded “Practical” to the second question, and
- 3) If the average score from the “Trouble Likely” question rated by the respondents from the External School Evaluators group was equal or more than 3.5

**Criterion Two:** The competency was kept when it passed the following three criteria:

- 1) If equal to or more than 90 percent of respondents from both the ONESQA and BET groups responded “Necessary” to the first question, and
- 2) If equal to or more than 90 percent of respondents both the ONESQA and BET groups responded “Practical” to the second question, and
- 3) If the average score from the “Trouble Likely” question rated by the both the ONESQA and BET groups was equal or more than 3.5

For training purposes, the two criteria were:

**Criterion One:** The competency was kept when it passed the following criteria:

- 1) If equal to or more than 90 percent of respondents from the External School Evaluators group responded “Necessary” to the first question, and
- 2) If the average score from the “Superior than Average” question rated by the respondents from the External School Evaluators group was equal or more than 3.5

**Criterion Two:** The competency was kept when it passed the following two criteria:

- 1) If equal to or more than 90 percent of respondents from both the ONESQA and BET groups responded “Necessary” to the first question, and
- 2) If the average score from the “Superior than Average” question rated by the both the ONESQA and BET groups was equal or more than 3.5

In summary, for both selection and training purposes, if a competency did not pass Condition One based on responses from the external school evaluator group, it could still pass and be kept on the list of competencies for selection or training purposes if it passed Condition Two according to responses from both the ONESQA and BET groups.

### **Summary**

In summary, the research process consisted of four phases. The first phase was used to identify essential tasks for external school evaluation at grade levels 1-12 in Thailand. Tasks were extracted from literature reviews and then combined with ONESQA’s (2012) list of tasks to guarantee the completeness of the list of Thai external school evaluation tasks.

In Phase Two, the new list was then sent to experts to rate the importance of the tasks using two criteria. Finally, only those tasks classified as important to the results of the rating scores were included in the new task list.

The task list was used in Phase Three to identify competencies necessary to successfully complete essential tasks for external school evaluation. Competencies that received a high score were selected for the final list.

Phase Four used experts to assess the competencies by responding to a survey. Based on the results of Phase Four, two different sets of competencies were created: one set for selecting Thai external school evaluators, and another for training them. Responses on four indicators were used to assign an importance value for each competency. The study's ultimate results proposed two sets of importance-ranked competencies—one set for evaluator selection and one for training.

## **CHAPTER FOUR**

### **RESULTS**

Results of the study will be presented in six sections, the first four of which include results of surveys from four phases of the study process. The last two sections report two lists of competencies that can be used for selecting and training external school evaluators at grade levels 1-12 in Thailand. Statistical analysis was used to analyze quantitative data received from surveys. Content analysis was used to analyze qualitative data obtained from literature reviews and surveys. In each section, the researcher reports descriptive statistics of responses to demographic questions and questions relevant to the importance of tasks and competencies. The six sections are as follows:

- 1) Task identification (counts and percentages)
- 2) Task justification (counts and ranked tasks)
- 3) Competency identification (counts and percentages)
- 4) Competency validation (counts, percentages, means, and standard deviations)
- 5) A list of competencies for selection purposes
- 6) A list of competencies for training purposes

#### **Survey One: Task Identification**

Survey One: Task Identification was developed using the compiled list of tasks taken from a crosswalk of literature reviews (see Appendix B). Task descriptions of

external school evaluation at grade levels 1-12 were organized into 23 major categories comprised of 197 tasks. The results of each question are reported next.

### **Survey Results**

This survey was divided into four parts since there were many tasks included. Each part was sent to 50 of the participants in the evaluator group. Forty-four respondents responded to Questions 1.1-9.9 (part 1) (a response rate of 88%), 46 responded to Questions 10.1-15.7 (part 2) (a response rate of 92%), 47 responded to Questions 1a-19.5 (Part 3) (a response rate of 94%), and 41 responded to Questions 20.1-23 (Part 4) (a response rate of 82%). Six out of eight respondents from ONESQA (a response rate of 75%) and one deputy director of BET (100%) answered all questions in the survey.

### **Respondents**

**From external school evaluator group.** The researcher gave 200 surveys to potential participants from the external school evaluator group, and most participants returned surveys (89.5%). There were slightly more male (57.5%) respondents to the survey than female (42.5%) About half of respondents from this group were older than 61 years old (53.9%), and over to one-fifth were younger than 50 years old (22.5%). Almost all respondents had earned either a bachelor's or master's degree (97.2%). Five respondents received doctoral degrees (2.8%). The majority of respondents' major degrees were relevant to education (74.3%). Three respondents indicated that ONESQA was their first job (1.7%), and nearly all of them had education and career experience involving education (84.2%). Of this number, 31.2% of respondents'

previous jobs were relevant to the basic education level, vocational education (4.8%), and higher education (7.2%).

Only one-fifth of them had education and/or previous career experience relating to social science research (19.8%), and few respondents had education and/or previous career experience relating to measurement and evaluation in the social sciences (15.3%). However, about half of them were trained in evaluation theory (63.8%), evaluation practice (49.2%), and qualitative methods (42.9%). Some respondents mentioned that they were also trained in other areas relating to education such as curriculum and its related subjects and evaluation of early childhood development.

Almost half of respondents had been certified as external school evaluators by ONESQA for between six and ten years (45.6%), and almost a quarter have been certified for more than ten years (23.7%). Although nearly 70 percent of respondents had evaluated more than 50 schools (68.1%), only close to twelve percent of respondents evaluated themselves as expert/master (11.7%). Over 40 percent rated themselves as skilled evaluators (43.3%), and the remainder considered themselves novice/entry or proficient evaluators. Some respondents had roles other than external school evaluators: fifteen percent of them were meta-evaluators, and one person was an evaluation agency manager assistant.

**From ONESQA and BET groups.** Out of eight surveys delivered to experts at ONESQA, six experts responded (75%). All of them had worked at the supervisor level (e.g., deputy director or heads of departments). One-third were more than 50 years old (33.4%). All of the six respondents had worked with ONESQA more than

ten years, and almost of all respondents had earned a master's degree (83.35%). Five out of six respondents' major of study was relevant to education (83.3%). Most of them had a job involving education before starting to work at ONESQA (83.3%). More specifically, two of them had previous work involving basic education (40%), and one related to higher education level (20%).

Half of the respondents had previous career experience and/or education relevant to social science research, yet only one of them had previous career experience and/or education relating to measurement and evaluation in the social sciences (16.7%). Although none of the respondents rated themselves as experts in evaluation, one person had more than ten years of work experience relevant to school evaluation (16.7%), and one person had evaluated more than 50 schools (25%). Four out of six respondents acknowledged themselves as proficient evaluators (66.7%). Half of the respondents were trained in topics of evaluation theory, practice, and measurement. Five out of six respondents had studied qualitative methods (83.3%).

Only one expert from the BET department participated in this phase, a deputy director of BET. He graduated with a doctoral degree in the field of education. He had between 11-15 years of working experience relating to school evaluation and had evaluated between 50-100 schools. He considered himself a skilled evaluator. Responses to questions regarding respondents' backgrounds are reported in Table 11.

### **Necessary Competencies**

Appendix C includes responses to question one regarding whether an external school evaluator needs to perform each task to successfully conduct external school

evaluation (Necessary). Tasks were ranked in the table from highest to lowest response based on evaluators' opinions. This appendix also includes answers from ONESQA's and BET's respondents.

Table 11

*Survey One: Respondents' Backgrounds*

<b>Background</b>	<b>Evaluator</b>	<b>ONESQA</b>	<b>BET</b>
<b>Gender</b>			
1. Male	103 (58%)	3 (50%)	1 (100%)
2. Female	76 (43%)	3 (50%)	-
<b>Age</b>			
1. 30 – 40 yrs old	11 (6%)	2 (33%)	-
2. 41- 50 yrs old	29 (16%)	2 (33%)	1 (100%)
3. 51 – 60 yrs old	42 (24%)	1 (17%)	-
4. More than 61 yrs old	96 (54%)	1 (17%)	-
<b>Highest Degree</b>			
1. Bachelor	74 (42%)	-	-
2. Master's	100 (56%)	5 (83%)	-
3. Doctoral	5 (3%)	1 (17%)	1 (100%)
<b>Major of study relevant to education</b>	133 (74%)	5 (83%)	1 (100%)
<b>Numbers of years certified as evaluators at ONESQA</b>			
1. 1-5 years	52 (31%)	-	-
2. 6-10 years	77 (46%)		
3. More than 10 years	40 (24%)		
<b>Working experience</b>			
1. ONESQA is the first job	3 (2%)	1 (17%)	-
2. Had a job (s) before working at ONESQA	175 (98%)	5 (83%)	-
<b>Education and previous career related to</b>			
1. Education	149 (84%)	5 (83%)	1 (100%)
2. Measurement and evaluation in Social Science	27 (15%)	1 (17%)	1 (100%)
3. Social science research	35 (20%)	3 (50%)	1 (100%)
4. Not relevant to 1-3	19 (11%)	-	-
<b>Evaluation skills</b>			
1. Novice/entry	19 (11%)	1 (17%)	-
2. Proficient	58 (34%)	4 (67%)	-
3. Skilled	74 (43%)	1 (17%)	1 (100%)



<b>Background</b>	<b>Evaluator</b>	<b>ONESQA</b>	<b>BET</b>
4. Expert/master	20 (12%)	-	-
<b>Numbers of years of working experience relevant to school evaluation</b>			
1. Less than 1 year	21 (1%)	-	-
2. 1-5 years	47 (27%)	-	-
3. 6-10 years	102 (59%)	5 (83%)	-
4. 11-15 years	17 (10%)	1 (17%)	1 (100%)
5. 16-20 years	3 (2%)	-	-
6. More than 21 years	3 (2%)	-	-
<b>Number of schools has evaluated</b>			
1. Less than 10	8 (5%)	2 (50%)	-
2. 10-50 schools	46 (27%)	1 (25%)	1 (100%)
3. 51-100 schools	58 (34%)	1 (25%)	-
4. 101-150 schools	27 (16%)	-	-
5. More than 150 schools	30 (18%)	-	-
<b>Subjects were trained</b>			
1. Evaluation theory	113 (64%)	3 (50%)	1 (100%)
2. Evaluation practice	87 (49%)	3 (50%)	1 (100%)
3. Qualitative methods	26 (15%)	5 (83%)	1 (100%)
4. Quantitative methods	76 (43%)	2 (33%)	1 (100%)
5. Mixed methods	26 (15%)	2 (33%)	1 (100%)
6. Measurement	59 (33%)	3 (50%)	-
7. Research methods/design	37 (21%)	2 (33%)	1 (100%)
8. Others	9 (5%)	1 (17%)	-
<b>Responsibilities relating to school evaluation</b>			
1. External school evaluators	177 (100%)	-	-
2. Heads of external school evaluation team	98 (55%)	-	-
3. Manager of evaluation agency	2 (1%)	-	-
4. Meta-evaluators	26 (15%)	-	1 (100%)
5. Others	4 (2%)	-	-

Thirty-five tasks were rated “necessary” by all respondent (100%) from the evaluator group (see Appendix C). Eighty-six tasks were rated “necessary” by more than 90 percent of respondents from the evaluator group. One respondent from BET agreed that 77 of these 86 tasks were “Necessary.” Among these 86 tasks, 83.3 percent of ONESQA respondents rated 15 tasks as necessary, 67 percent of ONESQA

respondents rated two tasks (Task 20.14 and 22.10) as necessary, and 60 percent of ONESQA respondents rated 1 task as “Necessary” (Task 3.1).

Fifteen tasks were labeled as “necessary” by fewer than 50 percent of respondents from the evaluator group (ranging from 15% to 49%). Among these fifteen tasks, less than 70 percent of ONESQA’s respondents rated fourteen tasks as necessary (range 50%-67%), except one task that was rated 83.3 percent (Task 20.12). Surprisingly, one respondent from BET indicated that 7 tasks were “Necessary” among fifteen tasks rated lower than 50% by the evaluator group.

Survey Two: Task Justification includes a list of task descriptions obtained from the results of Survey One: Task Identification. If respondents to Survey One agreed that a task was necessary, the task was selected to be included in Survey Two. Out of 197 tasks listed in Survey One, 26 were excluded from Survey Two: Task Justification (see Table 12). Twenty-five<sup>1</sup> of them did not meet the above criteria to be selected as important tasks established by the researcher. One task (Task 1.2: Going through the process of being certified to be an external school evaluator) was excluded, despite almost all respondents in the evaluator group (98%) and all ONESQA staff (100%) rating it as “necessary” because respondents from the evaluator group and from BET noted that it is not a task, rather a requirement from ONESQA. Ultimately, 171 tasks from Survey One were included in Survey Two.

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<sup>1</sup> Tasks 2.5, 6.2, 8.5, 8.9, 9.8, 10.5, 10.8, 10.10, 11.5, 11.6, 12.4, 15.6, 15.13, 15.15, 15.16, 15.17, 4a, 8a, 9a, 10a, 15a, 21.5, 21.6, 21.7, and 22.13.

Table 12

*Items Included In Survey Two*

<b>Criteria</b>	<b>Number of Items Meeting Criteria</b>
1. If equal or more than 90 percent of respondents from the external school evaluators group responded “Necessary” to the first question, then the task was kept.	90
2. If fewer than 90 percent of respondents from the external school evaluators group responded “necessary” and either the one respondent from BET equal or more than 90 percent of respondents from the ONESQA staff group responded “Necessary,” then the task was kept.	82
3. If fewer than 90 percent of respondents from the external school evaluators group responded “necessary,” the one respondent from BET responded “not necessary” and less than 90 percent of respondents from the ONESQA staff group responded “Necessary”, the task was excluded.	25
Total	197

**Correctness and Appropriateness of Task Descriptions**

Survey One offered respondents the opportunity to review whether task descriptions were understandable and correct in terms of language: “Understandable and use correct/appropriate language” and “Revise language.” Respondents from all three groups agreed that language used in 18 task descriptions was appropriate and correct.

Respondents from the evaluator group agreed unanimously (100%) that 28 task descriptions were understandable and correct. Of these 28 tasks, ONESQA respondents rated nine of the task descriptions as containing inappropriate or incorrect language. The BET respondent, however, agreed with evaluator group respondents on these 28 task descriptions, with the single exception of Task 1.2. ONESQA

respondents agreed unanimously on 108 task descriptions, and the BET respondent marked 183 task descriptions as understandable and correct (see Table 13).

Table 13

*Understandability and Correctness of Language*

<b>Correctness of Language</b>	<b>Evaluators (# of items)</b>	<b>ONESQA (# of items)</b>	<b>BET* (# of items)</b>
≥ 90%	124	108	183
89% - 76%	55	77	-
75% - 63%	13	10	-
62% - 50%	4	2	-
49% - 37%	1	-	-

\*Fourteen data from a BET staff were missing

Table 14 shows twelve task descriptions where more than 30 percent of the evaluator group respondents (ranging from 30% to 63%) rated the language used as incorrect and/or inappropriate. On the other hand, all or most ONESQA respondents (83%) claimed that the twelve tasks contained appropriate and correct language, except Task 21.5, where 40% of ONESQA’s respondents suggested revising the language.

Table 14

*Responses on Correction of Language Used in Each Task Description*

<b># Task</b>	<b>Evaluators</b>	<b>ONESQA</b>	<b>BET</b>
	<b>Answer “Yes”</b>	<b>Answer “Yes”</b>	<b>Answer “Yes”</b>
15.6	26 (70%)	6 (100%)	1 (100%)
20.4	21 (68%)	6 (100%)	1 (100%)
20.5	21 (68%)	5 (83%)	1 (100%)
20.6	21 (68%)	6 (100%)	1 (100%)
20.11	19 (68%)	5 (83%)	1 (100%)
15a	22 (65%)	4 (80%)	1 (100%)
20.10	15 (63%)	5 (83%)	1 (100%)

# Task	Evaluators	ONESQA	BET
	Answer “Yes”	Answer “Yes”	Answer “Yes”
22.5	19 (61%)	5 (83%)	1 (100%)
21.5	17 (55%)	3 (60%)	1 (100%)
20.3	16 (52%)	6 (100%)	1 (100%)
20.13	14 (50%)	6 (100%)	1 (100%)
12.6	35 (37%)	6 (100%)	1 (100%)

There were only three tasks that less than 90% of respondents of the evaluator group, ONESQA, and BET groups agreed that the language was appropriate and correct (see Table 15).

Table 15

*Three Tasks that Received Less than 90% Responses for Language Used*

# Task	Evaluators	ONESQA	BET
	Answer “Yes”	Answer “Yes”	Answer “Yes”
11.6	29 (88%)	5 (83%)	0 (0%)
4.7	30 (81%)	4 (80%)	0 (0%)
4.10	26 (79%)	4 (67%)	0 (0%)

Comments about the correctness and appropriateness of language used in task descriptions were provided by respondents under the survey’s last question. For example, they sometime mentioned that the language used was too technical and the researcher should use simple language. They also recommended that the researcher provide examples for some task descriptions to be clearer and help understanding. In addition, they recommended merging similar tasks into one description. However, the researcher intended to use tasks to identify competencies and, as a result, decided to keep the tasks detailed as initially presented in the survey. The researcher revised

language as suggested from respondents by giving more examples, simplifying technical terms used, and making them shorter but retaining the same meanings. Some respondents requested increasing the font size used in the survey.

### **Survey Two: Task Justification**

Survey Two: Task Justification was used to assign importance values for the 171 tasks carried over from Survey One (see Appendix D). These tasks were deemed by respondents to be necessary to perform external school evaluation at grade levels 1-12 in Thailand. They were in turn used to identify necessary external school evaluators' competencies for Survey Three. Survey Two included two main sections: demographics, and two questions used to assign an importance value for each task. An open-ended question was also included to ask participants for additional changes.

### **Survey Results**

The survey was divided into four parts, each part given to one external school respondent from the evaluator and ONESQA groups. For BET staff members, the survey was divided into two parts, and each one of two BET staff members received each part. Two hundred participants from the external school evaluator group and eight ONESQA staff members were invited to participate in this survey.

### **Respondents**

**External school evaluator group.** One hundred and eighty-four individuals from the evaluator group responded to this survey (92% response rate). Close to two-thirds of the respondents were older than 60 (64%), and about one-third were between 40 to 60 years old (32%) (see Table 16). Only four percent of them were younger than

40 years old. For their highest degree, a majority received master's degrees (62%), followed by bachelor's degrees (34%), and then doctoral degrees (4%). Most of the respondents' major of study was relevant to education (80%). Almost all respondents reported that they were trained to practice evaluation (95%). Some respondents learned about evaluation theory (68%), qualitative methods (50%), quantitative methods (38%), and measurement (37%). Less than twenty percent indicated that they were trained in either mixed methods (19%) or research methods/design (17%).

Most of them had been certified as external school evaluators at ONESQA for more than five years (72%), and slightly more than one-fourth of them had worked as evaluators between one to five years (28%). Although 28 percent of respondents reported that they were certified as a external school evaluator for more than ten years and twenty percent of respondents reported that they had more than ten years of school evaluation working experience, only twelve percent considered themselves evaluation experts/masters. A significant proportion of respondents (77%) rated themselves either as "proficient" (44%) or "skilled" (33%) evaluators. A small number of respondents (11%) identified themselves novice/entry-level evaluators.

Nearly half of the respondents had school evaluation experience between six to ten years (48%), and three percent had evaluation experience less than one year. A strong majority of respondents had evaluated more than fifty schools (71%), and one-fourth had evaluated between ten and fifty schools (26%). Only two respondents had evaluated fewer than ten schools (1%). Among educational institutions they evaluated, almost all respondents indicated that they had evaluated schools at the basic

education level (99%), vocational education institutions (1%), and higher education institutions (1%).

Slightly more than half of respondents reported that they were team leaders. Twenty-four respondents were internal meta-evaluators (13%), and eight respondents were external meta-evaluators (4%). Only one respondent was a manager of an evaluation agency (1%). Surprisingly not all respondents indicated that they were external school evaluators (97%). This might have come from an error when answering the survey. All respondents had worked at another place before working at ONESQA; a majority reported that their previous education and/or job experience related to education (90%). Respondents also indicated experience in measurement (12%) and research in social science (11%).

**From ONESQA and BET groups.** Eight respondents from ONESQA and two from BET responded to this survey, which represents a 100% response rate. Half or close to half of ONESQA and BET respondents of participants were male.

For ONESQA, four respondents were younger than 40 years old (57%), one was 41-50 years old (14%), and two were 51-60 years old (30%). Most ONESQA staff graduated with a master's degree (86%), and one received a doctoral degree (14%). Four of them reported that their major degree was relevant to education (57%). Five of them reported that they were trained in qualitative methods (83%) and research methods/design (83%). Nearly seventy percent of respondents had learned about quantitative methods (67%) and measurement (67%) before. About half of respondents were trained in evaluation theory (57%) and evaluation practice (50%); only two people had learned about mixed methods (33%).



Six of them had worked at ONESQA more than 5 years (84%), and one had worked at ONESQA between one and five years. Close to half of them worked at other places before working at ONESQA (57%), and three people reported that their previous job was related to education (75%). ONESQA respondents indicated that their education and/or previous job-experience related to education (86%), social science research (67%), or measurement and evaluation in the social sciences (50%). Among respondents indicating that their education and/or previous job-experience related to education (86%), two reported that their previous work involved basic education (25%), vocational education (17%), or others areas (38%).

Two ONESQA respondents rated themselves as novice/entry (40%), one as proficient (20%), one as skilled (20%), and one as an expert/master evaluator (20%). Two respondents had less than five years of school evaluation experience (34%), and four respondents had school evaluation experience of more than five years (66%). Five reported that they had never evaluated schools before (83%). One person had evaluated fewer than ten schools (33%) and two people had evaluated more than fifty schools (66%). Among the three respondents who had evaluated schools before, one had evaluated schools at the basic education level (33%) and two had evaluated vocational institutions.

For respondents from BET, both had doctoral degrees relating to education. They had worked at MOE for 22 years and 13 years. Both indicated that their education and/or previous job-experience was related to education and measurement and evaluation for the social sciences (100%) while only one had experience relating to research for the social sciences (50%). Both were trained in evaluation theory and

practice, mixed methods, measurement, and research methods. Only one had learned both qualitative and quantitative methods before. Although they had different years of school evaluation experience, both rated their evaluation skills as skilled evaluators (100%). One respondent indicated that she/he had school evaluation experience between one to five years and had evaluated ten to 150 schools. The other had 16-21 years of school evaluation experience, but had evaluated fewer than ten schools. It may be because he/she worked in an administrative capacity that involved policy and implementation of measurement and evaluation, rather than direct school evaluation.

Table 16

*Survey Two: Respondents' Backgrounds*

<b>Background</b>	<b>Evaluator</b>	<b>ONESQA</b>	<b>BET</b>
<b>Gender</b>			
1. Male	91 (50%)	3 (43%)	1 (50%)
2. Female	91 (50%)	4 (57%)	1 (50%)
<b>Age</b>			
1. 30 – 40 yrs old	7 (4%)	4 (57%)	1 (50%)
2. 41- 50 yrs old	21 (12%)	1 (14%)	1 (50%)
3. 51 – 60 yrs old	36 (20%)	2 (29%)	-
4. More than 60 yrs old	118 (64%)	-	-
<b>Highest degree</b>			
1. Bachelor	61 (34%)	-	-
2. Master's	112 (62%)	6 (86%)	-
3. Doctoral	8 (4%)	1 (14%)	2 (100%)
<b>Major of study relevant to education</b>	136 (78%)	4 (57%)	2 (100%)
<b>Years certified as evaluators at ONESQA</b>			
1. 1-5 years	48 (28%)	1 (17%)	-
2. 6-10 years	76 (44%)	5 (67%)	-
3. More than 10 years	48 (28%)	1 (17%)	-
<b>Working experience</b>			
1. ONESQA is my first job	0 (0%)	3 (43%)	-

<b>Background</b>	<b>Evaluator</b>	<b>ONESQA</b>	<b>BET</b>
2. Had job before working at ONESQA	182 (100%)	4 (57%)	-
- Job related to education	84.8 (87%)	3 (75%)	-
- My own business	2.2 (2%)	0 (0%)	-
- Others	10.9 (11%)	1 (25%)	-
<b>Education and previous related to</b>			
1. Education	166 (90%)	6 (86%)	2 (100%)
- Basic education	57 (39%)	2 (25%)	1 (50%)
- Vocational education	4 (3%)	1 (17%)	-
- Higher education	1 (1%)	-	-
- Others	-	3 (38%)	1 (50%)
2. Measurement and evaluation in social science	22 (12%)	3 (50%)	2 (100%)
3. Research in social science	21 (11%)	4 (67%)	1 (50%)
4. Not relevant to 1-3	12 (7%)	-	-
<b>Evaluation skills</b>			
1. Novice/entry	20 (11%)	2 (40%)	-
2. Proficient	80 (44%)	1 (20%)	-
3. Skilled	60 (33%)	2 (20%)	2 (100%)
4. Expert/master	21 (12%)	1 (20%)	-
<b>Years of working experience relevant to school evaluation</b>			
1. Less than 1 year	5 (3%)	1 (17%)	-
2. 1-5 years	54 (30%)	1 (17%)	1 (50%)
3. 6-10 years	88 (48%)	2 (33%)	-
4. 11-15 years	28 (15%)	1 (17%)	-
5. 16-20 years	3 (2%)	1 (17%)	1 (50%)
6. More than 21 years	5 (3%)	-	-
<b>Number of school evaluated</b>			
1. Never evaluate schools	-	5 (83%)	-
2. Less than 10	2 (1%)	1 (33%)	1 (50%)
3. 10-50 schools	48 (26%)	0 (0%)	1 (50%)
4. 51-100 schools	72 (39%)	1 (33%)	-
5. 101-150 schools	30 (16%)	1 (33%)	-
6. More than 150 schools	29 (16%)	0 (0%)	-
<b>Level of school evaluated</b>			
1. Basic education	168 (99%)	1 (33%)	-
2. Vocational education	1 (1%)	2 (67%)	-

<b>Background</b>	<b>Evaluator</b>	<b>ONESQA</b>	<b>BET</b>
3. Higher education	1 (1%)	-	-
<b>Subjects were trained</b>			
1. Evaluation theory	121 (66%)	4 (57%)	2 (100%)
2. Evaluation practice	175 (95%)	3 (50%)	2 (100%)
3. Qualitative methods	90 (49%)	5 (83%)	1 (50%)
4. Quantitative methods	69 (38%)	4 (67%)	1 (50%)
5. Mixed methods	34 (19%)	2 (33%)	2 (100%)
6. Measurement	68 (37%)	4 (67%)	2 (100%)
7. Research methods/design	32 (17%)	5 (83%)	2 (100%)
8. Others	6 (3%)	1 (17%)	-
<b>Responsibilities relating to school evaluation</b>			
1. External school evaluators	179 (97%)	-	-
2. Heads of external school evaluator team	98 (53%)	-	-
3. Manager of evaluation agency	1 (1%)	-	-
4. Internal meta-evaluator	24 (13%)	-	-
5. External meta-evaluator	8 (4%)	-	-
6. Others	5 (3%)	-	-

The researcher received 184 surveys from respondents from the evaluator group (92% response rate). All eight ONESQA staff and two BET staff returned the survey (100% response rate) (see Table 17). Yet for ONESQA staff, one respondent lost his survey, and he/she made a copy of a survey from another staff member (Survey Part 3) without noticing that it was different from the Survey Part 1 given to him earlier (Survey part 1). As a result, there was only one ONESQA respondent who answered Questions 1.1-9.8 (Part 1) instead of two respondents, and three ONESQA respondents answered Question 1a-19.5 (Part 3). Table 17 shows details of response rates for each part of Survey Two. All four parts of the survey received a more than 85 percent response rate.

Table 17

*Survey Two: Response Rates*

Tasks	Evaluators		ONESQA		BET	
	Sent	Returned	Sent	Returned	Sent	Returned
Part 1 Question 1.1-9.8	50	48 (96%)	2	1 (50%)	1	1 (100%)
Part 2 Question 10-15.2	50	43 (86%)	2	2 (100%)		
Part 3 Question 1a-19.5	50	46 (92%)	2	3* (150%)	1	1 (100%)
Part 4 Question 20-23	50	47 (94%)	2	2 (100%)		
Total	200	184 (92%)	8	8 (100%)	2	2 (100%)

*Note.* \*See explanation for the number of ONESQA responses to Part 3 of the survey in the paragraph above the table

**Assigning Importance Values to Tasks**

Participants were invited to identify the importance value of each task by answering two rating scale questions in this survey. The first question asked about the level of difficulty required to do each task correctly (difficulty indicator), and the second question addressed the degree of the negative effects if an evaluator performs a task incorrectly (criticality indicator). Each question had a rating scale from one to five. For question one, a rating of one was the easiest a task could be, and a rating of five was the most difficult a task could be. For question two, rating a task at one meant the outcome of a mistake in doing task was not at all critical and at the highest rating of five meant it was extremely critical.

The importance value for each task was used to prioritize the task. Appendix E shows tasks with assigned importance values ranked according to respondents from the evaluator group ratings. Task importance values range from two to ten.

**Criteria to Exclude Tasks.** Important tasks for external school evaluation were selected to identify external school evaluators' competencies at grade levels 1-12 in Thailand. There were three criteria to decide if each task was selected (see Table 18).

Table 18

*Tasks Pass/Not Pass Established Criteria*

Criteria	Number of Items Meeting Criteria
1. If the task's importance value rated by respondents from the external school evaluators group is equal or more than six, then the task was selected.	29
2. If the task's importance value rated by respondents from the external school evaluators group was less than six and either the task's importance value from BET or from the ONESQA staff group is equal or higher than 6, then the task was selected.	121
3. If the importance value rated by respondents from the external school evaluators group less than 6 and both task's importance values rating from BET and from the ONESQA staff group are less than six, then the task was excluded.	21
Total	171

The researcher used a task importance value of six as a cut point because it is the mid-point of rating scales of two indicators (Difficulty and Criticality of Error), where 3 means moderately difficult and 3 means moderately critical.

Respondents from the ONESQA group gave 132 tasks out of 171 tasks importance values equal to or greater than six, while the respondents from the evaluator group rated only 29 tasks as having importance values equal to or greater than six (ranging from 6 to 7). One hundred thirty-four tasks were given importance values equal to or greater than six according to respondents from the BET group, where the importance values ranged from six to ten. Respondents from the evaluator group assigned lower importance values to more tasks than respondents from ONESQA and BET.

Twenty-nine tasks were kept according to the first criterion. According to the third criterion, 21 tasks were excluded (see Table 18). Table 19 shows tasks that were eliminated from the list. Tasks in the table are ranked from high to low importance values given by respondents from ONESQA. At the end, the researcher selected 150 tasks important to perform external school evaluation at grade levels 1-12 in Thailand to guide necessary competencies for external school evaluators.

Table 19

*Tasks Excluded From the Task List to Identify Competencies*

Number	# Tasks	Evaluator			ONESQA			BET		
		Difficulty	Criticality	Sum	Difficulty	Criticality	Sum	Difficulty	Criticality	Sum
		Mean	Mean	Sum	Mean	Mean	Sum	Mean	Mean	Sum
1.	11.4	2.7	3.3	5.9	2.0	3.5	5.5	2	2	4
2.	21.2	2.8	2.8	5.6	3.0	2.0	5.0	3	2	5
3.	22.14	2.9	2.5	5.5	2.5	2.0	4.5	2	2	4
4.	1a	2.8	2.6	5.4	2.3	3.0	5.3	2	3	5

Number	# Tasks	Evaluator			ONESQA			BET		
		Difficulty	Criticality	Sum	Difficulty	Criticality	Sum	Difficulty	Criticality	Sum
		Mean	Mean	Sum	Mean	Mean	Sum	Mean	Mean	Sum
5.	21.3	2.6	2.7	5.3	2.5	3.0	5.5	3	2	5
6.	21.8	2.7	2.6	5.3	2.5	2.5	5.0	2	2	4
7.	4.1	2.5	2.6	5.1	1	4	5	2	3	5
8.	22.6	2.6	2.5	5.1	3.0	2.5	5.5	3	2	5
9.	7a	2.6	2.3	4.9	2.0	3.0	5.0	2	3	5
10.	9a	2.7	2.2	4.9	2.3	2.3	4.7	2	3	5
11.	21.5	2.5	2.3	4.8	2.5	2.0	4.5	3	2	5
12.	13a	2.3	2.5	4.8	1.7	2.0	3.7	2	3	5
13.	22.15	2.4	2.1	4.4	2.0	2.0	4.0	2	2	4
14.	20.8	2.3	2.1	4.4	2.5	2.0	4.5	3	2	5
15.	12.3	1.8	2.5	4.4	1.4	4.0	5.4	2	3	5
16.	12.1	1.6	2.7	4.3	1.0	3.0	4.0	2	2	4
17.	11.2	2.1	2.2	4.3	2.0	3.0	5.0	3	2	5
18.	8.7	2.0	2.3	4.3	1	1	2	1	2	3
19.	11.1	2.0	2.2	4.2	1.5	2.5	4.0	3	2	5
20.	8a	1.8	1.7	3.5	1.7	2.0	3.7	1	2	3
21.	12a	1.5	1.5	3.1	1.3	1.3	2.7	1	1	2

### Survey Three: Competency Identification

The researcher used Survey Three: Competency Identification to filter necessary competencies and to improve the language used in competency descriptions. Using the 160 tasks deemed necessary for external school evaluation in Survey Two and taking competencies from a crosswalk of literature reviews, the researcher developed Survey Three: Competency Identification. In this survey, competency descriptions for external school evaluators were organized into three major categories (Knowledge, Skills and Abilities, and Other Characteristics or KSAOs), which included 130 competencies. Assessed against three criteria, Survey Three's results



were then used to select necessary competencies for external school evaluators to be included in Survey Four: Competency Validation.

This survey contained two sections: a) demographics and b) questions about necessary competencies for external school evaluators at grade levels 1-12 in Thailand. Respondents were invited to review the necessary competencies for Thai external school evaluators to possess to successfully evaluate school quality and review the completeness, appropriateness, and clarity of competency descriptions. The last question was an open-ended question asking respondents their additional comments or if any competencies should be added, eliminated, and/or adjusted. The purpose of this open-ended question was to review the list of competencies for completeness and accuracy.

### **Survey Results**

A total of 211 participants were asked to respond to the survey, including 200 external school evaluators. Survey Three was also given to eight ONESQA staff and three BET staff. The researcher received surveys back from 160 evaluators (80% response rate), 8 ONESQA staff (100%), and 3 BET staff (100%). The response rate across respondent groups was 81% (see Table 20).

Table 20

*Survey Three: Response Rates*

Tasks	Evaluators		ONESQA		BET	
	Sent	Returned	Sent	Returned	Sent	Returned
Part 1 Question 1-31 for K1-K31	50	39 (78%)	2	2 (100%)	1*	1  2 (100%)
Part 2 Question 1-34 for S1-S34	50	41 (82%)	2	2 (100%)		
Part 3 Question 1-32 for S35-S66	50	41 (82%)	2	2 (100%)		1  2 (100%)
Part 4 Question 1-Q33 for S67-S80 % O1- O19	50	39 (78%)	2	2 (100%)		
<b>Total</b>	<b>200</b>	<b>160 (80%)</b>	<b>8</b>	<b>8 (100%)</b>	<b>3</b>	<b>3 (100%)</b>

*Note.* \*One respondent from BET completed the whole survey. K is knowledge, S is skills and abilities, and O is other characteristics.

This survey contained 130 competencies for identification (see Appendix F). It was divided into four parts, and the researcher gave each part to one of four participant groups from the evaluator and ONESQA groups. Three respondents from the BET group participated in this survey. For BET respondents, the survey was divided in two parts, and each part was given to one of two participants. One BET respondent, the same respondent from Survey One: Task Identification, asked to respond to the whole survey. The following are results of each question in the survey.

## **Respondents**

**From external school evaluator group.** More male respondents (65%) participated in this survey than female, and more than half of the respondents (66%) were older than 60 years old (see Table 21). About half of the respondents received bachelor's (45%) and master's degrees (52%), and most of their majors were relevant to education (83%). Almost all respondents (93%) were trained in evaluation practice, and close to two-thirds of respondents (64%) had learned about evaluation theory. Fifty-one percent of respondents attended one or more trainings relevant to qualitative methods, and 41 percent had learned about quantitative methods.

Almost all respondents (86%) had a job relating to education. The majority of respondents (77%) were employed by the Ministry of Education before working at ONESQA. Eight percent of responses (n=12) reported that their education and their previous job were not related to education, measurement, evaluation, or research in the social sciences.

Nearly all respondents had been certified by ONESQA as external school evaluators either for more than 10 years (44%) or between six to ten years (48%). Approximately 60 percent of respondents (59%) had school evaluation working experience between 6 to 10 years, ten percent had less than 5 years, 25 percent had 11 to 15 years. and seven percent had more than 16 years. More than half of respondents (55%) had evaluated more than 100 schools, and 42 percent of respondents had evaluated between 10 to 100 schools. Almost all respondents had evaluated schools at the basic education level (98%), and only two percent had evaluated vocational

institutions. They identified their evaluation skills as novice/entry (13%), proficient (35%), skilled (42%), and expert/master (11%).

Seven respondents (4%) were managers of evaluation agencies, and 102 of them (64%) were heads of evaluation teams. Eighteen percent of respondents had internal-meta evaluator positions, and only seven percent of respondents were external meta-evaluators. Other roles that respondents had were as a member of an evaluation agency's board committee and as an academic advisor of an evaluation agency.

However, four people (2%) indicated that they were not external evaluators. The researcher conducted case analysis and found that these answers might have been completed incorrectly since all of them reported that they had evaluated schools at a basic education level and were certified at least 10 years ago. There were also three respondents who indicated that they had never evaluated schools before. Again, this may be due to response errors since these respondents completed the survey during trainings with ONESQA and they must have evaluated more than 20 schools before registering for these trainings. The researcher did further analysis on these respondents and found that they reported that they had evaluated fewer than 10 schools, and two of them reported that they had evaluated schools at a basic education level and vocational institutions. Moreover, they were certified as evaluators nine years, eight years, and two years ago. Two of them rated themselves as skilled evaluators; the other one did not identify his/her evaluation skill.

**From ONESQA and BET groups.** Backgrounds of respondents from the ONESQA group included more female respondents (63%) than male (38%). A majority of them had master's degrees (63%), and one respondent held a doctoral

degree (13%). Seven out of eight respondents (88%) indicated that their majors of study were relevant to education. Almost all participants were trained in qualitative methods (88%). Most of them (63%) had attended trainings about evaluation theory, evaluation practice, quantitative methods, and measurement before.

Most of them had worked at ONESQA for more than ten years (63%), but ONESQA was the first job for two respondents. The six respondents (75%) who were employed by other companies before reported that their previous jobs were related to education (67%). Close to ninety percent of respondents (88%) had education and/or a previous job relating to education, and more than fifty percent of them (63%) had education and/or a previous job relating to research in social science.

Three people identified themselves as proficient in evaluation (38%) and three people reported that they had expert/master evaluation skills (38%). One person rated him/herself as novice/entry (13%), and one respondent rated him/herself a skilled evaluator (13%). Most of respondents from the ONESQA group had school evaluation experience between six and ten years (75%), and one person (13%) had more than 15 years of school evaluation work experience. One respondent (20%) had evaluated more than 50 schools. Most of respondents from this group had evaluated schools at a basic education level (80%). Three of them had never evaluated a school before, and 60 percent of respondents evaluated had fewer than ten schools.

For respondents from the BET group, two out of three were female (67%). One of them (33%) was more than 50 years old, and two were between 41-50 years old (67%). Two respondents received doctoral degrees (67%), and the last one received a

master’s degree (33%). All of them reported they had education and/or previous work experience related to education (100%).

Two of them (67%) reported that they had work experience relevant to school evaluation for over 21 years, yet only one respondent (33%) identified him/herself as an expert in evaluation. One out of three respondents (33%) had evaluated schools at a basic education level, vocational education, and higher education before. All of the respondents from this group were trained in evaluation theory, evaluation practice, and quantitative methods. Some respondents reported that they were also trained in evaluation of Pre-K schools, meta-evaluation, and curriculum for basic education.

Table 21

*Survey Three: Respondents’ Backgrounds*

<b>Background</b>	<b>Evaluators</b>	<b>ONESQA</b>	<b>BET</b>
<b>Gender</b>			
1. Male	103 (65%)	3 (38%)	1 (33%)
2. Female	55 (35%)	5 (63%)	2 (67%)
<b>Age</b>			
1. 30 – 40 yrs old	2 (1%)	3 (38%)	-
2. 41- 50 yrs old	18 (11%)	3 (38%)	2 (67%)
3. 51 – 60 yrs old	32 (20%)	1 (13%)	1 (33%)
4. More than 60 yrs old	106 (67%)	1 (13%)	-
<b>Highest degree</b>			
1. Bachelor	71 (45%)	2 (25%)	-
2. Master’s	82 (52%)	6 (75%)	1 (33%)
3. Doctoral	5 (3%)	-	2 (67%)
<b>Major of study relevant to education</b>	131 (83%)	7 (88%)	3 (100%)
<b>Years certified as evaluators at ONESQA</b>			
1. 1-5 years	13 (8%)	-	-
2. 6-10 years	74 (48%)	-	-
3. More than 10 years	68 (44%)	-	-
<b>Working experience</b>			

<b>Background</b>	<b>Evaluators</b>	<b>ONESQA</b>	<b>BET</b>
1. ONESQA is my first job	-	2 (25%)	-
2. Had job before working at ONESQA	160 (100%)	6 (75%)	-
- Job related to education	136 (86%)	4 (67%)	-
- My own business	3 (2%)	-	-
- Others	20 (13%)	2 (33%)	-
<b>Education and previous related to</b>			
1. Education	140 (88%)	7 (88%)	3 (100%)
- Basic education	64 (54%)	6 (75%)	-
- Vocational education	3 (3%)	-	-
- Higher education	3 (3%)	1 (13%)	-
- Others	48 (41%)	1 (13%)	1 (100%)
2. Measurement and evaluation in the social sciences	26 (16%)	3 (38%)	2 (67%)
3. Research in social science	18 (11%)	5 (63%)	1 (33%)
4. Not relevant to 1-3	12 (8%)	-	-
<b>Evaluation skills</b>			
1. Novice/entry	20 (13%)	1 (13%)	-
2. Proficient	54 (35%)	3 (38%)	1 (33%)
3. Skilled	65 (42%)	1 (13%)	1 (33%)
4. Expert/master	17 (11%)	3 (38%)	1 (33%)
<b>Years of working experience relevant to school evaluation</b>			
1. Less than 1 year	3 (2%)	-	-
2. 1-5 years	12 (8%)	1 (13%)	-
3. 6-10 years	93 (59%)	6 (75%)	-
4. 11-15 years	40 (25%)	1 (13%)	1 (33%)
5. 16-20 years	3 (2%)	-	-
6. More than 21 years	8 (5%)	-	2 (67%)
<b>Number of school evaluated</b>			
1. Never evaluated schools	3 (2%)	3 (38%)	-
2. Less than 10	5 (3%)	3 (60%)	-
3. 10-50 schools	15 (10%)	1 (20%)	1 (50%)
4. 51-100 schools	50 (32%)	1 (20%)	-
5. 101-150 schools	44 (28%)	-	-
6. More than 150 schools	43 (27%)	-	1 (50%)
<b>Level of school evaluated</b>			

<b>Background</b>	<b>Evaluators</b>	<b>ONESQA</b>	<b>BET</b>
1. Basic education	145 (98%)	4 (80%)	1 (50%)
2. Vocational education	3 (2%)	-	-
3. Higher education	-	1 (20%)	1 (50%)
<b>Subjects were trained</b>			
1. Evaluation theory	103 (64%)	5 (63%)	3 (100%)
2. Evaluation practice	149 (93%)	5 (63%)	3 (100%)
3. Qualitative methods	82 (51%)	7 (88%)	3 (100%)
4. Quantitative methods	66 (41%)	5 (63%)	3 (100%)
5. Mixed methods	28 (18%)	4 (50%)	3 (100%)
6. Measurement	47 (30%)	5 (63%)	2 (67%)
7. Research methods/design	16 (10%)	3 (38%)	2 (67%)
8. Others	9 (6%)	3 (38%)	3 (100%)
<b>Responsibilities relating to school evaluation</b>			
1. External school evaluator	156 (98%)	-	-
2. Heads of external school evaluator team	102 (64%)	-	-
3. Manager of evaluation agency	7 (4%)	-	-
4. Internal meta-evaluator	28 (18%)	-	-
5. External meta-evaluator	11 (7%)	-	-
6. Others	2 (1%)	-	-

### **Necessary Competencies**

Means and standard deviations of five-point rating scales were calculated to answer questions regarding necessary competencies for external evaluators to successfully evaluate school quality (see Appendix G for complete results). While respondents from the ONESQA group indicated that 87 tasks were very much necessary for external school evaluators at basic education levels in Thailand (means ranging from 4.5 to 5), respondents from both the evaluator and BET groups indicated that fewer than 60 competencies were very much necessary. More specifically, 57



competencies (means ranging from 4.5 to 4.9) and 53 competencies (means ranging from 4.5 to 5) were rated by respondents from the evaluator and BET groups, respectively, as very much necessary. Appendix G shows complete results of ratings from all three groups of respondents for the question of whether a competency is necessary for external school evaluators.

According to ratings from respondents from the evaluator group, the top fifteen necessary competencies for external school evaluators at grade levels 1-12 in Thailand included one knowledge competency, ten skills and abilities, and four other characteristics (see Table 22). If the means are rounded up to the next whole number, all three respondent groups rated competencies in this top fifteen as very much important (5 score), except competencies S1, S3, S4, S47 and O7 (see highlighted competencies in Table 22). These competencies were rated as very much necessary from two groups of respondents (evaluators and ONESQA), but not BET (means ranging from 2.5 to 4).

For example, respondents from the evaluator and ONESQA groups indicated that the ability to establish and maintain professional credibility and represent ONESQA well to acquire trust from schools (S4) is very much necessary (means = 4.9 and 5 for evaluators and ONESQA, respectively) while respondents from BET rated this skill as somewhat necessary (a mean score of 3). The ability to fulfill his/her own assigned responsibilities completely and effectively and perform work with full potential at all times were rated as very much necessary from respondents from the evaluator (mean = 4.8) and ONESQA (mean = 5) groups, whereas the respondents from ISA rated this ability as much necessary (mean = 3.5).

Table 22

*Top Fifteen Necessary Competencies for External School Evaluators*

Rank	ID	Competencies	Evaluators	ONESQA	BET
			Mean	Mean	Mean
1.	S4	Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.	4.9	5	2.5
2.	S25	Evaluates schools using amicable approaches while maintaining independence and objectivity.	4.8	5	4.5
3.	S1	Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.	4.8	5	3.5
4.	S5	Provides independent and impartial perspectives in evaluation.	4.8	5	4.5
5.	S3	Exhibits moral and ethical conduct. Evaluates schools with integrity and honesty.	4.8	4.5	4
6.	S24	Effectively and accurately evaluates schools following ONESQA's standards and indicators.	4.8	5	5
7.	O7	Conducts evaluations with integrity, honesty, objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.	4.8	5	4
8.	S43	Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language	4.8	5	4.5

Rank	ID	Competencies	Evaluators	ONESQA	BET
			Mean	Mean	Mean
		in the report.			
9.	O5	Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.	4.7	5	4.5
10.	O8	Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.	4.7	5	4.5
11.	S38	Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.	4.7	5	4.5
12.	S31	Skillful with interviews, observations, and literature review.	4.7	4.5	5
13.	K17	Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.	4.7	5	5
14.	O19	Has a good attitude towards working with others.	4.7	4.5	5
15.	S47	Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).	4.7	5	4

Table 23 shows the bottom fourteen competencies that respondents from the evaluator group rated as less necessary than other competencies (ranging from 3.1-3.8),

which include three knowledge competency and 11 skills and abilities. Respondents gave some comments to support their answers as follows.

For knowledge of cost-effectiveness analysis (K10) and skill to manage resource effectively (S64), a few respondents from the evaluator group and one respondent from ONESQA indicated that it is good for evaluators to have this knowledge, but that they are not necessary competencies for external school evaluators to have because school evaluations are typically small projects with limited budgets and scopes so there is not much to manage.

For the skill of promoting social equity in evaluation (S12), respondents reported that schools typically take responsibility for inviting school stakeholders to participate in evaluation activity, not evaluators. In practice, most school parents and community members do not usually get involved with school administration and school evaluation. Parents commonly give schools the authority to decide and administer their children's education. Respondents from the evaluator group reported that usually only school staff participates in the evaluation activities, but sometimes parents from school board committees do participate. Therefore, promoting social equity among evaluation stakeholders is not normally a current activity of evaluators as mentioned by respondents from the evaluator group.

Many respondents explained that the skill of determining school evaluability (S17) is not necessary because by law every school is required to be evaluated within a certain period of time. ONESQA staff explained that schools may be able to postpone school evaluation if they a) do not have a school principal/director or deputy of school principal/director or b) have a natural crisis such as fire or flooding.

Respondents noted that because ONESQA had already designed a school evaluation framework for evaluators to follow and also take responsibility for disseminating the evaluation reports (S53), it is not the evaluators' responsibilities to conduct those tasks.

Respondents from all three groups suggested clarifying the word "negotiation" in competency S72 because it may be interpreted with a negative meaning, for example, evaluators negotiating for their own benefit. This may be a reason why this competency received low rating scores (means of respondents from evaluator = 3.4, ONESQA = 3, and BET group = 2.5). After reading this comment, the researcher revised the competency's description for Survey Four.

It is important to note that there were some different opinions among the three respondent groups regarding the bottom fourteen less necessary competencies. For example, respondents from the ONESQA group noted that "systematically follows up on the use of evaluation results and recommendations and attempts to prevent and/or correct misuse and any issues relating to evaluation results" (S54) were not necessary (mean = 1), while respondents from the evaluator and BET groups indicated that this competency was much necessary (means = 3.6 and 3.5). Another example was the respondents' ratings for the ability to be aware of and appropriately describe school problems, conflicts among school staff, and the politics of evaluation (S41). Respondents from ONESQA reported that this skill was very much necessary (mean = 4.5), but respondents from the evaluator group indicated that this skill was much necessary (mean = 3.5) and BET respondents indicated that this skill was somewhat necessary (mean = 3). The last example was respondents' ratings on the knowledge of

international development relevant to school evaluation practices (K14). Respondents from the evaluator and BET groups indicated this competency as somewhat necessary (means = 3.1 and 3, respectively) for external school evaluators to possess whereas respondents from the ONESQA group indicated that this competency was less necessary (mean = 2) for evaluators.

Table 23

*Fourteen Less Necessary Competencies for External School Evaluators*

Rank	ID	Competencies	Evaluator	ONESQA	BET
			Mean	Mean	Mean
1.	K9	Basic knowledge of computers and various software useful for evaluation.	3.8	4	4
2.	S77	Uses leadership skills.	3.8	4	3
3.	S66	Effectively communicates with ONESQA, schools, and evaluation agencies throughout the evaluation process.	3.8	5	3.5
4.	K10	Analysis of cost-effectiveness	3.7	3.5	3
5.	S65	Identifies and mitigates problems/issues.	3.7	4.5	3.5
6.	S12	Fosters social equity in evaluation such as inviting people with different nationalities, genders, and social statuses into meetings.	3.7	2	2
7.	S64	Manages resources effectively (human and financial) to maximize benefits for external school evaluation.	3.7	4	3.5
8.	S17	Determines school evaluability.	3.6	2	3.5
9.	S54	Systematically follows up on the use of evaluation results and recommendations. Attempts to prevent and/or correct misuse and any issues relating to evaluation results.	3.6	1	3.5

Rank	ID	Competencies	Evaluator	ONESQA	BET
			Mean	Mean	Mean
10.	S41	Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.	3.5	4.5	3
11.	S53	Plans and implements effective strategies in developing an effective dissemination and outreach plan for evaluation reports.	3.4	1	3
12.	S61	Defines work parameter frameworks and develops evaluation management plans that are practical and responsive to how schools operate.	3.4	3.5	2.5
13.	S72	Uses persuasion and negotiation skills to benefit school evaluation.	3.4	3	2.5
14.	K14	International development relevant to school evaluation practices.	3.1	2	3

*Note.* Highlighted competencies were excluded from Survey Four.

**Selecting Necessary Competencies.** A competency was selected to be included in Survey Four if respondents from Survey Three agreed that that competency was necessary. According to the criteria described in Chapter 3, eight out of 130 competencies were excluded from Survey Four: Competency Validation (see highlighted competencies in Table 23), and 122 competencies were included (see Appendix H).

### **Correctness and Appropriateness of Competency Descriptions**

The second question in Survey Three asked respondents to review completeness, appropriateness, and clarity of competency descriptions. Results of dichotomous answers (“Understandable and uses correct/Appropriate language “and “Revise language”) were computed to generate count and percentage results. Results

show that all competency descriptions were rated as understandable and using appropriate language by most respondents from the evaluator group (ranging from 81 to 100%). However, respondents from the ONESQA group indicated that 26 competency descriptions needed to be revised. Among these 26 competencies, respondents from the BET group suggested revising only 8 competencies, with no need to revise the remaining 18 that ONESQA recommended (see Table 24).

Table 24

*Survey Three: Results of Correctness and Appropriateness of Language in Competency Descriptions*

Rank	ID	Competencies	Evaluators	ONESQA	BET
			Count	Count	Count n=2
1.	K1	Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).	32 (97%)	Revise	1 (50%)
2.	S31	Skillful with interviews, observations, and literature review.	36 (97%)	1 (50%)	1 (50%)
3.	S13	Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.	38 (95%)	1 (50%)	1 (50%)



Rank	ID	Competencies	Evaluators	ONESQA	BET
			Count	Count	Count n=2
4.	S14	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.	37 (95%)	1 (50%)	1 (50%)
5.	S44	Applies techniques and methods to report negative findings and evaluation results constructively.	31 (94%)	Revise	1 (50%)
6.	O2	Practices within the limits of his/her competence.	32 (94%)	1 (50%)	1 (50%)
7.	S2	Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).	32 (89%)	1 (50%)	1 (50%)
8.	S55	Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support their suggestion.	29 (85%)	1 (50%)	1 (50%)

A content analysis was used to analyze comments written in the survey about the appropriateness of language of instructions and task descriptions and also the survey format. Some respondents mentioned that the competency descriptions were not clear, and they suggested giving examples for some task descriptions. Some descriptions were also described as redundant. A few respondents commented that

they did not understand the content in some competency descriptions so they rated those competencies as not necessary, such as the Program Evaluation Standards (K1) and utilization-focused evaluation (K3).

Under the open-ended question, ONESQA staff recommended adding more competencies regarding evaluation report writing skills to communicate the connection between evaluation findings and recommendations. Respondents from the evaluator group recommended including knowledge of the psychology of learning and the psychology of child development in the list of competencies necessary for evaluators. One respondent from the evaluator group suggested that the researcher make sure that efficient communication skills were included in the list of necessary competencies, for example, an evaluator should not talk with a stutter.

A respondent from the ONESQA group and a few respondents from the evaluator group emphasized that good physical ability (healthy and active) was very necessary for evaluators to have since some evaluators are aged and not able to walk conveniently. Evaluators may be unable to collect complete essential data with a mobility problem, and as a result physical ability is important for every evaluator.

Finally, no respondents mentioned the font size of this survey after the researcher increased the size in accordance with comments from Surveys One and Two. For the next survey (Survey Four), the researcher improved survey language (instructions and competency descriptions) and format as suggested by respondents. The researcher reviewed all competency descriptions again and revised them to be more precise and minimize redundancy.

### **Survey Four: Competency Validation**

Survey Four: Competency Identification included 122 competencies identified as “Necessary” for external school evaluators at grade levels 1-12 in Thailand (see Appendix I). The researcher asked respondents to rate each competency against four indicators: necessary, practical, criticality of error, and superior performance rather than average. The survey included five questions. The results of this survey were used to identify competencies necessary for selecting and training external school evaluators at grade levels 1-12 in Thailand.

#### **Survey Results**

This survey was divided into four parts and disseminated each part to each respondent from the evaluator and ONESQA groups. For participants from the BET group, the survey was divided into three parts, and each part was given to one BET staff (see Table 25.)

The researcher received 227 surveys back from respondents in the evaluator group (57%), eight surveys from the ONESQA group (100%), and three surveys from the BET group (100%). Some respondents gave comments that the researcher did not receive the survey back from evaluation group participants because, for example, the researcher sent the survey during the beginning of semester, so some respondents may have been busy with school work. Many respondents told the researcher that they were traveling when the survey was delivered to their house, so they found the survey too late. Some researchers complained that the postmen delivered the survey too late (more than ten days to reach their address) so they were not able to return surveys before the due date. A few surveys did not reach respondents because of an incorrect

address the researcher received from evaluation agencies, and a phone number or email address was not provided so the researcher was not be able to reach them.

Table 25

*Survey Four's Response Rates*

Competencies	Evaluators		ONESQA	
	Sent	Returned	Sent	Returned
Part 1: Questions Q1-29 for K1-K31*	100	47 (47%)	2	2 (100%)
Part 2: Questions Q1-32 for S1-S32	100	62 (62%)	2	2 (100%)
Part 3: Questions Q1-29 for S33-S61	100	62 (62%)	2	2 (100%)
Part 4: Questions Q1-32 for S62-S74& O1-O19	100	56 (56%)	2	2 (100%)
Total	400	227 (57%)	8	8 (100%)

*Note:* K is knowledge, S is skills and abilities, and O is other characteristics.

Competencies	BET	
	Sent	Returned
Part 1: Question 1-39 for K1-29& S1-S10	1	1 (100%)
Part 2: Question 1-41 for S11-S51	1	1 (100%)
Part 3: Question 1-38 for S56-S74&O1-O19	1	1 (100%)
Total	3	3 (100%)

**Respondents**

**From external school evaluator group.** Close to two-thirds of respondents were older than sixty (63%) (see Table 26). About half of respondents from the

evaluator group were male (52%), and more than half of respondents graduated with a master's degree (55%). Most respondents' majors of study were related to education (84%). They were trained in evaluation practice (97%) and evaluation theory (82%). More than half of respondents had learned about qualitative methods (65%) and quantitative methods (55%), but only a quarter had learned about mixed methods (25%). Nearly half of them (48%) had learned about measurement before. They had also attended trainings about meta-evaluation, curriculum-related subjects, educational research, evaluation of early childhood development, and school evaluation.

Approximately 47 percent of respondents were certified as external school evaluators between 6 to 10 years ago, and 32 percent of respondents were certified more than ten years ago. One person reported that ONESQA was his/her first employer, and the rest of the responses indicated that most of them (84%) had a previous job relating to education. Sixty-two percent of respondents had education or previous work relating to basic education. Fifty respondents indicated that their education or previous job involved research in the social sciences.

About one-third of respondents (30%) had more than 11 years of school evaluation experience, and six percent of respondents had school evaluation experience less than one year. Although 45 percent of respondents evaluated more than 100 schools, only one-fourth of respondents identified themselves as expert/master in evaluation (23%). Forty-three percent of respondents were skilled evaluators (43%). Nearly half of respondents evaluated between 10 and 50 schools (24%) or between 51 to 100 schools (24%). Almost all respondents (95%) had evaluated schools at basic education before. Other than taking responsibility as

external school evaluators, they reported that they were heads of evaluation teams (68%) and internal meta-evaluators (21%).

Five respondents answered that they had never evaluated a school. This may be due to response error because the researcher asked managers of evaluation agencies to propose evaluators who had worked with ONESQA as evaluators for at least one cycle (5 years). The researcher examined each respondent's response closely and found that they had been certified as ONESQA evaluators for between one and nine years, and one respondent reported that he/she had evaluated more than 50 schools. Two rated themselves as proficient (20%) and skilled evaluators (20%) while two respondents identified their evaluation skills as the novice/entry level. Regarding school evaluation experience, two respondents (40%) had experience between six and ten years, and the other two (40%) had experience between one and five years. One respondent (20%) answered that he/she had less than one year of school evaluation experience.

**From ONESQA and BET groups.** For ONESQA, slightly more than half of respondents were female. Half of them were between 30 to 40 years old (57%). Many respondents indicated that they received a master's degree (86%). Half of respondents had a degree relating to education (57%). Five of them (84%) had worked at ONESQA more than five years. Four of them (57%) worked at other places before working at ONESQA. Almost all of them reported that their education and their previous job involved education (86%) and research in the social sciences (71%).

In terms of their evaluation skills, four respondents (67%) had between six and ten years of school evaluation experience, and two people (33%) had experience less

than one year. However, five of them (72%) had never evaluated schools while two respondents had evaluated more than 50 schools. Only one person rated him/herself as an expert evaluator (20%), and two respondents identified themselves as evaluators at a novice/entry level. Three to five people were trained about research methods/designs (63%), quantitative methods (57%), qualitative methods (57%), and evaluation theory (57%). Three respondents were trained in evaluation practice (43%).

Three respondents from the BET group returned the survey. Two of them were female (67%). Two respondents were between 30 to 40 years old (67%). Two respondents received doctoral degrees, and the other one held a master's degree, all with majors relating to education. Two respondents rated themselves as proficient evaluators, and the other one identified themselves as a skilled evaluator. One person reported that he/she evaluated between ten and fifty schools, and two evaluated fewer than 10 schools. All of the schools they had evaluated were at a basic education level. All respondents had been trained in evaluation theory, qualitative and quantitative methods, and research methods/designs.

Table 26

*Survey Four: Respondents' Backgrounds*

<b>Background</b>	<b>Evaluators</b>	<b>ONESQA</b>	<b>BET</b>
<b>Gender</b>			
1. Male	116 (52%)	3 (43%)	1 (33%)
2. Female	106 (48%)	4 (57%)	2 (67%)
<b>Age</b>			
1. 30 – 40 yrs old	11 (5%)	4 (57%)	2 (67%)
2. 41- 50 yrs old	26 (12%)	1 (14%)	1 (33%)
3. 51 – 60 yrs old	45 (20%)	2 (29%)	-
4. More than 60 yrs old	140 (63%)	-	-
<b>Highest degree</b>			

<b>Background</b>	<b>Evaluators</b>	<b>ONESQA</b>	<b>BET</b>
1. Bachelor	89 (40%)	-	-
2. Master's	122 (55%)	6 (86%)	1 (33%)
3. Doctoral	13 (6%)	1 (14%)	2 (67%)
<b>Major of study relevant to education</b>	186 (84%)	4 (57%)	3 (100%)
<b>Years certified as evaluators at ONESQA</b>			
1. 1-5 years	45 (22%)	1 (17%)	-
2. 6-10 years	98 (47%)	4 (67%)	-
3. More than 10 years	67 (32%)	1 (17%)	-
<b>Working experience</b>			
1. ONESQA is my first job	1 (2%)	3 (43%)	-
2. Had job before working at ONESQA	223 (98%)	4 (57%)	-
- Job related to education	191 (84%)	4 (100%)	-
- My own business	3 (1%)	-	-
- Others	29 (13%)	-	-
<b>Education and previous related to</b>			
1. Education	200.0 (89%)	6 (86%)	2 (100%)
- Basic education	111 (62%)	2 (33%)	1 (50%)
- Vocational education	7 (4%)	1 (17%)	-
- Higher education	3 (2%)	-	-
- Others	59 (33%)	3 (50%)	1 (50%)
2. Measurement and evaluation in the social sciences	68 (31%)	2 (29%)	1 (33%)
3. Research in the social sciences	49 (22%)	5 (71%)	1 (33%)
4. Not relevant to 1-3	15 (8%)	-	-
<b>Evaluation skills</b>			
1. Novice/entry	20 (9%)	2 (40%)	-
2. Proficient	56 (26%)	1 (20%)	2 (67%)
3. Skilled	94 (43%)	1 (20%)	1 (33%)
4. Expert/master	49 (23%)	1 (20%)	-
<b>Years of working experience relevant to school evaluation</b>			
1. Less than 1 year	13 (6%)	2 (33%)	-
2. 1-5 years	38 (17%)	-	2 (67%)
3. 6-10 years	105 (47%)	4 (67%)	-
4. 11-15 years	54 (24%)	-	1 (33%)



<b>Background</b>	<b>Evaluators</b>	<b>ONESQA</b>	<b>BET</b>
5. 16-20 years	3 (1%)	-	-
6. More than 21 years	11 (5%)	-	-
<b>Number of school evaluated</b>			
1. Never evaluated schools	5 (2%)	5 (72%)	-
2. Less than 10	16 (7%)	-	2 (67%)
3. 10-50 schools	52 (24%)	-	1 (33%)
4. 51-100 schools	51 (24%)	1 (50%)	-
5. 101-150 schools	46 (21%)	1 (50%)	-
6. More than 150 schools	52 (24%)	-	-
<b>Level of school evaluated</b>			
1. Basic education	197 (95%)	1 (50%)	3 (100%)
2. Vocational education	-	-	-
3. Higher education	-	-	-
4. Others	10 (5%)	1 (50%)	-
<b>Subjects were trained</b>			
1. Evaluation theory	183 (82%)	4 (57%)	3 (100%)
2. Evaluation practice	217 (97%)	3 (43%)	2 (67%)
3. Qualitative methods	145 (65%)	4 (57%)	3 (100%)
4. Quantitative methods	123 (55%)	4 (57%)	3 (100%)
5. Mixed methods	57 (25%)	1 (14%)	2 (67%)
6. Measurement	108 (48%)	2 (29%)	2 (67%)
7. Research methods/design	52 (23%)	5 (63%)	3 (100%)
8. Others	21 (9%)	1 (100%)	-
<b>Responsibilities relating to school evaluation</b>			
1. External school evaluators	216 (96%)	-	-
2. Heads of external school evaluator team	152 (68%)	-	-
3. Manager of evaluation agency	8 (4%)	-	-
4. Internal meta-evaluator	47 (21%)	-	-
5. External meta-evaluator	16 (7%)	-	-
6. Others	5 (2%)	-	-

There were between 47 to 56 respondents from the evaluator group, two respondents from the ONESQA group, and one respondent from BET who rated

competencies against 4 indicators. Counts and percentages were computed for questions one (Necessary) and two (Practical) for which respondents were requested to choose either “yes” or “no.” Means and standard deviations were calculated for the last two questions with answers on a five-point scale. Content analysis was used to analyze participants’ additional comments to open-ended question.

### **Necessary Competencies**

The first question asked respondents whether a competency was necessary for external school evaluator at grade levels 1-12 (*Necessary*), and the answers were “Yes” or “No.” All respondents from the ONESQA group rated all competencies as necessary (100%) for external school evaluator at grade levels 1-12 to possess. For the evaluator group, 73 competencies were rated as necessary for evaluators to have from every respondent (100%) (see Appendix J). Forty-four competencies received positive necessary responses of 91-98%, and five competencies were between 88-84%.

All competencies were rated necessary from respondents from all three groups (ranging between 84% - 100%). This result confirms that competencies taken from Survey Three: Competency Identification by applying the established criteria were necessary for external school evaluators at grade levels 1-12.

### **Practical Competencies to Expect from Evaluators**

For the second question, respondents were asked to give opinions if a competency was practical for ONESQA to expect in an external school evaluator at grade levels 1-12 (*Practical*), and the answers were “Yes” and “No.” All respondents

from the evaluators group (100%) indicated that 31 competencies out of 122 competencies were practical for ONESQA to expect in external school evaluators. Almost all respondents from this group (81%-89%) thought that the rest of 121 competencies were practical to expect. There was one competency that less than 80% of respondents from the evaluator group (76%) rated as practical to expect (S8), but both respondents from ONESQA (n = 2, 100%) and BET (n = 1, 100%) groups reported it was practical to expect.

Every respondent from the ONESQA group believed that 99 competencies were practical to expect in evaluators, but one respondent (50%) rated 23 competencies as not practical to expect to find in evaluators. In contrast, all of respondents (100% for 22 competencies) and almost all of them (98% for one competency) from the evaluator group indicated that these 23 competencies were practical to expect that evaluators have. All respondents (100%) from the BET group indicated that it was practical to find 121 competencies in evaluators and only one that was not practical (S52), which was an ability to conduct meta-evaluation and uses meta-evaluative feedback to improve their work.

### **Levels of Error if This Competency Was Ignored in Selection**

The third question asked respondents to consider to what extent was trouble likely if this KSAO was ignored in selection (compare with the other competencies) (*Likely trouble*). Most respondents from the evaluator group rated between two to four scores while respondents from the ONESQA and BET groups gave a wider range of rating scores from two to five. The results shows that no respondents from the evaluator group reported that “very much trouble” was likely to happen if any

competency in the survey was ignored in selection, whereas respondents from the ONESQA group mentioned “very much trouble” (means between 4.5 to 5) will occur if 24 competencies are ignored for selecting external school evaluators at the basic education level (see Table 27). The BET group believed that if 47 competencies were neglected for selection of evaluators, “very much” trouble will be likely to happen.

The survey outcomes show that the ONESQA recruiter should select evaluators who possess the following two competencies: using evaluators’ authority appropriately (O1), and reporting complete, clear, valid and rational evaluation findings and results with supporting credible evidence (O8), otherwise it is likely that “much” trouble will happen.

The results show that if most competencies were neglected in selecting evaluators, it is likely that “somewhat” to “very much trouble” will happen (see Table 27 for the number of competencies that had mean scores between three to five). Although there was one missing data point (S28) from a respondent from the BET group, based on the rest of the results it is a reasonable conclusion that respondents from all three groups agreed that no competencies in the list can be ignored in recruiting evaluators.

Table 27

*Survey Four: Results of “Likely Trouble” Indicator*

Mean Rating	Number of Competencies		
	Evaluators	ONESQA	BET
5	0	24	47
4	33	57	45
3	82	39	22
2	7	2	6
1	-	-	1
Total	122	122	121*

*Note.* The ratings were rounded up to the next whole number.

\*One datum of respondents from the BET group was missing.

After rounding up means of respondents’ ratings, there were 18 competencies that all respondents thought that if they were ignored in selecting evaluators, trouble would arise (see Table 28). These 18 competencies included ten areas of knowledge, six skills and abilities, and two other characteristics. According to respondents, ONESQA should include the following knowledge in the required qualifications to select external school evaluators. They relate to a) school evaluation (K10), b) professional evaluation standards and ethic guidelines (K1), c) standards and indicators and ONESQA school evaluation (K14 and K15), d) internal school evaluation principles and approaches, including school’s Self-Assessment Reports (SAR) (K18), e) data collection and analysis using various qualitative and quantitative methods (K5 and K6), f) knowledge relating to different aspects of education, and g) how to develop understanding among school staff about school evaluation (K2).

Table 28

*“Very Much” or “Much Likely Trouble” If Ignored in Evaluators’ Selection*

#	ID	Competencies	Evaluators			ONESQA		BET	
			Number of Respondents	Means	SD.	Number of Respondents	Means	Number of Respondents	Mean
1	K14	ONESQA’s standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.	47	4.1	1.3	2	5.0	1	4.0
2	K15	Principles and procedures to identify aspects and data necessary for investigation according to ONESQA’s standards and indicators.	47	4.0	1.2	2	3.5	1	4.0
3	K18	Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).	47	3.9	0.9	2	4.0	1	4.0
4	K6	Data analysis of quantitative and qualitative data.	47	3.8	1.1	2	4.0	1	5.0
5	K10	School evaluation.	47	3.7	1.4	2	5.0	1	5.0
6	S64	Uses presentation skills and reporting skills.	56	3.7	1.2	2	4.0	1	5.0
7	S62	Uses written and verbal communication skills and relevant technologies.	56	3.7	1.1	2	5.0	1	4.0

#	ID	Competencies	Evaluators			ONESQA		BET	
			Number of Respondents	Means	SD.	Number of Respondents	Means	Number of Respondents	Mean
8	K5	Development and uses of qualitative, quantitative, and mixed methods for data collection.	47	3.7	1.0	2	4.5	1	4.0
9	K28	Teacher quality and development.	47	3.7	1.0	2	4.0	1	4.0
10	S65	Uses explanation skills.	56	3.6	1.2	2	4.0	1	5.0
11	K27	Measurement and evaluation of student outcomes.	47	3.6	1.1	2	3.5	1	4.0
12	S66	Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.	56	3.6	1.0	2	4.0	1	5.0
13	S63	Uses listening skills.	56	3.5	1.0	2	3.5	1	5.0
14	K2	Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.	47	3.5	1.2	2	3.5	1	4.0
15	O8	Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide	56	3.5	1.4	2	4.5	1	5.0

#	ID	Competencies	Evaluators			ONESQA		BET	
			Number of Respondents	Means	SD.	Number of Respondents	Means	Number of Respondents	Mean
		any information that is necessary to report.							
16	K1	Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).	47	3.5	1.3	2	4.5	1	5.0
17	O1	Uses evaluators' authority appropriately and does not misuse position.	56	3.5	1.5	2	4.5	1	5.0
18	S22	Effectively and accurately evaluates schools following ONESQA's standards and indicators.	62	3.5	1.4	2	4.5	1	4.0

Most skills and abilities that should be used to select evaluators were about interpersonal and communication skills (K62-K66) and an ability to apply professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards



for Educational Evaluation (JCSEE) (S2). Respondents also agreed that to select an external school evaluator, ONESQA recruiters should assess if evaluators possess the following ethics: using evaluators' authority appropriately and does not misuse position (O1), and reports complete, clear, valid and rational evaluation findings and results, for example, not hiding any information that was necessary to report (O8).

### **Importance of Competencies to Distinguish Between Levels of Evaluators**

The last question in the survey asked respondents to indicate the extent to which each competency could distinguish the superior from the average evaluator (*superior than average*). Respondents from the evaluator group gave scores from 2.9 to 4, while the ONESQA and BET groups gave scores from 1 to 5. A respondent from the BET group did not respond to one question (S28), so one datum was missing. However, it is a reasonable assumption from the rest of the survey responses that all 122 competencies were able to distinguish the superior from the average evaluator either "to some extent" or "to a very great extent," whereas the other two respondent groups gave a wider range of ratings (between "1 = very little or none" to "5 = to an extremely great extent") (see Table 29).

The results shows that respondents in the BET group believed that more competencies (106 out of 121 competencies) were able to be used either to "very great" or "an extremely great" extent to differentiate expert evaluators from those with average skills than the other two groups; whereas respondents from the evaluator group indicated that 76 competencies were able to be used either to a "very great" extent or "an extremely great extent" to differentiate evaluators. Respondents from

the ONESQA group believed that 69 competencies were able to be used either to “very great” extent or “an extremely great” to differentiate evaluators and respondents.

While respondents from the evaluator group believed that different levels of all 122 competencies can distinguish the superior from the average evaluator, two respondents from ONESQA indicated that different levels of one competency regarding having “confidence about self and own evaluation capabilities” (O16) could not be used to differentiate evaluators. This competency had mean scores of 3.5 and 4 from respondents from the evaluator group and BET groups.

Also, one respondent from BET believed that different levels of two skills cannot be used to differentiate expert from average evaluators. These were “conducts meta-evaluation and uses meta-evaluative feedback to improve their works” (S52) (which received mean scores of 3.1 and 4.5 from respondents from the evaluator group and ONESQA group respectively) and “effectively communicates with ONESQA, schools, and evaluation agencies throughout the evaluation process” (S61) (which received mean score of 3 from respondents from both evaluator and ONESQA groups).

Table 29

*Survey Four: Results of “Superior than Average” Indicator*

Means Rating	Number of Competencies		
	Evaluators	ONESQA	BET
5	-	26	46
4	76	43	50
3	46	47	18
2	-	5	5
1	-	1	2
Total	122	122	121*

*Note.* The ratings were rounded up to the next whole number.

\*On datum of respondents from the BET group was missing.

Table 30 shows the top sixteen competencies that had the highest mean scores according to respondents from the evaluator group (mean scores between 3.9 and 4 = a very great extent) that can be used to distinguish the superior from the average evaluators. These top sixteen competencies are comprised of eight knowledge, seven skills and abilities, and one other characteristic. These results implied that the respondents from the evaluator group believed that, among all competencies in the list, more knowledge items could be used to separate the expert from average evaluators than skills/abilities and other characteristics.

For example, different levels of knowledge that evaluators had and that could be used to differentiate superior from average evaluators were about ONESQA’s standards and indicators (K14) and identification aspects and data necessary for investigation according to ONESQA’s standards and indicators (K15); approaches of school evaluation to improve school quality (K17); and internal school evaluation including School Self-Assessment Reports (SAR) (K18). A knowledge and a skill of analyzing quantitative and qualitative data (K6) and of examining the validity,

reliability, and trustworthiness of data and evidence (S33) were identified as helpful to distinguish different evaluators with different expertise levels.

About reporting competencies, the respondents from the evaluator group specified that different levels of knowledge of writing final reports and verbally presenting exit reports (K16) (a mean score of 4) and different skills of writing a final evaluation report following ONESQA's suggested report format while fitting with stakeholders' interests and needs (S41) (a mean score of 3.9) could "to a very great extent" distinguish superior from average evaluators.

Respondents also indicated that different levels of skilled evaluators could be identified by assessing how much knowledge they have about core curriculum and learning standards of basic education (grade levels 1-12) (K24) and goals, mission, and principles of education administration and teaching and learning management at the basic education level (K23) .

According to the respondents from the evaluator group, superior evaluators should be able to apply techniques and methods to report negative findings and evaluation results constructively (S42), use explanation skills (S65), and employ presentation skills and reporting skills (S64) better than average evaluators.

However, there were some respondents from the ONESQA and BET groups who had different opinions about these top sixteen competencies. For example, compared to respondents from the evaluator group (see competency K 15, K17, K23, K24, S64, and S65), the respondents from ONESQA indicated that different levels of competencies could "to a great extent" (mean scores ranging from 2.9 to 3) distinguish the superior from the average evaluator.

Table 30

*Top Highest Rated Sixteen Competencies on “Superior than Average” Indicator*

#	ID	Competency	Evaluators			ONESQA		BET	
			Number of Respondents	Mean	SD.	Number of Respondents	Mean	Number of Respondents	Mean
1	K14	ONESQA’s standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.	47	4.0	1.4	2	5.0	1	4.0
2	K16	Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.	47	4.0	1.2	2	4.0	1	3.0
3	S43	Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.	62	4.0	1.2	2	3.5	1	5.0
4	K15	Principles and procedures to identify aspects and data necessary for	47	4.0	1.3	2	3.0	1	4.0

#	ID	Competency	Evaluators			ONESQA		BET	
			Number of Respondents	Mean	SD.	Number of Respondents	Mean	Number of Respondents	Mean
		investigation according to ONESQA's standards and indicators.							
5	K24	Core curriculum and learning standards of basic education (grade levels 1-12).	47	4.0	1.0	2	2.5	1	4.0
6	S64	Uses presentation skills and reporting skills.	56	3.9	0.9	2	3.0	1	5.0
7	K18	Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).	47	3.9	1.2	2	3.5	1	4.0
8	O8	Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.	56	3.9	1.0	2	5.0	1	5.0

#	ID	Competency	Evaluators			ONESQA		BET	
			Number of Respondents	Mean	SD.	Number of Respondents	Mean	Number of Respondents	Mean
9	K17	Principles and approaches of school evaluation to improve school quality.	47	3.9	1.2	2	3.0	1	4.0
10	S41	Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.	62	3.9	1.1	2	4.5	1	5.0
11	S42	Applies techniques and methods to report negative findings and evaluation results constructively.	62	3.9	1.1	2	4.0	1	5.0
12	S65	Uses explanation skills.	56	3.9	0.9	2	3.0	1	5.0
13	K6	Data analysis of quantitative and qualitative data.	47	3.9	1.1	2	4.5	1	5.0

#	ID	Competency	Evaluators			ONESQA		BET	
			Number of Respondents	Mean	SD.	Number of Respondents	Mean	Number of Respondents	Mean
14	K23	Goals, mission, and principles of education administration and teaching and learning management at the basic education level.	47	3.9	1.3	2	2.5	1	4.0
15	S33	Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.	62	3.9	1.2	2	5.0	1	5.0
16	S66	Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.	56	3.9	1.0	2	3.5	1	5.0

### Open-Ended Results

Respondents gave comments covering two topics: a) the competencies for external school evaluators and b) the survey's format and language. Chapter Five will present respondents' comments regarding the selection and training of evaluators.



**About the competencies.** Some respondents reported that competencies in the survey already included all necessary competencies for external school evaluators at grade levels 1-12. Some respondents suggested additional necessary competencies for external school evaluators such as knowledge and understanding about school development plans, child development, and educational management including resource management. Evaluators should also have skills to make a first good impression with school staff and establish trust. However, these competencies were already included in other surveys that they did not receive.

A few respondents also suggested that evaluators should have a healthy mind and body. One suggested that evaluators should be between 35 to 65 years old. There were a few evaluators who were more than 70 years old and used a cane to walk. As a result, some of them might not be able to work efficiently and produce effective evaluation results. One respondent mentioned that a school evaluator should not have a big ego.

**About the survey.** One respondent reported that the researcher should provide a shorter statement of the study's purpose. The researcher had provided a short invitation letter in front of the survey and also a consent sheet. The respondent mentioned the consent sheet, which is usually not given in Thailand. However, this consent sheet was required by the University of Minnesota's IRB. As a result it was necessary to provide it to respondents. Some respondents mentioned that some competency descriptions were hard to understand and that some were redundant. "Questions are difficult to answer and they needed take time to interpret before response," wrote one respondent. A respondent recommended that the researcher

should indicate level of expertise for each competency in the survey. Two respondents criticized the size of font in the survey, i.e., that it was too small and not appropriate for the respondents' age. The researcher had used size 14.

### **A List of Competencies for Selection Purposes**

Responses from Survey Four were used to determine which competencies should be included in a list of competencies to select external school evaluators at grade levels 1-12 in Thailand. Twenty-six competencies passed Criterion One, and 45 competencies passed Criterion Two (See Appendix K). Therefore, a total of 71 out of 122 competencies (58%) were kept for selecting external school evaluators at grade levels 1-12 in Thailand (see Table 31). These 71 competencies include 21 knowledge, 48 skills and abilities, and two other characteristics.

Ninety-six out of 122 competencies (79%) did not pass Criterion One because less than ninety percent of respondents from the evaluator group (evaluators' ratings ranging from 82% to 89%) rated these competencies as not practical to find in evaluators (Practicality) and/or their average scores on the "Trouble Likely" question were less than 3.5 (evaluators' ratings ranging from 2.4 to 3.4). In addition, 77 competencies (63%) did not pass Criterion Two.

Table 31

*Numbers of Competencies Passing Two Criteria for the Purpose of Selection*

Criteria	Competencies Passing Criteria
<p><b>Criterion One:</b> The competency was kept when it passed the following three criteria:</p> <ol style="list-style-type: none"> <li>1) If equal to or more than 90 percent of respondents from the External School Evaluators group responded “Necessary” to the first question, and</li> <li>2) If equal to or more than 90 percent of respondents from the External School Evaluators group responded “Practical” to the second question, and</li> <li>3) If the average score from the “Trouble Likely” question rated by the respondents from the External School Evaluators group was equal or more than 3.5.</li> </ol>	26
<p><b>Criterion Two:</b> The competency was kept when it passed the following three criteria:</p> <ol style="list-style-type: none"> <li>1) If equal to or more than 90 percent of respondents from both the ONESQA and BET groups responded “Necessary” to the first question, and</li> <li>2) If equal to or more than 90 percent of respondents both the ONESQA and BET groups responded “Practical” to the second question, and</li> <li>3) If the average score from the “Trouble Likely” question rated by the both the ONESQA and BET groups was equal or more than 3.5.</li> </ol>	45
Total	71

The following are details of knowledge, skills and abilities, and other characteristics that passed the above criteria.

## Knowledge

Twenty-one knowledge areas were selected and included in a list of necessary competencies for selecting external school evaluators at grade levels 1-12 (see Table 32). Selected knowledge covered all categories of knowledge included in Survey Four. They were:

1. Professional evaluation standards, morality, and ethics (K1, K2, K3)
2. Research and other relevant knowledge (K4, K5, K6)
3. School evaluation (K10-K18)
4. Roles of ONESQA, evaluators, schools, and other evaluation stakeholders (K19)
5. Thai education system, teaching and learning development (K20 and K22)
6. Basic education including student outcome measurement and teacher quality and development (K 27-K28)
7. School context (K29)

Table 32

### *Knowledge Used to Select Evaluators*

Number	Functional Categories	ID	Knowledge Descriptions
1	Professional evaluation standards, morality, and ethics	K1.	Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).
2		K2.	Principles and approaches to develop understanding among school staff regarding school evaluation and school

Number	Functional Categories	ID	Knowledge Descriptions
			visitations.
3		K3.	Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).
4	Research and other relevant knowledge	K4.	Research designs, research procedures, and effective practices in applied research.
5		K5.	Development and uses of qualitative, quantitative, and mixed methods for data collection.
6		K6.	Data analysis of quantitative and qualitative data.
7	School evaluation	K10.	School evaluation.
8		K11.	Fundamental evaluation knowledge and new developments in evaluation and relevant knowledge relating to evaluation.
9		K12.	Thai educational quality assurance, especially external school evaluation at grade levels 1-12.
10		K13.	The Handbook for External School Evaluators for basic education developed by ONESQA.
11		K14.	ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.
12		K15.	Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.
13		K16.	Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as

Number	Functional Categories	ID	Knowledge Descriptions
			recommended by ONESQA.
14		K17.	Principles and approaches of school evaluation to improve school quality.
15		K18.	Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).
16	Roles of ONESQA, evaluators, schools, and other evaluation stakeholders	K19.	Roles and responsibilities of the Office of National Education Standards and Quality Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other agencies relevant to internal and external school evaluation, such as the Ministry of Education.
17	Thai education system, teaching and learning development	K20.	Current Thai education system, situations, and issues.
18		K22.	Principles and strategies to improve school quality.
19	Basic education including student outcome measurement and teacher quality and development	K27.	Measurement and evaluation of student outcomes.
20		K28.	Teacher quality and development.
21	Knowledge relevant to school context	K29.	Components and contextual elements of schools and their communities.

## Skills

Forty-eight skills and abilities that should be used to select external school evaluators at grade levels 1-12 were in the categories of (see Table 33):

1. Fulfilling responsibilities, maintaining ethics, and pursuing self-development (S1, S2,S4,S5,S8)
2. School evaluation ( S9 and S10)
3. Actions toward human rights and confidentiality (S12 and S13)
4. Skills to conduct evaluation activities before school visit ( S 17, S18,S19,S20,and S21),
5. Skills to conduct evaluation activities during school visits (S22-S25)
6. Data collection and analysis ( S26-S23)
7. Correct and appropriate analysis and response to school context and stakeholders (S36-S40)
8. Reporting evaluation results and recommendations (S41-S48, S50-S51)
9. Interpersonal and communication skills (S62-S66 and S68)

It should be noted that one skill did not pass Criterion Two because one respondent from the BET group (100%) did not rate this skill on the “Trouble Likely” question. Examples of skills and abilities that did not pass the criteria were abilities to conduct meta-evaluation and use meta-evaluative feedback to improve their work (S52), abilities to prevent or resolve any concerns related to procedures or activities likely to produce misleading evaluative findings and results (S53), ability to secure evaluative data and information (S54), skills of using computer, software, and other technologies (S55), abilities to conduct evaluation capacity building (S56), skills and abilities that are relevant to school evaluation project management (S57-61), and thinking skills (S74).

Table 33

*Skills and Abilities Used to Select Evaluators*

<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Skill Descriptions</b>
1	Fulfillment of responsibility, maintenance of ethics, and pursuit of self-development	S1.	Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.
2		S2.	Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).
3		S4.	Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.
4		S5.	Provides independent and impartial perspectives in evaluation.
5		S8.	Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).
6	Skills of school evaluation	S9.	Develops appropriate protocols and responses when ethical issues and dilemmas occur.
7		S10.	Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school evaluation.
8	Actions toward human rights and confidentiality	S12.	Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.



<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Skill Descriptions</b>
9		S13.	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.
10	Skills to conduct evaluation activities before school visit	S17.	Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.
11		S18.	Identifies and accesses necessary data and utilizes various data sources.
12		S19.	Searches for school information and uses school or other relevant databases to attain school information as needed.
13		S20.	Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.
14		S21.	Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the evaluation process during school visits.
15		Skills to conduct evaluation activities during school visit	S22.
16	S23.		Evaluates schools using amicable approaches while maintaining independence and objectivity.

<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Skill Descriptions</b>
17		S24.	Assesses results of school outcomes/development against schools' established goals, mission, and development plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.
18		S25.	Assesses use of previous external school evaluation results and recommendations to improve schools.
19	Data collection and analysis	S26.	Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.
20		S27.	Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.
22		S29.	Skillful with interviews, observations, and literature review.
23		S30.	Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.
24		S31.	Conducts evaluations in a non-disruptive manner
25		S32.	Records facts and opinions collected from evidence, including school records, interviews, and observations.
26		S33.	Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.
27		S34.	Analyze and interprets statistical data appropriately.

Number	Functional Categories	ID	Skill Descriptions
28		S35.	Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.
29		S36.	Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA’s external school evaluation standards and indicators.
30		S37.	Examines, analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.
31	Correct and appropriate analysis and response to school context and stakeholders	S38.	Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.
32		S39.	Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.
33		S40.	Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.

<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Skill Descriptions</b>
34	Reporting evaluation results and recommendations	S41.	Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.
35		S42.	Applies techniques and methods to report negative findings and evaluation results constructively.
36		S43.	Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.
37		S44.	Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.
38		S45.	Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).
39		S46.	Gives opportunities for schools to clarify, explain, and/or provide supporting evidence if they disagree with findings/results.
40		S47.	Ensures that the results of evaluations are agreed upon between school staff

Number	Functional Categories	ID	Skill Descriptions
			and evaluators.
41		S48.	Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.
42		S50.	Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.
43		S51.	Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support their suggestion.
44	Interpersonal and communication skills	S62.	Uses written and verbal communication skills and relevant technologies.
45		S63.	Uses listening skills.
46		S64.	Uses presentation skills and reporting skills.
47		S65.	Uses explanation skills.
48		S66.	Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.
49		S68.	Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.

### Other characteristics

There were only two out of nineteen other characteristics that passed the criteria. Passing competencies were relating to ethics for evaluators: a) using

evaluators’ authority appropriately and does not misuse position (for example, does not overpower and intimidate school staff) (O1), and b) reporting complete, clear, valid and rational evaluation findings and results with supporting credible evidence (O8).

### **A List of Competencies for Training Purposes**

The researcher used the results of Survey Four: Competency Validation to select competencies for training purposes. There were 76 competencies that passed Criteria One and 20 competencies that passed Criteria Two (see Table 34). Therefore,

Table 34

*Numbers of Competencies Passing Two Criteria for Training Purposes*

<b>Criteria</b>	<b>Competencies Passing Criteria</b>
<p><b>Criteria One:</b> The competency was kept when it passed the following criteria:</p> <ol style="list-style-type: none"> <li>1) If equal to or more than 90 percent of respondents from the External School Evaluators group responded “Necessary” to the first question, and</li> <li>2) If the average score from the “Superior than Average” question rated by the respondents from the External School Evaluators group was equal or more than 3.5.</li> </ol>	76
<p><b>Criteria Two:</b> The competency was kept when it passed the following two criteria:</p> <ol style="list-style-type: none"> <li>1) If equal to or more than 90 percent of respondents from both the ONESQA and BET groups responded “Necessary” to the first question, and</li> <li>2) If the average score from the “Superior than Average” question rated by the both the ONESQA and BET groups was equal or more than 3.5.</li> </ol>	20
Total	96

a total of 96 competencies (77%) were selected for training external school evaluators at grade levels 1-12 in Thailand (see Appendix L). These 96 competencies include 23 knowledge areas, 55 skills and abilities, and 18 other competencies.

### **Knowledge**

Table 35 presents the 23 knowledge from twelve skill categories were included in a list of competencies for selecting external school evaluators at grade levels 1-12.

Table 35

#### *Knowledge Used to Train Evaluators*

<b>Number</b>	<b>Functional Competencies</b>	<b>ID</b>	<b>Knowledge Descriptions</b>
1	Research and other relevant knowledge	K4.	Research designs, research procedures, and effective practices in applied research.
2		K5.	Development and uses of qualitative, quantitative, and mixed methods for data collection.
3		K6.	Data analysis of quantitative and qualitative data.
4		K7.	Basic knowledge of statistics and various sampling techniques.
5	School evaluation	K10.	School evaluation.
6		K12.	Thai educational quality assurance, especially external school evaluation at grade levels 1-12.
7		K13.	The Handbook for External School Evaluators for basic education developed by ONESQA.
8		K14.	ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.
9		K15.	Principles and procedures to identify aspects and data necessary for

Number	Functional Competencies	ID	Knowledge Descriptions
			investigation according to ONESQA's standards and indicators.
10		K16.	Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.
11		K17.	Principles and approaches of school evaluation to improve school quality.
12		K18.	Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).
13	Roles of ONESQA, evaluators, schools, and other evaluation stakeholders	K19.	Roles and responsibilities of the Office of National Education Standards and Quality Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other agencies relevant to internal and external school evaluation, such as the Ministry of Education.
14	Thai education system, teaching and learning development	K20.	Current Thai education system, situations, and issues.
15		K21.	Goals, mission, and principles of education administration and teaching and learning management.
16		K22.	Principles and strategies to improve school quality.
17	Areas relevant to basic education	K23.	Goals, mission, and principles of education administration and teaching and learning management at the basic education level.
18		K24.	Core curriculum and learning standards of basic education (grade levels 1-12).
19		K25.	General pedagogical knowledge and techniques of instruction, especially focusing on student-centered learning.
20		K26.	Learner development (cognitive and behavioral) for students at grade levels 1-



Number	Functional Competencies	ID	Knowledge Descriptions
			12.
21		K27.	Measurement and evaluation of student outcomes.
22		K28.	Teacher quality and development.
23		K29.	Components and contextual elements of schools and their communities.

Selected knowledge content for training external school evaluators at grade levels 1-12 levels were in five categories, as follows:

1. Research and other relevant knowledge (K4-7)
2. School evaluation (K10 and K12-K18)
3. Roles of ONESQA, evaluators, schools, and other evaluation stakeholders (K19)
4. The Thai education system, teaching and learning development (K20-K22)
5. Areas relevant to basic education (K23-K29), such as knowledge about core curriculum and learning standards of basic education and learner developments (cognitive and behavioral) for students at grade levels 1-12.

Knowledge relevant to professional evaluation standards, morality, and ethics was not chosen according to the two established criteria.

### **Skills**

Fifty-five skills and abilities were included in a list of important competencies to train external school evaluators at grade levels 1-12 (see Table 36). As seen in the table, every skill and ability in three categories were selected. These categories include

important skills and ability to accomplish school evaluation (S9 and S10), evaluation activities during school visits (S22-S25), data collection and analysis (S26-36), reporting evaluation results and recommendations (S41-S51), and evaluation capacity building (S56). Thinking skills (S74) were also important to be used to train evaluators.

All skills and abilities needed to complete evaluation activities before a school visit were also chosen except one skill to develop an effective and practical evaluation plan and a schedule for school visits that are responsive to objectives of external school evaluation and appropriate to schools' contexts and culture (S16).

Almost all competencies (S62-68, S70, S72, and S73) relevant to "interpersonal and communication" should be used to train evaluators too, except two skills. The two skills that were not identified were collaboration/partnering skills in an amicable manner (S69) and leadership skills (S71).

In addition, half or about half of the skills and abilities in the following areas were kept to train evaluators:

1. Four out of eight abilities related to fulfill responsibilities, maintain ethics, and pursue self-development (S2, S4, S5, S8)
2. Two out of four skills and abilities in actions toward human rights and confidentiality ( S12 and S13)
3. Two out of four skills relevant to correct and appropriate analysis and response to school context and stakeholders (S37 and S40)
4. Two out of five skills important to managing school evaluation projects (S57 and S58)

Table 36

*Skills and Abilities Used to Train Evaluators*

<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Skill Descriptions</b>
1	Fulfillment of Responsibility, maintenance of ethics, and pursuit of self-development	S2.	Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).
2		S4.	Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.
3		S5.	Provides independent and impartial perspectives in evaluation.
4		S8.	Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).
5	Skills of school evaluation	S9.	Develops appropriate protocols and responses when ethical issues and dilemmas occur.
6		S10.	Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school evaluation.
7	Actions toward human rights and confidentiality	S12.	Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.
8		S13.	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the

<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Skill Descriptions</b>
			integrity of the evaluation findings.
9	Activities before school evaluation	S15.	Applies new knowledge, technologies and innovations to benefit school evaluation activities.
10		S17.	Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.
11		S18.	Identifies and accesses necessary data and utilizes various data sources.
12		S19.	Searches for school information and uses school or other relevant databases to attain school information as needed.
13		S20.	Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.
14		S21.	Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the evaluation process during school visits.
15	Activities during school visits	S22.	Effectively and accurately evaluates schools following ONESQA's standards and indicators.
16		S23.	Evaluates schools using amicable approaches while maintaining independence and objectivity.

<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Skill Descriptions</b>
17		S24.	Assesses results of school outcomes/development against schools' established goals, mission, and development plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.
18		S25.	Assesses use of previous external school evaluation results and recommendations to improve schools.
19	Data collection and analysis	S26.	Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.
20		S27.	Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.
21		S29.	Skillful with interviews, observations, and literature review.
22		S30.	Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.
23		S31.	Conducts evaluations in a non-disruptive manner.
24		S32.	Records facts and opinions collected from evidence, including school records, interviews, and observations.
25		S33.	Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.

<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Skill Descriptions</b>
26		S34.	Analyze and interprets statistical data appropriately.
27		S35.	Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.
28		S36.	Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.
29	Correct and appropriate analysis and response to school context and stakeholders	S37.	Examines, analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.
30		S40.	Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.
31	Reporting evaluation results and recommendations	S41.	Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.

Number	Functional Categories	ID	Skill Descriptions
32		S42.	Applies techniques and methods to report negative findings and evaluation results constructively.
33		S43.	Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.
34		S44.	Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.
35		S45.	Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).
36		S46.	Gives opportunities for schools to clarify, explain, and/or provide supporting evidence if they disagree with findings/results.
37		S47.	Ensures that the results of evaluations are agreed upon between school staff and evaluators.
38		S48.	Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.

<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Skill Descriptions</b>
39		S49.	Communicates the evaluation approaches, methods and evaluation limitations accurately, clearly, appropriately, and in sufficient detail to allow others to understand, interpret, and critique their work.
40		S50.	Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.
41		S51.	Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support their suggestion.
42	Evaluation capacity building	S56.	Capacity building: Coaches and trains school staff and evaluation team members in school evaluation knowledge and skills and in other areas relevant to evaluation.
43	School evaluation project management	S57.	Assigns evaluation tasks to each evaluator effectively and appropriate to his/her competencies. Completes evaluation activities in a timely manner according to project timelines and finishes external school evaluations on time.
44		S58.	Coordinates and supervises others to meet timeframes and milestones.
45	Interpersonal and communication skills	S62.	Uses written and verbal communication skills and relevant technologies.
46		S63.	Uses listening skills.
47		S64.	Uses presentation skills and reporting skills.
48		S65.	Uses explanation skills.
49		S66.	Critiques constructively using an appropriate rationale based on credible



Number	Functional Categories	ID	Skill Descriptions
			information that is appropriate to the school context.
50		S67.	Uses conflict resolution skills.
51		S68.	Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.
52		S70.	Uses effective consulting skills.
53		S72.	Attends to issues of diversity and culture and demonstrates cross-cultural competence.
54		S73.	Creates a welcoming, trusting and friendly evaluation atmospheres during the school evaluation process. Cultivates good relationships with stakeholders, especially with decision makers.
55	Thinking skills	S74.	Has logical, creative, critical, analytical, and synthesis thinking skills and is able to make any decision appropriately.

**Other characteristics.**

All other characteristics for evaluators taken from Survey Three were selected but one (see Table 37). This characteristic is an ability to exhibit good characteristics and a good personality (O15) in a category of “good characteristics and personality” category.

Table 37

*Other Characteristics Used to Train Evaluators*

<b>Number</b>	<b>Functional Categories</b>	<b>ID</b>	<b>Other Competency Descriptions</b>
1	Ethics of evaluators	O1.	Uses evaluators' authority appropriately and does not misuse position.
2		O2.	Practices within the limits of his/her competence.
3		O3.	Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.
4		O4.	Open to diverse worldviews, perspectives, and critiques from school staff and evaluation team members.
5		O5.	Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.
6		O6.	Observant, curious, and sensitive to various circumstances.
7		O7.	Conducts evaluations with integrity, honesty, objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.
8		O8.	Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.
9		O9.	Accountable for evaluation results.
10		O10.	Enthusiastic for self-improvement and regularly seeks new knowledge and skills in areas relevant to evaluation.

Number	Functional Categories	ID	Other Competency Descriptions
11	Morality and virtue	O11.	Exhibits a high degree of morals and ethics (i.e., is disciplined, conscious, grateful, kind, patient, honest, economical, diligent, and selfless).
12		O12.	Attempts to and is diligent to evaluate schools with perseverance.
13		O13.	Is emotionally mature, self-controlled, and capable of managing stress during the evaluation process, including being patient and forgiving when treated inappropriately.
14		O14.	Does not have conflicts of interest.
15	Good characteristics and personality	O16.	Has confidence about self and own evaluation capabilities.
16		O17.	Has a positive and correct attitude toward ONESQA, school staff, and school evaluation.
17		O18.	Is determined to improve schools' quality and student achievement.
18		O19.	Has a good attitude towards working with others.

### Summary

This chapter included results of four surveys used to find necessary competencies for external school evaluators at grade levels 1-12 in Thailand. Purposeful sampling techniques were used to select 1,024 experts to participate in this study, including a thousand staff from Thai external school evaluators at the basic education level certified by ONESQA, 16 staff of the Office for National Education Standards and Quality Assessment, and 8 staff of the Bureau of Educational Testing Department under the supervision of the Ministry of Education (MOE) in Thailand.

Counts and percentages were calculated for dichotomous questions. Means and standard deviations were reported for rating scale questions. Content analysis was used to capture themes in open-ended questions. The first two surveys (Task Identification and Task Justification) were used to discover tasks necessary to accomplish external school evaluation. A list of important tasks obtained from Survey Two was then used to identify competencies for Survey Three.

In Survey One (Task Identification), respondents were invited to rate 197 task descriptions as necessary for external school evaluation at grade levels 1-12 in Thailand or not and to examine language used in task descriptions. They were also asked to suggest more important tasks and provide comments at the end of the survey. Tasks in Survey One were developed using a crosswalk of literature relating to evaluations, school evaluations, and standards of professional practice in the field of evaluation. Twenty-six tasks were excluded from the Survey Two: Task Justification according to established criteria. As a result, Survey Two contained 171 task descriptions.

Survey Two was used to assign an importance value for each task. Respondents were asked to answer two questions. The first question asked about the level of difficulty required to do each task correctly (difficulty indicator), and the second question addressed the degree of negative effects if an evaluator performed a task incorrectly (criticality indicator). Results of these two questions were used to compute the value of importance for each task.

One hundred and thirty competencies were included in Survey Three: Competency Identification. They were identified using a list of important tasks

(results from Survey Two) and taken from a crosswalk of literatures. Respondents were asked to rate the extent of necessity of competencies (knowledge, skills and abilities, and other characteristics) for external school evaluators at grade levels 1-12 and to review competency descriptions in term of correctness and appropriateness of language. At the end of the survey, they were invited to suggest additional competencies and give comments. Based on the results of Survey Three, 122 competencies passed established criteria as necessary competencies and were kept to develop Survey Four.

Survey Four: Competency Validation was used to establish two sets of competencies for selection and training purposes. The survey invited respondents to answer four questions as follows:

1. Whether a competency (KSAO) was necessary for external school evaluator at grade levels 1-12 (*Necessary*),
2. Whether a competency was practical for ONESQA to expect in an external school evaluator at grade levels 1-12 (*Practical*),
3. To what extent was trouble likely if this competency was ignored in selecting evaluators (compared with other competencies) (*Likely trouble*)
4. To what extent different levels of competency distinguished the superior from the average evaluator (compared with other competencies) (*Superior than Average*)

Respondents responded that 122 competencies were necessary for external school evaluators to have. One hundred and twenty-two competencies consisted of 29 knowledge, 74 skills and abilities, and 19 other characteristics. Two sets of

competencies beneficial for selecting and training external school evaluators at grade levels 1-12 levels were generated from the result of these four questions. Within each set, competencies were prioritized using different criteria adapted from the recommendations in Brannick et al.'s book (2007).

A final set of competencies for selection included a total of 72 competencies, comprising 21 knowledge, 49 skills and abilities, and two other characteristics. For training, a final total of 96 competencies were selected, including 23 knowledge areas, 55 skills and abilities, and 18 other competencies.

### **Limitations of Study**

Every research study has limitations, and this study is no exception. Coverage error occurs when the researcher does not include a sufficient sample that covers the population being studied. Another kind of error is sampling errors caused by sampling procedures that are biased. These errors may have occurred because only experts who participated in ONESQA's training programs were invited to respond on Surveys One, Two, and Three. For Survey Four, there were some evaluation agencies that were not willing to participate in the study as some evaluators did not know about it and were not invited to participate. It may be because the researcher contacted evaluation agencies during the season when people were busy managing evaluations and completing reports. However, the researcher attempted to include all experts from evaluator groups by making at least two phone calls and sending emails to evaluation agencies that did not send a list of respondent names.

In addition, there was only one respondent from the BET group and one to two respondents from the ONESQA group who responded to each question. However, all ONESQA and BET respondents were considered to be experts. In addition, this research is exploratory, intended to collect expert opinions. As the results were not meant to be generalized and a sizeable number of people responded, the question of sampling may be of less concern.

Nonresponse error occurs when respondents do not respond on surveys, which usually happens when respondents refuse to participate or owing to a researcher's inability to reach some respondents. To prevent nonresponse error, during training programs the deputy director of ONESQA introduced the researcher and invited respondents to participate in Surveys One, Two, and Three. For mail surveys, the researcher sent an email and called evaluation agencies to introduce the study and asked them to introduce the research study to potential respondents before the survey were sent to them. The researcher sent an invitation letter and a letter of collaboration from ONESQA with every survey. Two reminders (a phone call and a reminder letter) were sent two weeks after surveys.

There were high response rates from Surveys One, Two, and Three. The response rate from the evaluator group was 57% for Survey Four. There may be two reasons why this response rate was lower than that of the other surveys. Some lists of respondents' addresses that evaluation agencies provided to the researcher were not updated, and as a result surveys did not reach all respondents. In addition, many evaluators could not easily return the survey from their houses; they must either go to

a post office or to a postal box, and this extra effort may have reduced the response rate.

Measurement error happens when the provided responses are different from the true values, which can come both from data collection instruments and the process and from respondents. The researcher attempted to prevent measurement error by conducting pilot tests of the surveys to insure that the instructions, questions, and answers were clear and understandable. However, each survey was divided into four parts, and each part was given to different respondents. Therefore, each respondent did not see the entire survey. If respondents did not read the survey instructions carefully, they might have been confused. The questions and rating scales in Surveys Two and Four were quite complicated. The respondents needed to read them carefully and understand them completely in order to be able to provide their true responses. However, respondents could have asked the researcher if they had any questions at the training programs when they were responding on Surveys One, Two, and Three. This was not the case for Survey Four, which was mailed. However, the researcher provided a phone number in every survey for respondents to call if they had any questions. These actions should have helped to reduce the measurement error. A final limitation comes from the fact that, because only paper-pencil surveys (and not interviews) were used to collect mostly quantitative responses, the thorough details of respondents' opinions and decisions were perhaps not obtained.

Chapter Five will present discussions about competencies, implication for future research, and implications for practice and conclusion.



## **CHAPTER FIVE**

### **DISCUSSION AND CONCLUSION**

This chapter explores the implications of the findings that were reported in the previous chapter. A comparison between the new set of competencies that the researcher proposed and the other three competencies established by ONESQA, Guah (2004), and Piyamas (2005) is presented. In addition, an analysis of the necessary context-specific competencies for external school evaluators is provided. A discussion about two sets of selecting and training and suggestions of implications for future research and practice is proposed at the end.

#### **Summary Review of Methods**

This dissertation sought to answer one overarching research question: What competencies should external educational evaluators have in order to conduct school quality evaluations for grade levels 1-12 in the Thai context? The study used the C-JAM technique, a form of task analysis, to answer the question. The study framework, process, and methods were adjusted from Brannick, Levine, and Morgeson's (2007) book on the same technique.

The study began by exploring the range of necessary tasks for external school evaluation at grade levels 1-12 in Thailand. A list of necessary tasks for external school evaluation was generated from a crosswalk of literature about tasks for both evaluation in general, the evaluation of schools and educational standards, and guidelines for evaluators. Then, experts were invited to respond to two surveys (Survey One and Survey Two) to provide their opinions regarding the tasks necessary to successfully conduct external school evaluations. Experts included Thai external

school evaluators at grade levels 1-12 in Thailand, ONESQA staff, and Bureau of Educational Testing Department (BET) staff who had either educational or evaluation experience, or both--more specifically, staff who had worked directly with external and/or internal school evaluation.

In Survey One, experts were invited to rate the necessity of each task for external school evaluation. They were also asked to review the list of tasks for completeness and to review the language used in task descriptions for correctness and appropriateness. Survey Two was used to assign an importance value to each task. According to the established criteria, 160 tasks relating to external school evaluation at grade levels 1-12 in Thailand were selected as “necessary” competencies for external school evaluators and were subsequently included in the Survey Three.

Competencies included in Survey Three were taken from a literature review of publications relevant to evaluator competencies as well as competencies identification process using the list of necessary tasks obtained from Survey Two. Similar to Survey One, respondents were asked to give their opinions about whether or not each competency was necessary for external school evaluators to have, if the list of competencies was complete, and if language used in competency descriptions was correct and appropriate. Survey Four included four questions, and the results were used to develop two sets of competencies for selecting and training external school evaluators at the 1-12 grade levels. According to the established criteria, 122 competencies out of 130 competencies were chosen as “necessary” competencies for external school evaluators to be included in Survey Four.

## **Competencies Necessary for External School Evaluators**

Based on the established criteria, surveyed experts reported 122 competencies, known as the Thai External School Evaluator Competencies (Thai ESEC), as necessary for external school evaluators at grade levels 1-12 in Thailand. These 122 include 29 knowledge areas, 74 skills and abilities, and 19 other characteristics (see Appendix M). A total of eight competencies (see Table 23) were excluded. These included, for example, competencies related to tasks those external schools evaluators usually do not conduct (e.g., knowledge of cost-effectiveness analysis [K10]).

Some competencies were excluded because respondents perceived that they are not tasks required by ONESQA. For example, the ability to determine the need for a school evaluation (S 17) was not necessary since schools are mandated to be evaluated every five years whether they are ready or not, according to the law. Another example is ability to plan and implement strategies in developing an effective dissemination and outreach program for evaluation reports (S53) since ONESQA is responsible to provide evaluation results to schools. The knowledge of “[I]nternational development relevant to school evaluation practices” (K14) was not rated highly; this may be because evaluators are expected to evaluate schools following an evaluation process using standards and indicators already established by ONESQA. Therefore the knowledge of “[I]nternational development relevant to school evaluation practices” may not be seen as necessary, according to the study participants.

As mentioned by the respondents, the concept of social equity is not emphasized as much in Thailand as it is in some Western countries such as the United States. Thai school stakeholders such as students, parents, and teachers in the same

school usually have similar status and characteristics, such as in terms of nationality, race, religion, and economic status. In addition, many respondents reported that usually school staff had limited participation in evaluation activities, such as attending the evaluation findings presentation. Thus there may be several reasons why respondents gave a lower rating score for the skill of “fostering social equity in evaluation such as inviting people with different nationalities, genders, and social statuses into meetings” (S12).

There are two competencies that the researcher thought to be necessary, but that did not meet the criteria to be included in the set of necessary competencies. First, the skill of systematically following up on the use of evaluation results and recommendations and attempting to prevent and/or correct misuse of evaluation results (S54) is necessary because the evaluation results would not be useful if they are not implemented and it would be a waste of resources (e.g., government funding and teacher time) if the results are not used. It would be beneficial for evaluators to develop a plan to evaluate the uses of evaluation results. This information could be used for the next evaluation cycle and the external evaluator could attach the review plan with the school external evaluation report.

Second, the researcher believes that there is no evaluation process that can be used universally, including the evaluation process that ONESQA established. Each school has its own unique context such as the teacher-student ratio, economic status of staff and students, and level of school evaluation readiness. The evaluation process proposed by ONESQA should be used as a guideline; however, an evaluator should be able to conduct an evaluation that is responsive to each school context. Therefore, the

ability to define the frameworks and parameters for conducting an evaluation and to develop evaluation management plans that are practical and responsive to how schools operate (S61) is necessary for external school evaluators in the researcher's opinion.

### **Similarities and Differences between ONESQA's and Two Earlier Researchers' Competency Sets**

Appendix N includes the necessary 122 competencies in comparison with the competencies suggested in ONESQA's Handbook for Evaluators at the Basic Education Level (2012) and Guah's (2004) and Piyamas' (2005) dissertations. There are both points of convergence and divergence among the Thai ESEC research results (Thai ESEC) and the three other sets of competencies, i.e., those established by ONESQA and the other two researchers.

In general, the Thai ESEC included most of the competencies established by ONESQA, Guah, and Piyamas, but there are 24 additional competencies that were not in the sets of competencies suggested by ONESQA and the other two researchers. These 24 competencies, presented in Tables 38, 39, and 40 include six knowledge areas, 15 skills and abilities, and three other characteristics.

Most knowledge areas that were not in the three previous sets of competencies related to basic education (grade levels 1-12) and specifically to a) curriculum and learning standards at grade levels 1-12, b) learner development and how to measure and evaluate learners' outcomes at grade levels 1-12, and c) teacher quality and development (see Table 38.)

Table 38

*Knowledge Items in Thai ESEC Not Included in Other Competency Sets*

<b>Professional Evaluation Standards, Morality, and Ethics</b>
1. Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).
<b>Research and Other Relevant Knowledge</b>
2. Research designs, research procedures, and effective practices in applied research.
<b>Basic Education (Grade Levels 1-12)</b>
3. Core curriculum and learning standards of basic education (grade levels 1-12).
4. Learner development (cognitive and behavioral) for students at grade levels 1-12.
5. Measurement and evaluation of student outcomes.
6. Teacher quality and development.

Most skills and abilities included in the Thai ESEC, but not in the other three sets, are in the areas of a) actions toward human rights and confidentiality (3 skills and abilities), b) post visit evaluation (2 skills and abilities), c) school evaluation project management (3 skills and abilities), and d) interpersonal and communication skills (4 skills and abilities) (see Table 39).

Table 39

*Skills and Abilities Items in Thai ESEC Not Included in Other Competency Sets*

<b>Skills of School Evaluation</b>
1. Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school evaluation.
<b>Actions Toward Human Rights and Confidentiality</b>
2. Considers human rights and the public welfare in evaluation practice.
3. Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.
4. Conducts evaluations in a non-disruptive manner.
<b>Correct and Appropriate Analysis and Response to School Context and Stakeholders</b>
5. Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.
<b>After School Evaluation</b>
6. Conducts meta-evaluation and uses meta-evaluative feedback to improve their work.
7. Prevents or resolves any concerns related to procedures or activities likely to produce misleading evaluative findings and results.
<b>School Evaluation Project Management</b>
8. Coordinates and supervises others to meet timeframes and milestones.
9. Manages resources effectively (human and financial) to maximize benefits for external school evaluation.
10. Identifies and mitigates problems/issues.
<b>Interpersonal and Communication Skills</b>
11. Uses listening skills.
12. Uses presentation skills and reporting skills.

13. Uses leadership skills.
14. Attends to issues of diversity and culture and demonstrates cross-cultural competence.

All other characteristics that were not in the three previous sets of competencies directly relate to evaluators, including evaluating schools within their own limits of competence, understanding and awareness of their own views and perspectives in order to limit the extent to which attitudes might affect evaluation results (see Table 40). The last characteristic listed is “has confidence about self and own evaluation capabilities.”

Table 40

*Other Necessary Characteristic Items in Thai ESEC Not Included in Other Competency Sets*

<b>Ethics for Evaluators</b>
1. Practices within the limits of his/her competence.
2. Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.
<b>Good Characteristics and Personality</b>
3. Has confidence about self and own evaluation capabilities.

The results make sense in that the Thai ESEC includes more competencies than ONESQA’s, Guah’s and Piyamas’ sets. The researcher used different publications including these three sets of competencies to identify all possible necessary competencies to be used in Survey Three and Survey Four. However, a crosswalk table shows that ONESQA included more Thai ESEC competencies than



were included in the other two sets. There are 56 competencies in the Thai ESEC that were not in ONESQA's handbook for evaluators, which accounts for 46% of the 122 competencies in the Thai ESEC (see Table 41). Eighty-four competencies (69%) of the Thai ESEC were not in Guah's set, and 63 competencies (52%) of the Thai ESEC were not included in Piyamas' set.

The reason why ONESQA did not include 56 competencies of the Thai ESEC may be because ONESQA did not want the handbook to include too much information; thus, only the major competencies were addressed in their handbook. However, ONESQA (2012) emphasizes ethics, morals, and standards of practices for evaluators over knowledge, skills, and abilities in their handbook. As a result, ONESQA already covered many competencies categorized under "other characteristics" in the Thai ESEC.

In comparison with Guah's and Piyamas' competency sets, as mentioned earlier, because the researcher used more, newer publications to identify competencies that were not available to these two researchers to use in their studies, the Thai ESEC includes more competencies. Another reason why the earlier sets included fewer competencies than the Thai ESEC may be because Guah and Piyamas conducted statistical analyses, including a principal component analysis and exploratory factor analysis, of survey responses to reduce the quantity of competencies and also to categorize competencies, which this current research study did not do.

Guah's research sought to discover competencies for external educational evaluators at all levels of education; therefore, knowledge areas that are relevant to basic education aspects were not included in his set. Skills and abilities that were not

in Guah's competency set are relevant to, for example, abilities to fulfill responsibilities, maintain ethics, and pursue self-development (8 skills), actions toward human rights and confidentiality (4 skills), and skills of school evaluation project management (5 skills). Other characteristics in the Thai ESEC regarding evaluators' individual characteristics and personality (5 characteristics) were also not shown in his competency set.

Table 41

*Numbers of Competencies Not Included in the Other Three Competency Sets*

Competencies	ONESQA	Guah's	Piyamas'
Knowledge	11 (9%)	18 (15%)	19 (16%)
Skills and abilities	37 (30%)	53 (43%)	36 (30%)
Other characteristics	8 (7%)	13 (11%)	8 (7%)
Total	56 (46%)	84 (69%)	63 (52%)

Sixty-three competencies in the Thai ESEC were not in Piyamas' set of competencies, including, for example, knowledge about standards of practice and ethics guidelines established by ONESQA and AEA and principles and approaches to improving utilization of evaluation results. Although, like the Thai ESEC, her research study focused on finding competencies for external school evaluators at grade levels 1-12, some knowledge areas relevant to basic education in Thai ESEC were not included in her competency set, such as knowledge about curriculum and learning standards, learner development at grade levels 1-12, and measurement and evaluation of students' outcomes. Skills and abilities for evaluators that were included in the Thai ESEC, but not in her set were, for example, skills relevant to school evaluation project management, abilities to develop appropriate protocols and responses when ethical

issues and dilemmas occur, and the ability to develop stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promoting engagement and commitment to school evaluation.

In summary, because Guah's and Piyamas' competency sets were dated, the researcher sought to update their sets and attempted to make as complete a set of knowledge areas, skills and abilities, and other competencies necessary for external school evaluators at grade levels 1-12 in the Thai context as possible. The research study successfully includes the Thai ESEC that includes knowledge, skills, and abilities that were not listed in competency sets established by ONESQA, Guah, or Piyamas.

### **Do Evaluators Need to Have All Thai ESEC?**

McGuire and Zorzi (2005, p. 77) claim that they were unable define a list of core competencies that every evaluator should have, and they also mention that it is unlikely for an evaluator to be capable in all areas of evaluation competencies. King and Stevahn (2015) raised the question of whether competencies should "be a function of team performance, rather than one person" (p. 12). Zorzi, McGuire, and Perrin (2002, p. v) answered this question by stating that "it is not possible, or even desirable, for any one person to have an in-depth knowledge of everything" since there are numerous methods and approaches that can be used to conduct evaluation. Because external school evaluators always work in teams, each evaluator may not need to acquire all necessary competencies in the Thai ESEC; however, an evaluation team

should include evaluators who have competencies—the knowledge and skills needed for a specific evaluation—together as a team. (Zorzi, McGuire, & Perrin, 2002).

The ONESQA may consider organizing competencies in the Thai ESEC list in different categories, for example, a fundamental set and an optional set. A fundamental set of competencies could be required for every evaluator, including skills of school evaluation, skills of reporting, and skills of data collection and analysis. An optional set of competencies could be used for categorizing evaluators who have expertise in, for example, educational administration and school evaluation program management. This would benefit evaluation agencies by allowing them to put together teams that collectively possess all necessary competencies to successfully and effectively conduct external school evaluation.

However, future users of the Thai ESEC should be aware that this set includes all possible necessary competencies for external school evaluators at grade levels 1-12 in general. A team may need to include an evaluator with special expertise when it evaluates schools with specialties or unique contexts. For example, a team must have evaluators who are proficient in English when evaluating an international school or have expertise in Montessori education when evaluating Montessori schools.

In addition, a process of differentiating expert evaluators from novice evaluators should benefit team establishment. UNEG (2008) wrote that “every position has its own set of competencies. One cannot expect the same level of competencies from a member staff at the junior officer rank compared to someone at a senior officer rank. Therefore, it is important to identify the competency requirement and describe the degree of mastery depending on the level of position” (p. 5). An

external school evaluation team should at least have 1-2 expert evaluators to ensure the quality of evaluation. By working closely with evaluation experts, novice evaluators are also able to learn important knowledge and skills from mentoring.

The Thai ESEC did not consider the physical ability of evaluators; however, this ability should not be ignored since a few respondents from the ONESQA and evaluator groups indicated their concerns regarding the physical ability of evaluators (e.g., difficulty in walking, seeing, and hearing) that may influence that quality of evaluation.

In summary, as mentioned previously, it is almost impossible for an evaluator to individually possess all necessary the competencies for evaluation. ONESQA, agencies or even evaluators themselves may assume that after being trained and passing the certification process, they already have sufficient knowledge, skills, and abilities to successfully conduct external school evaluation. This misconception can be dangerous for the quality of school evaluation since these potentially misguided evaluators may conduct a low quality evaluation that may lead to poor results. Evaluators, especially evaluators in countries where the evaluation profession is still in the early stages, such as Thailand, should understand and be aware of their own views and perspectives. They also should conduct evaluations within their own competency limits. A clear process of establishing effective evaluation teams that include evaluators with sufficient knowledge and skills needed should help to solve this issue. Future research about the degree of expertise required for each necessary competency for an external school evaluator should be conducted.

## **Two Sets of Important Competencies for Selection and Training**

In Thailand, people from a variety of professional backgrounds typically apply to be external school evaluators. Candidates who pass ONESQA's criteria must attend training programs, including workshops and field practice, and then take exams to be certified. Not many candidates have all or most of the competencies necessary to effectively conduct school evaluations before they attend these training programs since they come from various professions and backgrounds, and the knowledge, skills, and abilities necessary for school evaluation are quite specific (e.g., knowledge of ONESQA's standards and indicators and skills to write reports and report formats).

The results of Survey Four indicated that there are 122 competencies necessary for external school evaluators (the Thai ESEC set). Among these 122 competencies, 71 were selected according to responses and criteria to establish a set of competencies for evaluator selection purposes (the selection set), including 21 knowledge areas, 48 skills and abilities, and two other characteristics. The other set of competencies for evaluator training purposes (the training set) includes 96 competencies consisting of 23 knowledge areas, 55 skills and abilities, and 18 other competencies. There are 25 more competencies in the set of competencies for training purposes than the set for selection purposes (see Table 42).

Table 42

*Numbers of Necessary Competencies for Selection and Training*

Competencies	Necessary for Evaluators	Necessary for Selection	Necessary for Training
Knowledge	29	21	23
Skills and Abilities	74	48	55
Other Characteristics	19	2	18
Total	122	71	96

**Competencies for Selection Purposes**

A total of 71 competencies were included in the selection set, and 51 competencies were excluded using responses to three questions in Survey Four as described previously. The excluded set included 8 knowledge areas, 26 skills and abilities, and 17 other characteristics. Many competencies that were not selected to be in the list are in the categories of knowledge about different aspects of basic education and skills of school evaluation project management. Most of the competencies in the “other characteristics category” were excluded. The excluded competencies included those related to the ethics of evaluators, morality and virtue, and individual characteristics and personality. This makes sense because most other characteristics including soft skills and ethics are difficult to assess, especially when recruiters/assessors have very limited time to assess these competencies. For example, ONESQA has only one day to assess and to certify evaluators.

However, this does not mean that excluded competencies from the selection set were unnecessary, since most of the respondents rated them as necessary (87% to 100% of respondents rated all 122 competencies as necessary). Most of the excluded competencies did not pass the inclusion criteria because their ratings on the “Trouble Likely” question were under 3.5 (where 1 = to very little or none, 2 = to a small extent, 3 = to some extent, 4 = to a significant extent, 5 = to a very significant extent). The question was “To what extent is trouble likely if this KSAO is ignored in selecting evaluators (compared with the other KSAOs) (*Likely trouble*)?”

If all criteria are the same, but the average score threshold from the “Trouble Likely” question is lowered from “equal or more than 3.5” to “equal or more than 3.0,” there would be 40 more competencies (a total of 111 competencies) included in the selection set. This result implies that trainers may want to consider other competencies in the Thai ESEC (51 necessary competencies were not included in the selection set) as they may also be important. The recommendation of only 71 competencies for the purpose of selection was to include a practical limit for establishing evaluator selection criteria, including the most critical competencies as the time allowed for assessment and evaluation of potential evaluators is limited.

In summary, according to the criteria established, the recommended selection set of 71 competencies includes the most important competencies that should be used to select evaluators. Otherwise, it is possible that trouble will occur to a significant or very significant extent. Recruiters (e.g., ONESQA) should also consider using other competencies in the Thai ESEC (122 competencies total) if practical.



## Competencies for Training Purposes

A total of 96 competencies were included, and 26 competencies were not included (see Appendix O) using responses to Survey Four as described previously. Based on the criteria used, the training set includes competencies that may be appropriate for training skilled evaluators, or those evaluators who have more expertise than average.

Again, this does not mean that the 26 competencies not chosen for the training set are unimportant since all or almost all respondents rated each competency in the Thai ESEC as necessary (87% to 100% of respondents rated 122 competencies necessary). Evaluators (or evaluation teams) still should possess all 122 competencies. All 26 excluded competencies were not chosen because they were rated lower than 3.5 from respondents (1 = Very little or none, 2 = To some extent, 3 = To a great extent, 4 = To a very great extent, 5 = To an extremely great extent) on the “Superior than Average” question, which asks, “To what extent do different levels of KSAO distinguish the superior from the average evaluator (compared with the other KSAO) (*Superior than Average*)?” If all criteria are the same, but the average score threshold for the “Superior than Average” question is lowered from “greater than or equal to 3.5” to “greater than or equal to 3,” 119 out of 122 competencies would then meet the criteria.

The selection of criteria for training competencies by using those rated as “superior than average” was intended to further Thai evaluation by selecting competencies to train evaluators to become more advanced and capable. Basic skills such as knowledge of professional evaluation standards and evaluator ethics and

morals (K1) and qualitative and quantitative data analysis (K6) were excluded as they did not meet the “Superior than average” criteria based on responses to Survey Four. However, these competencies are important for evaluation and may be included in basic training programs for new evaluators who do not have these skills. In addition, some excluded competencies are soft skills that may be more difficult to develop in workshops, such as the ability to create professional networks and develop self (S7), the ability to identify and mitigate problems/issues (S60), collaborative/partnering skills (S69), leadership skills (S71), and the ability to use authority appropriately (O1). These are, however, skills included in the Thai ESEC set as necessary competencies and should be included in professional development programs for evaluators.

In summary, according to the criteria established, the recommended set of 96 competencies for training includes the most important competencies that should be used to train evaluators to become superior. Trainers would benefit from considering all the Thai ESEC competencies (122 total) in the development of training and profession development programs for evaluators at different levels.

### **Similarities between the Selection Set and the Training Set of Competencies**

A total of 60 out of 71 competencies in the selection set were also included in the training set, consisting of 13 knowledge areas, 45 skills and abilities, and two other competencies (see Appendix P). Based on this outcome, these 60 competencies may be the most essential since they met all established criteria for defining evaluator selection and training competencies. To the extent that ONESQA recruiters are capable of finding candidates who possess necessary competencies in the selection set, training needs may be reduced, which would help to save ONESQA’s resources.

## **Differences between the Selection Set and the Training Set of Competencies**

There were nine competencies in the selection set that were not in the training set (see Appendix Q). These competencies are generally basic skills for evaluators, which may be the reason they were not considered as distinguishing “superior than average” evaluators by the survey respondents and therefore did not meet the criteria for training set selection.

A total of 36 of the 96 competencies in the training set were not included in the selection set (see Appendix R). Many, but not all, of these competencies were more advanced skills for evaluators (i.e., specific knowledge relevant to different aspects of education and the skill of evaluation capacity building), which may be the reason they were considered to be limited to “superior than average” evaluators by the survey respondents, but did not meet the criteria for the selection set competencies.

## **Implications for Future Research**

### **Categorizing and/or Reducing the Number of Competencies**

This research study aimed to discover all the necessary competencies that external school evaluators should have to successfully externally evaluate schools at grade levels 1-12 in Thailand. Subsequently, the Thai ESEC competency set includes many knowledge areas, skills, and abilities that may not be practical to apply in practice. For example, to create a self-assessment instrument for evaluators and for the purpose of selection may be a necessary competency but not applicable in some situations. In addition, ONESQA has only about 4-5 days to train external school evaluators. Trying to train evaluators for all 96 competencies within a limited amount

of time is challenging and it is not effective to cover so many competencies in such a limited amount of time. Future research should seek to reduce the number of competencies in the set.

As mentioned earlier, most people would argue that KSAOs are not independent. Some KSAOs are overlapped. Future research should attempt to reduce the number of competencies by merging similar competencies in the same category and/or eliminating less necessary competencies (e.g., identifying minimum required competencies). Various methods such as content analysis can be applied for this purpose. For example, Guah (2004) and Piyamas (2005) used principal component analysis and exploratory factor analysis to reduce and group competencies. Future research should also establish a level of expertise for each competency that is necessary to successfully and effectively accomplish external school evaluation (see King & Stevahn, 2015, p. 12).

### **Validating the New Set of Competencies**

**Various types of participants.** This research study collected data from many external evaluators, but relatively few numbers of ONESQA and BET staff. Future research studies should collect different opinions and perspectives from various school stakeholders such as school administration and teachers and scholars in the field of evaluation and education in Thailand to confirm or compare their perspectives about necessary external school evaluator competencies.

**Mixed methods as data collection.** Surveys used in this study provided quantitative data. Qualitative data obtained from interviews and observations would provide a deeper understanding of respondents' opinions and perspectives about

competencies that a survey may not be able to obtain. Future researchers seeking qualitative data should consider going to schools with evaluation teams to conduct observations in order to gain first hand understanding of how evaluators use their different competencies for their work as well as any potential barriers related to missing competencies.

**Validating using Messick’s criteria of validity.** Wilcox’s (2012) research study framed a validation process for the Essential Competencies for Program Evaluators (ECPE) established by Stevahn et al. (2005a) using Messick’s criteria of validation. Surveys and interviews were used to answer five questions that sought to validate the ECPE (see Table 43). Future research could be designed based on Wilcox’s study to validate the Thai ESEC.

Table 43

*Messick’s Criteria of Validity*

<b>Messick’s Criteria of Validity</b>	<b>Research Questions for Future Studies</b>
Content-related evidence	To what extent does the Thai ESEC measure an evaluator’s competence?
Substantive-related evidence	To what extent is the Thai ESEC inclusive of all necessary competencies for external school evaluators to conduct school evaluation at grade levels 1-12 in Thailand?
Generalizability-related evidence	To what extent is the Thai ESEC competency set applicable to evaluators who practice in various content areas?
Externally-related evidence	To what extent does evaluators’ competence correlate with measures other than the Thai ESEC?
Consequence-related evidence	To what extent would the interpretations of the Thai ESEC not have negative consequences for evaluators?

Modified from Wilcox, Y. (2012). *An initial study to develop instruments and validate the Essential Competencies for Program Evaluators (ECPE)*. (Doctoral dissertation). University of Minnesota, Minneapolis, MN. (p. 65)

### **Application for Evaluators in Other Contexts**

Context is important to evaluation (Fitzpatrick, 2012), and the Thai context is no exception. The Thai educational context has a distinct set of values and beliefs, and the maturity of the evaluation profession as it relates to external school evaluation is an important consideration. Therefore, the competencies necessary for evaluators to successfully evaluate schools in other, diverse places may be different than the Thai ESEC. Future researchers may wish to conduct a study to validate if the Thai ESEC can be appropriately applied to other contexts. For example, a study conducted by Lee, Altschuld, and Lee (2012) conducted a similar study of essential evaluator competencies in Taiwan (Stevahn, King, Ghore, & Minnema, 2005a). It may be useful to conduct a comparative analysis of the essential evaluator competencies in these different cultural contexts. Additionally, research could be done to investigate if the Thai ESEC competencies are applicable to internal school evaluators or evaluators who work at different educational levels or types of educational institutions (e.g., higher education or vocational education).

### **Implications for Practice**

While the evaluation profession in Thailand is still in an early stage compared to other countries such as the United States and the United Kingdom, ONESQA is nonetheless responsible to certify enough evaluators to evaluate more than 33,000 schools in Thailand. Other than attempting to obtain sufficient numbers of evaluators to evaluate schools in Thailand, ONESQA should also concentrate on the quality of

external school evaluators, which may be more important than just having a sufficient number of evaluators. With the intention to improve the quality of both evaluation and evaluators, the research study described here provided a set of competencies (Thai ESEC) necessary for external school evaluators at grade levels 1-12 in Thailand and two different sets of competencies for selection and training of external school evaluators that hopefully can benefit ONESQA, evaluation agencies, evaluators, and the evaluation profession to improve external school evaluation and evaluators' competencies.

### **Selection**

Since school evaluation is relatively new in Thailand compared to other countries, it is harder to find competent evaluators in Thailand than in countries that have long established evaluation systems, (Northwest Accreditation Commission, n.d.; Politics.co.uk, n.d.). In addition, Thai candidates applying to be certified as external school evaluators come from various fields, such as education, law, and engineering, and therefore have different backgrounds of knowledge, skills, and attitudes. Therefore, it may not be practical to expect an evaluation candidate to possess all necessary competencies. Yet competent evaluators are essential for the validity and the use of evaluation findings.

ONESQA can potentially use the Thai ESEC as a guideline to select candidates who possess more of the competencies necessary for external school evaluation than other candidates. Competencies include knowledge, skills, and traits. It may be difficult to train traits, so the proposed necessary traits included in the set of competencies can be used by ONESQA to select evaluators.

After hiring candidates, ONESQA can use the Thai ESEC to assess evaluators' competencies to see what competencies they already have or lack. As a result, ONESQA trainers may be able to target their trainings toward the competency areas that candidates are missing. Consequently, ONESQA can evaluate training resources more effectively.

In addition, ONESQA can use the Thai ESEC to make decisions about license continuation for each evaluator and tailoring examination instruments. ONESQA should especially consider evaluators' competencies in the selection set since respondents reported competency in the selection of evaluators as "very important."

### **Credentialing**

Evaluation quality depends on different factors coalescing, and one of the most important factors is evaluator competency (Cooksy & Mark, 2012). Quality evaluators should be selected to ensure that stakeholders will be provided quality evaluations and findings. ONESQA already has an established system and exam to certify evaluators. The Thai ESEC can improve the certification of external school evaluators by assisting staff with assessing the certification process and/or constructing exams that cover necessary competencies. More importantly, competencies in the selection set are competencies that respondents indicated should be used to select evaluators, otherwise risking potential trouble to a very great or extremely great extent; therefore ONESQA staff should make certain that their exams cover all necessary competencies in the selection set.

The Thai ESEC also includes necessary competencies that paper-based exams cannot adequately assess, such as good manners, personality traits, and conflict



resolution skills. ONESQA can use the Thai ESEC to plan their assessments and observations of candidates' competencies while they are practicing at schools during trainings.

### **Training (ONESQA, Evaluation Agencies, Academic Institutions)**

As mentioned previously, the current pre-qualification for candidates to be an external school evaluator in Thailand is more general and includes broader statements than the previous pre-qualifications in that numbers of class credits and internship, were not regulated. As a result, it is more difficult for ONESQA to understand what knowledge and experiences relating to evaluation, research, and quality assurance candidates have already acquired. Therefore, ONESQA should assure that their training programs provide sufficient knowledge and skills for evaluators to successfully evaluate schools and that the examination methods used to certify evaluators are effective in that they can distinguish a competent evaluator from incompetent evaluators.

Lee, Altschuld, and Lee (2012) state that “preparing qualified practitioners is a high priority and all organizations must take the task seriously” (p. 506). Quality training programs are a crucial factor to improving the competence of Thai external school evaluators. Since ONESQA already has a curriculum to train evaluators, the Thai ESEC can be used to review and update the current curriculum to determine if it already addresses necessary knowledge, skills and abilities or not.

ONESQA and/or evaluation agency trainers can also organize their training programs using the functional categories in the Thai ESEC list. For example, they can arrange a series of trainings with different specific topics and with different level of

expertise and skills such as competencies relating to research (e.g., data collection and data analysis), school evaluation project management, and good characteristics and personalities. As a result, evaluators who lack particular knowledge and skills or evaluators who want to refresh their knowledge and skills are able to attend trainings with specific topics/subjects that fit with their level of expertise and the knowledge/skills they have. Many of ONESQA's evaluators are more than 60 years old, so they may not be current on some knowledge and skills.

ONESQA and/or evaluation agencies can use the competency set to create a training series that covers all the necessary competencies in the list so that already-certified evaluators can strengthen their skill set. ONESQA can organize training programs for evaluators with advanced skills by using the new set for training purposes since it includes competencies that above average evaluators should already have. In addition, professors can apply the Thai ESEC to design academic training programs for their universities and colleges. Establishing effective trainings that are appropriately matched to evaluators' needs and their expertise should help to save resources.

Trainers will be able to review the proposed set of competencies to plan and design appropriate training approaches for different types of competencies using online workshops, mentorships, and fieldwork. It can be difficult to train soft skills in a workshop such as communication skills, critical observing, and conflict resolution. However, these soft skills are necessary for evaluators as stated by Zorzi, McGuire, and Perrin (2002) who note that "because of the applied nature of evaluation, soft skills such as effective listening, questioning, and negotiation may be particularly

important across the evaluation process” (p. v). Dillman (2013) also points out that “in order to adequately prepare evaluators, training should incorporate coursework, fieldwork, and mentorship” (p. 281). It is important that evaluators should be offered “necessary educational experiences outside the classroom” (Dillman, 2013, p. 281).

### **Evaluator Assessment Instrument**

**Control evaluator quality.** One method that ONESQA uses to assure the quality of evaluators is to invite schools to evaluate evaluators’ evaluation competence. ONESQA and evaluation agencies can adapt the Thai ESEC to update or improve their existing evaluator-quality assessment instruments. ONESQA can review the Thai ESEC and select essential competencies that are not included in their current instruments, but may be added in order to improve their evaluation instruments. Good quality evaluator-assessment instruments may help assure the quality of evaluators after they are certified.

**Self-assessment.** In addition, external school evaluators can use the Thai ESEC to assess their own competencies, i.e., to specify competencies that already have and identify the ones that they are lacking. Evaluators can consider attending professional development programs in the competency areas in which they are deficient. This could help improve the quality of school evaluation since the quality of evaluators directly affects the quality of evaluation.

**Organizing an evaluation team.** The Thai ESEC can be used to improve the process of team selection and organization. As noted earlier, it may not practical to expect an evaluator to possess all the necessary competencies in the Thai ESEC.

However, an evaluation team should include evaluators who together collectively have all necessary competencies for external school evaluation.

Evaluation agencies may consider developing a self-assessment instrument adopted from the Thai ESEC to assess evaluators' competencies and expertise. This process could help evaluation agencies categorize evaluators into different areas of expertise, such as evaluators with excellent knowledge relevant to basic education at the grade levels 1-12; evaluators with school evaluation project management skills; or evaluators with good skills of verbally reporting evaluation results and recommendations (see an example from Ghore et al.'s [2006] self-assessment instrument using the Essential Competencies for Program Evaluators, p. 120). Then, evaluation agencies or the team leaders may use results of the self-assessment to organize an effective evaluation team that includes evaluators where together a team has evaluators who encompass all competencies necessary for external school evaluators.

### **Professional Development**

Interested government agencies, organizations, and evaluators can adapt or adjust the Thai ESEC to design training programs and accreditation systems that are appropriate for their countries and contexts. One example is that the Japan Evaluation Society (JES) conducted a pilot test in 2003 and 2004 of a 4-day school evaluation training course for school teachers where content in the training programs was adapted from the Essential Skills Series (ESS) program of the Canadian Evaluation Society (CES). Now, the JES has established the Certified Professional Evaluators (C.P.E.)

Program, a 6-day training program. JES offers three levels of training programs: basic, middle, and advanced (IDEAS Certification Working Group, 2014).

### **Conclusion**

This research study sought to investigate the question: What competencies should external educational evaluators of school quality at grade levels 1-12 in the Thai educational context have? To answer this research question, the researcher conducted task analysis, with a research framework centered on data collection and analysis methods adapted from previous research. The study included four phases: Task Identification, Task Justification, Competency Identification, and Competency

The study results found 122 competencies necessary for external school evaluators at grade levels 1-12 in Thailand. Compared with sets of competencies written in ONESQA's (2012) Handbook for Evaluators and established by Guah (2004) and Piyamas (2005), 23 competencies were not included the sets of competences suggested by ONESQA and the other two researchers.

The outcome this study will directly benefit ONESQA and Thai evaluation agencies in that they may be able to apply the Thai ESEC to improve their processes and/or instruments to select, train, and certify external school evaluators. ONESQA and evaluation agencies should make certain that evaluators have the fundamental necessary knowledge, skills, and abilities as included in the Thai ESEC set to ensure evaluation teams are assembled with the necessary competencies to professionally perform complete and accurate school evaluations. The full Thai ESEC set of 122 competencies should be considered during development of training and professional

development programs to ensure that basic evaluation needs are being met as well as to advance the practice of school evaluation in Thailand at grade levels 1-12. This research study could be applied or furthered to advance evaluator selection, credentialing and training programs in Thailand and other countries. Evaluators can also use the Thai ESEC to assess their own competence. Moreover, evaluation trainers can use the Thai ESEC to design or update their training programs.

However, more studies should be done to improve the Thai ESEC. To further improve this set of competencies, future researchers should conduct interviews or observations to gain more understanding from evaluators and other stakeholders' opinions. Statistical analysis should be conducted to help organize this new set and to reduce similar competencies. Fewer competencies may be more practical to develop training programs and evaluator selection processes in the future. Finally, this set of competencies for external school evaluators at grade levels 1-12 in Thailand should be updated regularly to respond to changes in theories, practices, and technologies related to evaluation practice and education that happen over time.

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## APPENDICES

### Appendix A

#### Educational Evaluation Agencies in Thailand as of 2014

1. Ayutthaya Educational Evaluation Ltd.
2. Phetkasem Evaluation Ltd.
3. Bayday Ltd.
4. Pichai Evaluation Ltd.
5. Budsarin Evaluation Ltd.
6. PQA Evaluation Co.
7. Chatped Evaluation Co.
8. Pramern Martathan Karnsuksa Ltd.
9. Cherdchu Kanlayanamit Ltd.
10. Ratchasima Evaluation Ltd.
11. E.S.Q Evaluation Ltd.
12. Rawadee Evaluation and Assessment Ltd.
13. EdQ Assess Ltd.
14. Sahakanpramernkunnarp Ltd.
15. Foundation of Education and Social Development Ltd.
16. Sahasikamart Ltd.
17. G.S. Evaluation Co.
18. Sarakham Evaluation Ltd.
19. Grand Assessment Ltd.
20. Siampat Evaluation Co.
21. Kansuksa Gowna Co.
22. Standard Evaluation Ltd.
23. Khon Kaen Educational Evaluation Ltd.
24. Suranaree Evaluation Co.
25. KP Evaluation Ltd.
26. Triple A Educational Evaluation Co.
27. Krungthep Evaluation Co.
28. U.P. Evaluation and Educational Development Ltd.
29. Mitpramern Ltd.
30. Vatcharid Educational Evaluation Co.
31. Nakarin Evaluation Co.
32. Viengping Evaluation Ltd.
33. Nannapat Evaluation Co.
34. Vijai Evaluation Ltd.
35. P. V. R. Assessment Co.

## Appendix B

### Survey of Essential Tasks for External School Evaluation at Grade Levels 1 – 12 in Thailand

**Introduction:** This survey includes three parts:

1. Questions regarding your experiences
2. Questions regarding essential tasks for external school evaluation at grade levels 1 – 12
3. An open-ended question about participants' additional suggestions and comments regarding essential tasks for external school evaluation at grade levels 1 – 12 in Thailand

#### **About the task list**

1. This table includes tasks for external school evaluation specifically for grade levels 1-12. The task list includes only tasks for evaluating schools in general. It does not include any specific tasks for assessing any special type of schools, for example, international schools or schools that emphasize training musicians and athletes.
2. These tasks are not listed sequentially. Evaluators are expected to conduct each task when appropriate and necessary. An evaluator may conduct tasks simultaneously.

## **A Summary of Essential Tasks for External School Evaluation for Grade Levels 1-12 in Thailand**

### **Knowledge**

1. Knowledge of professional evaluation standards, morality, and ethics
2. Knowledge of research and other relevant knowledge
3. Knowledge of school evaluation
4. Knowledge of roles of ONESQA, evaluators, schools, and other evaluation stakeholders
5. Knowledge of the Thai education system, teaching and learning development
6. Knowledge of areas relevant to basic education

### **Skills and Abilities**

7. Fulfillment of responsibility, maintenance of ethics, and pursuit of self-Development
8. Skills of School Evaluation
9. Actions toward human rights and confidentiality
10. Skills to accomplish activities before school evaluation
11. Skills to accomplish activities during school visits
12. Skills of data collection and analysis
13. Correct and Appropriate analysis and response to school context and

stakeholders

14. Reporting evaluation results and recommendations
15. Skills to accomplish activities after school evaluation
16. Use of computer, software, and other technologies
17. Evaluation capacity building
18. School evaluation project management
19. Interpersonal and communication skills
20. Thinking skills

**Other Characteristics**

21. Ethics for evaluators
22. Morality and virtue
23. Good characteristics and personality

**Part I: Please answer the following questions regarding your experiences.**

1. What is your gender?  
 Male             Female             Other
  
2. How old are you?  
 30-40 yrs old     41-50 yrs old     51-60 yrs old     More than 61 yrs old
  
3. What is your highest level of education obtained?  
 Bachelor's degree, please specify your major \_\_\_\_\_  
 Master's degree, please specify your major \_\_\_\_\_  
 Doctoral degree, please specify your major \_\_\_\_\_
4. Is your degree relevant to education?             Yes             No
  
5. Is ONESQA your only employer?  
 Yes.  
 No, please name your current job title \_\_\_\_\_, and the name of organization \_\_\_\_\_
  
6. When were you certified for an external school evaluation position for ONESQA? Year \_\_\_\_\_
  
7. Have you evaluated schools before?  
 Yes, I have. Please specify all education levels that you have evaluated \_\_\_\_\_  
 No, I have not evaluated any schools yet. (Please skip Question #8 and go to Question #9)
  
8. How many schools have you evaluated since you have had an external school evaluation position for ONESQA?  
 Fewer than 10 schools     10-50 schools             51-100 schools

- 101-150 schools                       More than 150 schools
9. What was your most recent job before working with ONESQA?  
 Please specify your job name \_\_\_\_\_ and organization name \_\_\_\_\_  
 ONESQA is my first job.
10. Please check the boxes below that relate to your education and/or your previous work experiences:  
 Education, (Specify details, i.e., subjects and grade levels) \_\_\_\_\_  
 Measurement and Evaluation in Social Science  
 Research in Social Science  
 None of Above
11. What is/are your responsibilities relating to external school evaluation?  
 External school evaluator                       Leader of evaluation team                       Manager of an evaluation agency  
 Internal meta-evaluator                       External meta-evaluator                       Other, please specify \_\_\_\_\_
12. How would you label yourself as an evaluator?  
 Novice/Entry                       Proficient                       Skilled                       Expert/Master
13. How many years have you been involved in activities related to school evaluation?  
 Less than 1 yr                       1-5 yrs                       6-10 yrs                       11-15 yrs                       16-20 yrs                       More than 21 yrs
14. What type of evaluation training have you completed? (check all that apply)  
 Evaluation theory                       Evaluation practice (how to conduct evaluations)                       Measurement  
 Qualitative methods                       Quantitative methods                       Mixed methods

Research  
methods/design

Other, please  
specify\_\_\_\_\_

**Part II: Questions regarding essential tasks for external school evaluation in grade levels 1 – 12**

**Directions:** Please review the following tasks for external school evaluator at grade levels 1-12 in Thailand, and put an X in the box (  ) that indicates your opinion regarding:

1. Whether an external school evaluator needs to perform each task to successfully conduct external school evaluation (**necessary**)
2. Whether a task description is understandable and is correct in terms of language (**understandable and correct**)

If you want to revise any task statement, please write your suggestions below or beside each statement. Please write any additional tasks at the end of table for each major job if you think it is necessary

**\*Please think about the external school evaluation for grades levels 1-12 in Thailand in general, rather than your individual evaluation responsibilities.**

### Evaluator Readiness

1. Attending an external school evaluation training to obtain a certification to be an external school evaluator.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
1.1	Attending and completing evaluation training program(s) as required by an external school evaluation organization such as the Office for National Education Standards and Quality Assessment (ONESQA).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.2	Going through the process of being certified to be an external school evaluator.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.3	Continually maintaining and improving his/her competencies (knowledge and skills) and acquiring experiences relevant to education and evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.4	Demonstrating politically and culturally competent evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			



2. Following requirements regulated by an external school evaluation organization and agency, and collaborating with them.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? (Necessary)	Is this task description understandable and correct in terms of language? (Understandable and Correct)
2.1	Abiding by the organizations' and agencies' codes of conduct and work requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2	Attending workshops and activities that ONESQA and evaluation agencies require.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.3	Studying information in handbooks and/or guidelines for external school evaluation and evaluators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.4	Creating evaluation questions, criteria and standards, etc., when needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.5	Evaluating a school according to the goals and objectives of each particular evaluation cycle and to standards and indicators that external school evaluation organizations developed. For example, the third cycle of external school evaluation in Thailand (B.E. 2011-2015) currently has an emphasis on assessing school outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.6	Carrying out evaluators' roles as recommended in the external school evaluation's handbook and guidelines.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

3. Reviewing handbooks and guidelines of external school evaluation and of professional standard-based practices, and applying them.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
3.1	Acting professionally and properly by following current evaluation standards and committing to professional ethics in his/her work and with all products (e.g., The Program Evaluation Standards: A guide for evaluators and evaluation users (3 <sup>rd</sup> edition and the American Evaluation Association's Guiding Principles for Evaluators).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

4. Maintaining integrity, honesty, and responsibility for public welfare.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
4.1	Acknowledging the evaluator's own values and interests, as well as the stakeholders', as they relate to evaluation procedures and findings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
4.2	Accurately using and presenting (without misguiding or distorting) evaluation procedures, data and evaluative results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.3	Expressing concerns and the reasons for those concerns. Discussing with clients, stakeholders, and team members to resolve problems.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.4	Allowing stakeholders to access and distribute evaluative information to other relevant stakeholders as resources permit and as confidentiality is kept.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.5	Creating conditions for stakeholders' participation and engagement that are safe, comfortable, and contribute to authentic participation. Conducting an evaluation and communicating its' results in a way that that respects the stakeholders' dignity and self-respect.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.6	Maintaining confidentiality or anonymity of evaluation participants and their information (except in cases of misconduct where individual identification is needed, such as reported child abuse).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.7	Committing to the public interest and good by considering social welfare as a whole.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.8	Respecting evaluation stakeholders and participants and treating them equitably.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.9	Acknowledging and addressing conflicts of interests between ONESQA and relevant stakeholders. Attempting to resolve these conflicts whenever possible.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.10	Revealing any factors that may involve a conflict of interest before beginning any evaluation work. If conflicts of interest arise, they must be clearly identified in evaluation reports.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

**Before an External School Evaluation**

5. Determining if a school is ready to be evaluated, including initiating the evaluation, formalizing the contract, and agreeing on budgets.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
5.1	Deciding if a school is ready to be evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.2	Making an agreement and formalizing an evaluation contract with ONESQA.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. **Please refer to the suggestions by task number for all suggestions except for new tasks.**

6. Applying project management strategies to manage evaluation.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
6.1	Developing an evaluation management plan including goals and objectives, strategies, resources, activities, products, and estimated timelines. Using effective strategies to manage an evaluation project including; 1) specifying and focusing on specific goals and objectives; 2) designing and completing an evaluation within a specific timeframe; 3) choosing evaluation activities and using resources effectively and appropriately that will provide the maximum results without waste within limited budgets and timeframes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.2	Seeking out and using free resources appropriately, such as volunteers and existing systems and data.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.3	Assigning responsibilities to each evaluator to carry out and to manage each part of the evaluation management plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
6.4	Developing a checklist of tasks to be completed for an external school evaluation and assigning an evaluator to track and to monitor the implementation of the plan as well as to report progress to the evaluation team.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.5	Communicating an evaluation management plan within an evaluation team and with relevant stakeholders (i.e., evaluation agencies) who use the plan to monitor and improve evaluation activities and products.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.6	Communicating with key stakeholders about any changes made in the original evaluation plan and their impacts in a timely manner, especially if these changes affect the evaluation plan or results. Recording all modifications to the original evaluation plan and the reasons why the changes were made.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			
<div style="border: 1px solid black; height: 80px;"></div>			

7. Establishing a team of external school evaluators and assigning responsibilities for each team member.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
7.1	Assigning a team leader and team members using guidelines for establishing an external school evaluation team as suggested by ONESQA.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.2	A team leader informs team members about the evaluation plan and assigns each team member roles and responsibilities. Responsibilities must match qualifications and be appropriate to the school context and school specialty (e.g., science, music, or sports).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.3	A team leader assigns one or more team members to focus on one or more specific standards that match each evaluator’s qualification; however, team members must also collect and assess evidence for all standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.4	Working collaboratively with other team members and being open to other members' opinions and advice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b></p>			
<div style="border: 1px solid black; height: 80px;"></div>			

8. Reviewing and understanding a school and district’s context (i.e., demographics, mission and goals, curriculum, culture, and school community).

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
8.1	Studying and understanding the standards in the National Education Act, especially the act regarding Education Standards and Quality Assurance.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.2	Understanding the most updated core curriculum for grades levels 1 - 12 that each school uses.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.3	Understanding important information about each school district, such as goals, objectives, political influences, and resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.4	Understanding important information and components of each school such as mission, goals, geographic and economic factors, demographics, organizational charts, cultural values, political and social contexts, and economic conditions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.5	Providing a school: 1) the pre-review questionnaire 2) the Board Assurance Statement and Self-Accreditation Checklists, and 3) Evaluation indicators. Requiring a school to complete the pre-review questionnaire.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.6	Updating new knowledge for understanding the school’s context as well as new teaching and learning techniques the school is adopting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.7	Updating knowledge about teaching and learning methods and techniques that schools currently use.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.8	Contacting school staff (e.g., by phone) during the work day before a school visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No



	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
8.9	Discussing the school's progress and curriculum as they relate to ONESQA's major evaluation questions and the government's education priorities with the school staff and school board before the school visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.10	Identifying the entire group of external school evaluation's stakeholders and equitably promoting their rights. Making sure that different groups of stakeholders' opinions are acknowledged.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.11	Identifying the relevant information that each group of evaluation stakeholders (e.g., a school, a school's affiliation, and Ministry of Education) need.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			
<div style="border: 1px solid black; height: 80px;"></div>			

9. Analyzing a school's artifacts.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
9.1	Requesting school staff to send, approximately one month before a school visit, important information/data regarding their schools and their school's quality which include Self-Assessment Reports (SARs) according to the standards and indicators that ONESQA established.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.2	Organizing information/data by each standard and indicator, summarizing key findings, and determining how a school adheres to standards and indicators based on collected evidence.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.3	Collecting and reviewing a range of all collected evidence and data. An evaluator should confirm to have all essential school's artifacts.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.4	Analyzing a school's Self-Assessment Report (SAR) and other artifacts that are associated with each evaluator's assigned standards and responsibilities, but also seeking evidence on all the standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.5	Examining the quality of data collection and data analysis processes that a school used to obtain information/data for Self-Assessment Reports (SAR) and for other evaluation artifacts.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.6	Initially summarizing important findings obtained from artifacts before school visits.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.7	Identifying additional information that will be collected and different potential sources of information.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.8	Summarizing recommendations for school improvement in advance to facilitate the evaluation during a school visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.9	Sharing information, summaries, and comments with other team	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

	members for further discussion and for additional exploration during a school visit after reviewing and examining the school's artifacts.	<input type="checkbox"/> No	<input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

10. Developing an evaluation plan including identifying data to be collected, establishing a data collection plan, and determining methods of data collection and analysis.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? (Necessary)	Is this task description understandable and correct in terms of language? (Understandable and Correct)
10.1	Designing an external school evaluation plan by applying knowledge obtained from public sources and school sources that respond to the external school evaluation's purpose, standards, and indicators. An evaluation plan includes procedures that are responsive to and respect school stakeholders, context, and culture. Evaluation activities must not interrupt regular school programs and activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.2	Considering broad assumptions, implications and potential side effects of school operations aside from immediate operations and outcomes of school operations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.3	Creating a data collection plan to collect additional information during school visits: 1) to address the areas that content is inadequate, 2) to verify if the information/data reported in Self-Assessment Reports and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
	other school artifacts are accurate and were actually used in the school, and 3) to gather information that a school needs to know after examining school's artifacts and identifying school stakeholders.		
10.4	Developing a framework for data collection such as what data to be collected, where, when and how data will be collected, and from whom data will be collected.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.5	Employing cost-effectiveness analysis that produces the greatest benefits from an evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.6	Sending an evaluation design plan to be reviewed by another evaluator who is credible to the school evaluation stakeholders in order to increase the utilization of the evaluation's results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.7	Throughout the evaluation, being aware of each school's unique context/situation/circumstances and continuing to be sensitive/responsive, engaged in learning and understanding stakeholders' terminology, systems of thought, values, actions toward the school, school programs, and school evaluation, emerging findings, and developments.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.8	Identifying people who can provide assistance, time, and commitment.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.9	Specifying key informants among stakeholders who have different perspectives (e.g., power positions, cultures, and responsibilities) and are able to provide essential and reliable information.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.10	Determining whether technical assistance is needed during evaluation and, if yes, from whom the assistance will be provided.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade 1-12 levels in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

11. Working with a school to develop a school visitation schedule and sharing the external school evaluation design.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
11.1	At the start of evaluation, contacting the principal of a school or, in the absence of the principal, the most senior member of staff who is available to promote effective communication and working relationships. If a face-to-face meeting is not possible, telephone contact must be arranged.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.2	Collaborating with a school to develop a school visitation schedule and discussing with the school the external school evaluation plan and process. An evaluator informs the school about: 1) the visitation schedule in advance, 2) evaluation purposes, areas, and evidence that	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	will be investigated, 3) data collection methods and processes, and 4) additional information that will be requested from the school if needed.		
11.3	Meeting with the school's relevant stakeholders to discuss the school evaluation and its procedures, to provide opportunity for the school to exchange opinions including asking questions for clarification, to request an evaluation team according to their needs, and to propose any adjustment regarding the evaluation plan and schedule.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.4	Informing a school about the adjusted evaluation design and plan, if needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.5	Explaining benefits of school evaluation to school staff and identifying additional areas that school staff would like an evaluation team to investigate more.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.6	Asking the school to prepare a private space for evaluators to work and hold discussions during the school visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

### During the School Visit

12. Visiting a school as scheduled to conduct an evaluation orientation.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
12.1	Notifying a school of the visiting schedule before the date of site visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.2	Visiting a school on the date scheduled on the days that a school is open and staying for the number of days as recommended in the evaluation handbooks or as indicated in the evaluation contract.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.3	On the first day of a school visit giving the school an orientation about the external school evaluation, such as the evaluation purposes, plans, and the evaluation team's expectations related to the school's responsibilities. Introducing the evaluation team including the team members' qualifications relevant to school evaluation and educational components or programs that will be evaluated.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.4	Inviting the external school evaluation participants to introduce themselves and provide an introduction about their school during an orientation meeting.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.5	Inviting and encouraging stakeholders to ask questions and share opinions with the team from the school to clarify any ambivalence and to suggest any revision of the evaluation design/plan.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.6	For a large-scale evaluation, clarifying with a school about individuals' responsibilities and tasks for a school evaluation and ensuring stakeholders that each evaluator is competent to accomplish the	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
	assigned tasks.		
12.7	Clarifying and communicating any technical terms and technical procedures that are used during evaluation activities and/or included in the written documents to key stakeholders and participants.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.8	Planning and/or revising the evaluation design and plan as needed in response to current and ongoing situations after observing the school's context and learning about different school stakeholders' values and needs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.9	Answering stakeholder's questions honestly, clearly and understandably.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.10	Limiting the burden on the school by arranging one's own lodging and meals during a school visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			



13. Evaluating school quality.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
13.1	Validating that a school is demonstrating three key indicators: 1) meeting quality standards, 2) engaging in a continuous process of improvement, and 3) demonstrating quality assurance through internal and external review.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
13.2	Evaluating school quality against standards and indicators established by external school evaluation organizations, especially aspects of the school's work that yields the greatest impact on raising student achievement, and following evaluation objectives and plans that were developed before the visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
13.3	Comparing results of school development with the school's established mission, goals, development plan, and external school evaluation standards. Evaluating school goals, objectives, and the school development plan that the school will attempt to accomplish in the future to determine if the plans are coherent and correspond to the external school evaluation's results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
13.4	Evaluating a school's inputs and processes relative to teaching, learning, and school administration, and school's outcomes such as student achievements.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
13.5	Advocating equity of educational opportunities and outcomes for all students, such as students with special needs and from different socio-economic backgrounds by discussing with the school how the school has addressed improved outcomes for all groups of students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels			

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

14. Assessing the appropriateness and effectiveness of internal school evaluation.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
14.1	Understanding the internal school evaluation system and practices of each school, such as goals, objectives, data collection and analysis procedures, decision-making rules, and report formats.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
14.2	Evaluating the quality of internal school evaluation for each school, which includes an assessment of the appropriateness and effectiveness of the internal school evaluation plan, process, and methods for collecting and analyzing data.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
14.3	Assessing the validity of the internal school evaluation's findings to determine if they are systematic, comprehensive, and reliable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
14.4	Promoting and supporting a school's ongoing development and improvement of the internal school evaluation's system and quality, including building school capacity and capability for their internal school evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
14.5	Evaluating the linkage between internal and external school evaluations, for example, using external school evaluation's results to design school self-assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

15. Collecting data and assessing the needs of school stakeholders.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
15.1	Focusing data collection on classroom observation and other strong first-hand evidence that can be used to inform the evaluation.	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
		<input type="checkbox"/> No	<input type="checkbox"/> No
15.2	Collecting information that is relevant to the established standards and indicators for which each evaluator is responsible.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.3	Collecting data that is consistent with other team members' collected data.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.4	Gathering information according to the points (areas) for further examination that are noted before a school visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.5	Collecting information and assessing environmental factors that affect stakeholder values and school inputs/ activities/outcomes. Scheduling a time for group discussion about these environmental factors.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.6	Assisting stakeholders to explore and prioritize their specific needs by applying strategies and tools such as needs assessments and logic models.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.7	Specifying needed information and identifying possible sources of information	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.8	Employing various data collection methodologies and methods (qualitative, quantitative, and mixed methods) that are appropriate for the evaluation questions, sources of information, different stakeholders, school structure, and the school's cultural/political context	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.9	Ensuring that data collection activities do not interrupt usual school program activities or negatively affect stakeholders' rights and well-being.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.10	Assigning procedures and/or methods of data collection that match with each evaluator's qualification (i.e., knowledge, skills, and value).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? (Necessary)	Is this task description understandable and correct in terms of language? (Understandable and Correct)
15.11	Increasing reliability of evaluative information.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.12	Applying data collection procedures, templates, and tools provided by ONESQA or by evaluation agencies throughout a school visit to facilitate data collection, data analysis, and evaluation report development.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.13	Asking the school to send parents a notification letter about the upcoming external school evaluation and to invite parents to participate in a survey of parents' opinions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.14	Informing stakeholders about their rights regarding their participation and ability to withdrawal at any time.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.15	Informing participants about potential risks and benefits and that their eligibility for services is not contingent upon their participation in the evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.16	Investigating unfairness in a school's programs or school context such as issues of inequity and social justice that have impacted stakeholders' rights in schools and during the evaluation. Suggesting strategies to address any issues.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.17	Exploring, identifying, and productively managing actual and potential conflicts of interests among stakeholders, groups of stakeholders, and evaluators for the entire evaluation process.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

a. Interviewing school stakeholders.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? (Necessary)	Is this task description understandable and correct in terms of language? (Understandable and Correct)
1a	Reviewing sample questions for different groups of participants (e.g., teachers, school administrators, and parents) and reviewing interview tips provided in evaluation handbooks or guidelines. Highlighting questions that will help an evaluation team gain a better understanding about the school's adherence to standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2a	Identifying questions derived from reports and other artifacts (e.g., Self-Assessment Reports) that the team wants to ask specific groups of stakeholders.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3a	Refining evaluation questions that are necessary and prioritizing them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4a	Assigning questions to evaluators on the team to ensure that more than one person asks questions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
5a	Selecting appropriate key informants, methods of interviewing, and tools used to record interviews.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6a	Discussing with the school principal or senior staff about new findings throughout the process when appropriate and inviting them or other school staff to share relevant evidence.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Preparations for the Interviews</b>			
7a	Assigning lead facilitators for each interview.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8a	Lead facilitators identify an individual to complete the interview tally report for each session. Evaluators give completed tally reports to the	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	team leader after the last interviews have been conducted.		
9a	The lead facilitators assign a person to keep track of time.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
10a	The lead facilitators appoint a team member or the entire team to take notes. The lead facilitator makes sure that notes are recorded completely.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
11a	Using an interview assignment sheet (a less-experienced evaluator should use a worksheet to create prompts for interview questions).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
During the process of interviews			
12a	The lead facilitator or an assigned evaluator welcomes the participants and explains the purpose of the interview. Evaluators introduce themselves and ask participants to introduce themselves.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
13a	Conducting interviews with several stakeholder groups to gather information about the school's adherence to the ONESQA's standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
14a	Throughout the interviews, listening for patterns, themes, and trends that are consistent and inconsistent among various stakeholders.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
15a	Closing an interview about ten minutes prior to the end of the interview session.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
16a	Asking interviewees if they want to add any information before the conclusion of the interview.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
17a	Thanking the group for their time and willingness to share.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
18a	Explaining that the information that is gathered from participants, artifacts reviews, classroom visits, and observations will be used to help the team develop recommendations and required actions for the school. Notifying them that an exit report will be presented on the last day of the visit and that a written report will be sent to a school approximately within a specified number of days after the visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
19a	Informing participants about the scope and limits of confidentiality and	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

	that information will be kept in a secure location.	<input type="checkbox"/> No	<input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

b. Observing school quality.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
1b	Develops an observation plan that is designed to collect evidence relevant to the evaluation's standards and indicators. An evaluator follows this plan all the way through.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
2b	Begins observations when entering a school and continues until the end of the visit. To ensure effective observation, an evaluator: 1) remains as unobtrusive as possible (does not interfere with the school's regular program), 2) is attentive and focused at all times, and 3) records what they see and hear.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
3b	Reviews and uses tools for recording observation findings that are provided by the external school evaluation organization.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
4b	Records: 1) strengths and limitations, 2) consistency/inconsistency with other evidence gathered, and 3) evidence of implementation of	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No



	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
	school improvement initiatives. Stores results in secure locations after observations are finished.		
5b	During observations, validates information/data that the school provides and tries to uncover evidence that might not be available through other sources.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
6b	Requests an instructional tour (i.e., an opportunity to observe classes in session in order to observe key improvement initiatives in action). Note that this is not a facilities tour.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
7b	Gathers evidence relating to the achievement of specific groups of students and individuals, including those eligible for support from special education services. Evaluators give specific attention to the quality of learning within mainstream lessons, inclusion-based special education services, and pull-out special education services.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
8b	Checking for alignment from the administrative to the classroom level, for example, if the school mission aligns with processes and activities in the school (e.g., preparing students for the Association of South East Asian Nations or ASEAN community).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

16. Sharing results of data collection with other evaluation team members and ensuring the data is secure.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description <u>understandable and correct</u> in terms of language? <b>(Understandable and Correct)</b>
16.1	After data collection activities, each evaluator shares their notes, comments, and a summary of points/areas for further investigation with the evaluation team.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.2	Saving and maintaining the original, processed, and analyzed data in a secure location.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

17. Analyzing data and evaluating school quality.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
17.1	<b>Preparing data for data analysis.</b> Organizing data/ by external school evaluation standards that are used to evaluate a school. Keeping information about context, activities, and outcomes in separate files.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
17.2	<b>Examining accuracy of data.</b> Triangulating recorded information obtained from artifacts, interviews, and observations together. This can ensure reliability and validity of information by verifying consistency among the various data collection methods used to collect information from different groups of stakeholders.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b></p>			
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18. Judging school quality (in general).

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
18.1	On the final day of the visit or each day of the school visit, each evaluator uses all collected evidence and also applies a combination of comparative and absolute standards that take into account the school's contexts and culture combined with his/her professional judgment to complete ratings, draft accurate and clear narratives, prepare and overall assessments for each standard assigned to the evaluator to make final judgments.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.2	<b>Rating school quality for each standard and indicator.</b> Each evaluator accurately and clearly rates school quality for each standard and indicator with explicit reasoning. Then, evaluators decide on the accreditation status using decision-making rules proposed by ONESQA and summarize evaluation findings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.3	<b>Writing standard narratives.</b> <sup>2</sup> After discussing findings about each evaluator's assigned standards, evaluators use all collected evidence to write standard narratives that are valid and clear using worksheets* that summarize the team's findings for their assigned standards. Then, narratives are submitted to a team leader for inclusion in the team's	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

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<sup>2</sup> Standard narratives include how a school meets a standard, strengths, opportunities for improvement, recommendations for improving school quality, and limitations of the evaluation and its findings such as plausible source of sources of information. An evaluator gives evidence and rationales to support his/her claims and recommendations.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
	final written report.		
18.4	<b>Reviewing &amp; editing standard narratives.</b> Evaluation team members review and edit their work and share their narratives with one another to ensure clarity and depth of content and for proofreading. The, the final draft of standard narratives is submitted to a team leader and findings are shared with the entire team again. The team leader compiles all standard narratives into the final team report.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.5	<b>Determining the overall assessment of the standard.</b> Evaluation team members discuss with other team members to determine and reach a consensus on the overall assessment of standards considering the standard as a whole and using the external school evaluation standard and guidelines and recommended formulas for calculation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.6	Collect more evidence if an agreement about evaluation findings is not met.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.7	<b>Deciding on an accreditation status.</b> The evaluation team uses the guidelines on the Recommendation for School Accreditation form to determine an accreditation status recommendation with supporting evidence and rationales after all the standards have been reviewed and the recommendations and required actions have been discussed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

19. Providing valuable and practical recommendations to a school, the school district, and related agencies.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
19.1	Using worksheets and forms as recommended by an evaluation organization to write recommendations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.2	To develop recommendations, using standard narratives to identify common themes and issues across standard areas that become the basis for underlying recommendations and required actions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.3	Giving recommendations that are helpful in developing school quality. An evaluator provides: <ol style="list-style-type: none"> <li>1. Fewer than five recommendations that are realistic and practical and that are not beyond the school's capabilities and authority</li> <li>2. Important, urgent, specific, and prioritized recommendations</li> <li>3. Specific and clear (i.e., who, how, when,) recommendations</li> <li>4. Recommendations that match the audiences' interest and their authority</li> <li>5. Identification of strengths and opportunities for improvement that cut across standards</li> <li>6. Recommendations that yield the greatest impact on improving student performance and overall school effectiveness</li> <li>7. Alternative recommended practices</li> </ol>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
19.4	Giving recommendations for the school district and other relevant agencies that are: <ol style="list-style-type: none"> <li>1. Practical in practice</li> <li>2. Appropriate to the audiences' interest, responsibilities, authority, capabilities and the available resources.</li> <li>3. Concern policies, planning, mission/objectives, budgeting, and supporting/examining processes that are complete, feasible/doable, effective, and appropriate to that particular time duration. They are written as short-term, medium-term, and long-term goals.</li> <li>4. Reflect the school's organizational development and student's achievement perspectives.</li> <li>5. Contain initiatives and interventions to help improve school quality.</li> </ol>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.5	Searching for problems and obstacles that schools encounter (internal and external factors).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			
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20. Preparing and providing an oral exit report and indicating recommendations for accreditation status.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
20.1	Preparing an oral exit report and the first draft of the external school evaluation report using the report format and report standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.2	Constructively discussing the external school evaluation findings with representatives of the school prior to sharing it with the broader school community and other stakeholders.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.3	At the end of the school visit, verbally presenting the external school evaluation's findings and results clearly, understandably, and in a way that matches with stakeholders' interests.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.4	Discussing with the school's board of trustees or representative staff to decide on the most appropriate, practical, and achievable strategies to improve.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.5	Arranging presentations of findings to match with different groups of audiences' characteristics, interests, and needs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.6	Explaining to stakeholders the connection between major evaluation findings and collected evidence and data to help stakeholders understand the logic of evaluation conclusions and recommendations	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.7	Giving an opportunity for school staff and other stakeholders to examine, verify, and confirm if the collected data and the evaluation findings are correct and complete.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.8	Providing the school an opportunity to agree/disagree with the findings and results, and to provide an evaluator any additional explanations and evidence to support their claims.	<input type="checkbox"/>	<input type="checkbox"/>



	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
20.9	During the oral exit report, consulting with school staff to decide on actions to be taken to improve student achievement and to prioritize the actions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.10	To improve utilization of the evaluation's findings, asking key stakeholders during an oral presentation to consider: 1) the meaning of the collected data according to the criteria, 2) how resources can be used to maintain strengths and address needs, and 3) recommendations for future information/data.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.11	Before leaving the school, ensuring that the school is clear about: <ol style="list-style-type: none"> <li>1. The grades awarded for each judgment required under the evaluation schedule</li> <li>2. That the grades awarded may be subject to change</li> <li>3. The main points provided orally in the feedback will be referred to in the text of the report</li> <li>4. The procedures leading to the publication of the report</li> <li>5. The complaints procedure</li> <li>6. The implications of the school being judged as 'requires improvement'</li> <li>7. The implications of the school being placed in a category of concern and deemed to require special measures or have serious weaknesses.</li> </ol>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.12	Seeking consensus on results of the external school evaluation between a school and an evaluator before leaving the school, so that the report can be finalized.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.13	If collected data are not sufficient and if an agreement is not reached,	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
	scheduling meetings for further discussion with school staff or to collect more information to complete and validate findings.	<input type="checkbox"/> No	<input type="checkbox"/> No
20.14	Finally, inviting a school to respond to a post-evaluation survey so that it can be used to improve external school evaluation in the future.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

### After the School Visit

#### 21. Preparing and delivering the final report.

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
21.1	Creating the first draft of the external school evaluation report using the report format set by ONESQA. In general, the report includes: 1) a summary for administrators, 2) background information on the school context and environment 3) external school evaluation results indicating recommended accreditation status, 4) a summary of external school evaluation results and 5) an index, which include strengths, areas for development and review, implications for action, and recommendations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.2	Using information and evidence recorded in the school visit report to develop the final report that includes the main findings that are accurate in detail and scope and that answer key evaluation questions.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.3	Contents in the report must be consistent with those orally presented to the school.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.4	Writing an evaluation report that is understandable and includes only relevant essential information which responds to school stakeholders' need for information, especially ONESQA.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
21.5	To increase accuracy and better understanding, using program theory to describe a school, its programs, and its context in sufficient detail by employing various approaches to present them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.6	To increase the credibility of evaluators and evaluation results, describing an evaluation team's qualifications and experiences that are relevant to school evaluation and the educational programs that are evaluated in the report.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.7	Making clear any limitations of evaluation and potential conflicts of interest as well as sources of information that may constrain the quality of evaluation and evaluation results in the report.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.8	Sending the first draft of the final report to an internal meta assessor to review for accuracy and appropriateness.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.9	For accuracy check, sending the school the first draft of the evaluation report for the school to review, comment, and approve within a specified timeline.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.10	If necessary, revising an evaluation report as needed based on the school's comments.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.11	Submitting a draft of the final report to meta- evaluators at ONESQA or readers at evaluation agencies to review, examine, approve and/or provide recommendations for editing. Revising the evaluation report as recommended by meta-evaluators or readers.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.12	After revisions to the evaluation report according to the meta-evaluators or readers' comments, sending the finalized report to an external school evaluation organization within the timeline written in	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Task	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? (Necessary)	Is this task description understandable and correct in terms of language? (Understandable and Correct)
	the evaluation contract.		
21.13	If the final external evaluation results from ONESQA are different than the closing oral presentation at a school, updating and explaining to the school the adjustments made to the final report.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

22. Promoting utilization of evaluation findings.

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? (Necessary)	Is this task description understandable and correct in terms of language? (Understandable and Correct)
22.1	Being aware the utilization of evaluation results is often contingent upon receiving the results in a timely manner and at a time when the results are actionable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.2	Promoting accurate understanding and opinions regarding school evaluation for school staff and stakeholders through evaluation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
	activities. Explaining clearly to stakeholders if there is any misconception or misunderstanding regarding evaluation purposes.		
22.3	Making sure that the evaluation findings are distributed and used appropriately. Preventing and correcting any misuse of evaluation results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.4	Developing evaluation stakeholders' positive attitudes toward school evaluators and promoting respect for them.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.5	Developing a collaborative relationship among school evaluation's stakeholders.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.6	Developing and promoting collaboration and good relationships between the school evaluators and the formal/informal school evaluation stakeholders during the external school evaluation's processes and activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.7	Developing and promoting a constructive relationship between the external school evaluators and ONESQA.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.8	Working collaboratively with the school and the external school evaluation organization in an amicable manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.9	Developing and promoting respectful interactions and purposeful communication (e.g., constructive dialogue) between the external school evaluators and school evaluation stakeholders, particularly those who can authorize changes for school development.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.10	Making appropriate decision regarding distributions of results: 1. Selecting who should receive evaluation results 2. Defining how evaluation results are communicated	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
	3. Promoting interactive communication over passive communication and organizing meetings that put stakeholders at ease 4. Arranging frequent communication to prevent any misunderstandings		
22.11	Communicating evaluation results honestly and clearly.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.12	Communicating methods and approaches accurately and in adequate detail to allow stakeholders and others to understand, interpret and critique the work.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.13	Clarifying to stakeholders about assumptions, evidence, data collection and analysis methods that may influence interpretation of findings and evaluation results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.14	Ensuring that the school understands evidence and evaluation findings that are used to make judgements and develop improvement strategies. Making sure that the school principal and senior staff: <ol style="list-style-type: none"> <li>1. Receive regular updates about the evaluation</li> <li>2. Are invited to attend formal evaluation team meetings at the end of each day</li> <li>3. Understand and are provided explanations on how judgements are made and how evidence was used to make those judgements</li> <li>4. Have an opportunity to clarify the evaluation team's recommendations</li> </ol>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
22.15	Employing a participatory approach in evaluating a school to obtain a new understanding of the school to build the school's capacity for continuing development, and to take greater ownership of evaluation processes and outcomes, so evaluation results and recommendations are likely to be more useful.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.16	Attempting to reduce any stress among stakeholders who engage in an external school evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.17	Adapting essential processes and products in ways that address diverse stakeholders' needs while keeping the primary purposes of the external school evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.18	Checking on and promoting subsequent progress of school development and improvement by observing if school staff have applied findings and recommendations from previous external school evaluation results to improve their school within specific time durations that were requested by ONESQA.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.19	Preventing and eliminating any unfairness and harm that may threaten stakeholders during the evaluation process and/or because of evaluation findings such as human rights, equity, and social justice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.20	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No



	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
	not compromise the integrity of the evaluation findings. Evaluators should carefully judge when the benefits from doing the evaluation or in performing certain evaluation procedures should be foregone because of potential risks or harm. To the extent possible, these issues should be anticipated during the negotiation of the evaluation.		
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

23. Other tasks

	Tasks	Does an external school evaluator need to perform this task to successfully conduct external school evaluation? <b>(Necessary)</b>	Is this task description understandable and correct in terms of language? <b>(Understandable and Correct)</b>
23	Maintaining the accuracy of important evaluation components which include: 1) findings, interpretations, conclusions, extrapolations, and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

	decisions, 2) reasoning used, 3) concepts and terms, 4) information and analysis, 5) descriptions of program's framework and contexts, and 6) communications and reporting. Removing any inconsistencies, distortions, and misconceptions related to evaluative information, findings, interpretations, conclusions, and judgments.		
Write your suggestions (changes, deletions, explanations) and any additional important tasks for external school evaluators at grade levels 1-12 in Thailand to complete in the box below. <b>Please refer to the suggestions by task number for all suggestions except for new tasks.</b>			

If you have any other suggestions and/or comments about essential tasks for external school evaluation at grade levels 1-12 in Thailand, please write them in the box.

**Thank you very much for your participation.**

**Arisara Roengsumran**

## Appendix C

### Survey One's Results of Necessary Indicators

Task Identifier	Evaluators	ONESQA	BET
	Answer 'Yes' (%)	Answer Yes (%)	Answer Yes (%)
1.1	100%	100%	0%
1.3	100%	100%	100%
1.4	100%	100%	100%
2.1	100%	100%	100%
2.3	100%	100%	100%
2.5	100%	100%	100%
2.6	100%	100%	100%
4.2	100%	100%	100%
8.1	100%	100%	0%
8.2	100%	100%	100%
10.4	100%	100%	100%
12.2	100%	100%	100%
14.3	100%	83%	100%
13a	100%	100%	100%
20.1	100%	83%	100%
20.3	100%	83%	100%
20.7	100%	100%	100%
20.8	100%	100%	100%
21.1	100%	100%	100%
21.2	100%	100%	100%
21.3	100%	100%	100%
21.8	100%	83%	100%
21.11	100%	83%	100%
21.12	100%	100%	100%
22.1	100%	83%	100%
22.4	100%	100%	100%
22.6	100%	100%	100%
22.7	100%	100%	100%
22.8	100%	100%	100%
22.9	100%	100%	100%
22.10	100%	67%	100%
22.11	100%	100%	100%
22.16	100%	100%	100%
22.20	100%	83%	0%

Task Identifier	Evaluators	ONESQA	BET
	Answer 'Yes' (%)	Answer Yes (%)	Answer Yes (%)
23	100%	83%	100%
1b	98%	100%	100%
10.1	98%	100%	100%
10.7	98%	100%	100%
12.9	98%	100%	100%
13.1	98%	100%	100%
14.1	98%	100%	100%
15.2	98%	100%	100%
15.9	98%	100%	0%
17.2	98%	83%	100%
18.2	98%	83%	100%
19.2	98%	100%	100%
1.2	98%	100%	0%
2.2	98%	100%	0%
9.4	98%	100%	100%
10.3	98%	100%	100%
1a	98%	83%	100%
10.2	96%	83%	100%
15.3	96%	83%	0%
15.7	96%	100%	100%
16.1	96%	100%	100%
17.1	96%	100%	100%
18.3	96%	100%	100%
19.3	96%	100%	100%
19.5	96%	100%	0%
16.2	96%	100%	100%
6.6	96%	100%	100%
9.2	96%	100%	100%
4.8	95%	100%	100%
7.2	95%	100%	100%
2a	95%	83%	100%
4.6	95%	100%	100%
7.4	95%	100%	100%
8.4	95%	100%	100%
13.4	94%	100%	100%
17a	94%	100%	100%
2b	94%	100%	100%

Task Identifier	Evaluators	ONESQA	BET
	Answer 'Yes' (%)	Answer Yes (%)	Answer Yes (%)
12.1	94%	100%	100%
4b	94%	100%	100%
5b	94%	100%	100%
8b	94%	100%	100%
18.5	94%	100%	100%
3.1	93%	60%	100%
4.9	93%	100%	100%
9.3	93%	100%	100%
19a	93%	100%	100%
20.14	93%	67%	100%
18a	92%	100%	100%
12.10	91%	100%	100%
13.3	91%	100%	100%
18.1	91%	100%	100%
14.2	91%	83%	100%
22.12	90%	100%	100%
22.18	90%	100%	100%
13.2	89%	100%	100%
14.4	89%	67%	100%
14a	89%	100%	100%
18.6	89%	83%	100%
4.3	89%	100%	100%
8.7	89%	100%	100%
15.5	87%	50%	100%
15.12	87%	100%	100%
12.3	87%	100%	100%
15.11	87%	100%	100%
7b	87%	83%	100%
6.3	86%	100%	100%
9.9	86%	100%	100%
6.5	86%	83%	100%
21.4	85%	83%	100%
14.5	85%	100%	100%
9.1	84%	83%	100%
7.1	83%	83%	100%
7.3	83%	100%	0%
8.6	83%	100%	100%

Task Identifier	Evaluators	ONESQA	BET
	Answer 'Yes' (%)	Answer Yes (%)	Answer Yes (%)
11.4	83%	100%	100%
19.4	83%	100%	100%
10.5	83%	67%	0%
10.9	83%	100%	0%
20.2	83%	100%	100%
20.6	83%	100%	100%
22.2	83%	100%	100%
22.5	83%	100%	100%
22.14	83%	83%	100%
22.15	83%	100%	100%
9.7	82%	100%	100%
9.5	81%	83%	100%
15.10	81%	100%	100%
3a	81%	83%	100%
5a	80%	83%	100%
18.7	80%	100%	100%
22.17	80%	100%	100%
12a	79%	100%	0%
3b	79%	83%	100%
12.8	78%	100%	100%
15.1	78%	100%	100%
15.8	78%	100%	100%
18.4	78%	83%	100%
20.9	78%	67%	100%
22.3	78%	67%	100%
4.1	77%	83%	100%
13.5	77%	100%	100%
6a	77%	67%	100%
11.1	76%	100%	100%
15.4	76%	100%	0%
11.3	76%	67%	100%
11.5	76%	67%	0%
11a	76%	80%	100%
12.6	75%	83%	100%
20.5	75%	83%	0%
20.11	75%	67%	100%
22.19	75%	80%	100%

Task Identifier	Evaluators	ONESQA	BET
	Answer 'Yes' (%)	Answer Yes (%)	Answer Yes (%)
19.1	74%	100%	100%
11.2	73%	100%	100%
21.13	73%	83%	100%
12.5	72%	100%	100%
5.2	68%	100%	100%
15.17	68%	67%	0%
16a	68%	100%	100%
12.4	68%	67%	0%
21.7	68%	83%	0%
6.2	65%	67%	0%
20.4	65%	100%	100%
20.13	65%	67%	100%
21.5	65%	33%	0%
21.6	65%	50%	0%
22.13	65%	67%	0%
15.16	64%	50%	0%
6b	64%	100%	100%
15.14	63%	100%	100%
6.1	63%	100%	100%
8a	63%	50%	0%
8.3	62%	83%	100%
15.15	61%	60%	0%
4a	61%	67%	0%
10.8	61%	67%	0%
9.6	61%	100%	100%
7a	60%	67%	100%
8.10	60%	83%	100%
4.7	59%	67%	100%
20.10	58%	100%	100%
4.4	57%	67%	100%
4.5	57%	67%	100%
6.4	55%	67%	100%
15.13	53%	50%	0%
12.7	52%	67%	100%
8.11	51%	67%	100%
10.10	51%	67%	0%
15.6	51%	50%	0%

Task Identifier	Evaluators	ONESQA	BET
	Answer 'Yes' (%)	Answer Yes (%)	Answer Yes (%)
10a	49%	67%	0%
10.6	46%	67%	100%
8.8	43%	60%	100%
4.10	42%	67%	100%
21.10	38%	67%	100%
11.6	36%	67%	0%
5.1	35%	67%	100%
2.4	33%	67%	0%
20.12	31%	83%	100%
8.9	30%	50%	0%
9a	30%	50%	0%
9.8	28%	67%	0%
15a	26%	50%	0%
8.5	21%	50%	0%
21.9	15%	67%	100%



## Appendix D

### Necessary Tasks Included in Survey Two

#### Evaluator Readiness

1. Attending external school evaluation training program(s) to obtain a certification to be an external school evaluator.	
1.1	Attending and completing evaluation training program(s) as required by an external school evaluation organization such as the Office for National Education Standards and Quality Assessment (ONESQA).
1.2	Continually maintaining and improving his/her competencies (knowledge and skills) and acquiring experiences relevant to education and evaluation.
1.3	Demonstrating politically and culturally competent evaluation.
2. Following requirements regulated by and collaborating with external school evaluation organizations and agencies.	
2.1	Abiding by the organizations' and agencies' codes of conduct and work requirements.
2.2	Attending workshops and activities that ONESQA and evaluation agencies require.
2.3	Studying information in handbooks and/or guidelines for external school evaluation and evaluators.
2.4	Evaluating a school according to the goals and objectives of each particular evaluation cycle and to standards and indicators that external school evaluation organizations developed. For example, the third cycle of external school evaluation in Thailand (B.E. 2011-2015) currently has an emphasis on assessing school outcomes.
2.5	Carrying out evaluators' roles as recommended in the external school evaluation's handbook and guidelines.
3. Reviewing handbooks and guidelines of external school evaluation and of professional standard-based practices, and applying them.	
3.1	Acting professionally and properly by following current evaluation standards and committing to professional ethics in his/her work and with all products (e.g., The Program Evaluation Standards: A guide for evaluators and evaluation users (3 <sup>rd</sup> edition and the American Evaluation Association's Guiding Principles for Evaluators).
4. Maintaining integrity, honesty, and responsibility for public welfare.	
4.1	Acknowledging the evaluator's own values and interests, as well as the stakeholders', as they relate to evaluation procedures and findings.

4.2	Accurately using and presenting (without misguiding or distorting) evaluation procedures, data and evaluative results.
4.3	Expressing concerns and the reasons for those concerns. Discussing with clients, stakeholders, and team members to resolve problems.
4.4	Allowing stakeholders to access and distribute evaluative information to other relevant stakeholders as resources permit and as confidentiality is kept.
4.5	Creating conditions for stakeholders' participation and engagement that are safe, comfortable, and contribute to authentic participation. Conducting an evaluation and communicating its' results in a way that that respects the stakeholders' dignity and self-respect.
4.6	Maintaining confidentiality or anonymity of evaluation participants and their information (except in cases of misconduct where individual identification is needed, such as reported child abuse).
4.7	Committing to the public interest and good by considering social welfare as a whole.
4.8	Respecting evaluation stakeholders and participants and treating them equitably.
4.9	Acknowledging and addressing conflicts of interests between ONESQA and relevant stakeholders. Attempting to resolve these conflicts whenever possible.
4.10	Revealing any factors that may involve a conflict of interest before beginning any evaluation work. If conflicts of interest arise, they must be clearly identified in evaluation reports.

### **Before an External School Evaluation**

5. Determining if a school is ready to be evaluated, including initiating the evaluation, formalizing the contract, and agreeing on budgets.	
5.1	Deciding if a school is ready to be evaluated.
5.2	Making an agreement and formalizing an evaluation contract with ONESQA.
6. Applying project management strategies to manage evaluation.	
6.1	Developing an evaluation management plan including goals and objectives, strategies, resources, activities, products, and estimated timelines. Using effective strategies to manage an evaluation project including; <ul style="list-style-type: none"> <li>a. specifying and focusing on specific goals and objectives</li> <li>b. designing and completing an evaluation within a specific timeframe</li> </ul>

	c. choosing evaluation activities and using resources effectively and appropriately that will provide the maximum results without waste within limited budgets and timeframes
6.2	Assigning responsibilities to each evaluator to carry out and to manage each part of the evaluation management plan.
6.3	Developing a checklist of tasks to be completed for an external school evaluation and assigning an evaluator to track and to monitor the implementation of the plan as well as to report progress to the evaluation team.
6.4	Communicating an evaluation management plan within an evaluation team and with relevant stakeholders (i.e., evaluation agencies) who use the plan to monitor and improve evaluation activities and products.
6.5	Communicating with key stakeholders about any changes made in the original evaluation plan and their impacts in a timely manner, especially if these changes affect the evaluation plan or results. Recording all modifications to the original evaluation plan and the reasons why the changes were made.
7.	Establishing a team of external school evaluators and assigning responsibilities for each team member.
7.1	Assigning a team leader and team members using guidelines for establishing an external school evaluation team as suggested by ONESQA.
7.2	A team leader informs team members about the evaluation plan and assigns each team member roles and responsibilities. Responsibilities must match qualifications and be appropriate to the school context and school specialty (e.g., science, music, or sports).
7.3	A team leader assigns one or more team members to focus on one or more specific standards that match each evaluator's qualification; however, team members must also collect and assess evidence for all standards.
7.4	Working collaboratively with other team members and being open to other members' opinions and advice.
8.	Reviewing and understanding a school and district's context. (i.e., demographics, mission and goals, curriculum, culture, and school community).
8.1	Studying and understanding the standards in the National Education Act, especially the act regarding Education Standards and Quality Assurance.
8.2	Understanding the most updated core curriculum for grades levels 1 - 12 that each school uses.
8.3	Understanding important information about each school district, such as goals, objectives, political influences, and resources.
8.4	Understanding important information and components of each school such as mission, goals, geographic and economic

	factors, demographics, organizational charts, cultural values, political and social contexts, and economic conditions.
8.5	Updating new knowledge for understanding the school's context as well as new teaching and learning techniques the school is adopting.
8.6	Updating knowledge about teaching and learning methods and techniques that schools currently use.
8.7	Contacting school staff (e.g., by phone) during the work day before a school visit.
8.8	Identifying the entire group of external school evaluation's stakeholders and equitably promoting their rights. Making sure that different groups of stakeholders' opinions are acknowledged.
8.9	Identifying the relevant information that each group of evaluation stakeholders (e.g., a school, a school's affiliation, and Ministry of Education) need.
9. Analyzing a school's artifacts.	
9.1	Requesting school staff to send, approximately one month before a school visit, important information/data regarding their schools and their school's quality which include Self-Assessment Reports (SARs) according to the standards and indicators that ONESQA established.
9.2	Organizing information/data by each standard and indicator, summarizing key findings, and determining how a school adheres to standards and indicators based on collected evidence.
9.3	Collecting and reviewing a range of all collected evidence and data. An evaluator should confirm to have all essential school's artifacts.
9.4	Analyzing a school's Self-Assessment Report (SAR) and other artifacts that are associated with each evaluator's assigned standards and responsibilities, but also seeking evidence on all the standards.
9.5	Examining the quality of data collection and data analysis processes that a school used to obtain information/data for Self-Assessment Reports (SAR) and for other evaluation artifacts.
9.6	Initially summarizing important findings obtained from artifacts before school visits.
9.7	Identifying additional information that will be collected and different potential sources of information.
9.8	Sharing information, summaries, and comments with other team members for further discussion and for additional exploration during a school visit after reviewing and examining the school's artifacts.
10. Developing an evaluation plan including identifying data to be collected, establishing a data collection plan, and determining methods of data collection and analysis.	
10.1	Designing an external school evaluation plan by applying knowledge obtained from public sources and school sources

	that respond to the external school evaluation’s purpose, standards, and indicators. An evaluation plan includes procedures that are responsive to and respect school stakeholders, context, and culture. Evaluation activities must not interrupt regular school programs and activities.
10.2	Considering broad assumptions, implications and potential side effects of school operations aside from immediate operations and outcomes of school operations.
10.3	Creating a data collection plan to collect additional information during school visits: 1) to address the areas that content is inadequate, 2) to verify if the information/data reported in Self-Assessment Reports and other school artifacts are accurate and were actually used in the school, and 3) to gather information that a school needs to know after examining school’s artifacts and identifying school stakeholders.
10.4	Developing a framework for data collection such as what data to be collected, where, when and how data will be collected, and from whom data will be collected.
10.5	Sending an evaluation design plan to be reviewed by another evaluator who is credible to the school evaluation stakeholders in order to increase the utilization of the evaluation’s results.
10.6	Throughout the evaluation, being aware of each school’s unique context/situation/circumstances and continuing to be sensitive/responsive, engaged in learning and understanding stakeholders’ terminology, systems of thought, values, actions toward the school, school programs, and school evaluation, emerging findings, and developments.
10.7	Specifying key informants among stakeholders who have different perspectives (e.g., power positions, cultures, and responsibilities) and are able to provide essential and reliable information.
11. Working with a school to develop a school visitation schedule and sharing the external school evaluation design.	
11.1	At the start of evaluation, contacting the principal of a school or, in the absence of the principal, the most senior member of staff who is available to promote effective communication and working relationships. If a face-to-face meeting is not possible, telephone contact must be arranged.
11.2	Collaborating with a school to develop a school visitation schedule and discussing with the school the external school evaluation plan and process. An evaluator informs the school about: 1) the visitation schedule in advance, 2) evaluation purposes, areas, and evidence that will be investigated, 3) data collection methods and processes, and 4) additional information that will be requested from the school if needed.
11.3	Meeting with the school’s relevant stakeholders to discuss the school evaluation and its procedures, to provide opportunity for the school to exchange opinions including asking questions for clarification, to request an evaluation

	team according to their needs, and to propose any adjustment regarding the evaluation plan and schedule.
11.4	Informing a school about the adjusted evaluation design and plan, if needed.

### **During the School Visit**

12. Visiting a school as scheduled to conduct an evaluation orientation.	
12.1	Notifying a school of the visiting schedule before the date of site visit.
12.2	Visiting a school on the date scheduled on the days that a school is open and staying for the number of days as recommended in the evaluation handbooks or as indicated in the evaluation contract.
12.3	On the first day of a school visit giving the school an orientation about the external school evaluation, such as the evaluation purposes, plans, and the evaluation team's expectations related to the school's responsibilities. Introducing the evaluation team including the team members' qualifications relevant to school evaluation and educational components or programs that will be evaluated.
12.4	Inviting and encouraging stakeholders to ask questions and share opinions with the team from the school to clarify any ambivalence and to suggest any revision of the evaluation design/plan.
12.5	For a large-scale evaluation, clarifying with a school about individuals' responsibilities and tasks for a school evaluation and ensuring stakeholders that each evaluator is competent to accomplish the assigned tasks.
12.6	Clarifying and communicating any technical terms and technical procedures that are used during evaluation activities and/or included in the written documents to key stakeholders and participants.
12.7	Planning and/or revising the evaluation design and plan as needed in response to current and ongoing situations after observing the school's context and learning about different school stakeholders' values and needs.
12.8	Answering stakeholder's questions honestly, clearly and understandably.
12.9	Limiting the burden on the school by arranging one's own lodging and meals during a school visit.
13. Evaluating school quality.	
13.1	Validating that a school is demonstrating three key indicators: 1) meeting quality standards, 2) engaging in a continuous process of improvement, and 3) demonstrating quality assurance through internal and external review.
13.2	Evaluating school quality against standards and indicators established by external school evaluation organizations, especially aspects of the school's work that yields the greatest impact on raising student achievement, and following

	evaluation objectives and plans that were developed before the visit.
13.3	Comparing results of school development with the school's established mission, goals, development plan, and external school evaluation standards. Evaluating school goals, objectives, and the school development plan that the school will attempt to accomplish in the future to determine if the plans are coherent and correspond to the external school evaluation's results.
13.4	Evaluating a school's inputs and processes relative to teaching, learning, and school administration, and school's outcomes such as student achievements.
13.5	Advocating equity of educational opportunities and outcomes for all students, such as students with special needs and from different socio-economic backgrounds by discussing with the school how the school has addressed improved outcomes for all groups of students.
14. Assessing the appropriateness and effectiveness of internal school evaluation.	
14.1	Understanding the internal school evaluation system and practices of each school, such as goals, objectives, data collection and analysis procedures, decision-making rules, and report formats.
14.2	Evaluating the quality of internal school evaluation for each school, which includes an assessment of the appropriateness and effectiveness of the internal school evaluation plan, process, and methods for collecting and analyzing data.
14.3	Assessing the validity of the internal school evaluation's findings to determine if they are systematic, comprehensive, and reliable.
14.4	Promoting and supporting a school's ongoing development and improvement of the internal school evaluation's system and quality, including building school capacity and capability for their internal school evaluation.
14.5	Evaluating the linkage between internal and external school evaluations, for example, using external school evaluation's results to design school self-assessment.
15. Collecting data and assessing the needs of school stakeholders.	
15.1	Focusing data collection on classroom observation and other strong first-hand evidence that can be used to inform the evaluation.
15.2	Collecting information that is relevant to the established standards and indicators for which each evaluator is responsible.
15.3	Collecting data that is consistent with other team members' collected data.
15.4	Gathering information according to the points (areas) for further examination that are noted before a school visit.
15.5	Collecting information and assessing environmental factors that affect stakeholder values and school inputs/

	activities/outcomes. Scheduling a time for group discussion about these environmental factors.
15.6	Specifying needed information and identifying possible sources of information
15.7	Employing various data collection methodologies and methods (qualitative, quantitative, and mixed methods) that are appropriate for the evaluation questions, sources of information, different stakeholders, school structure, and the school's cultural/political context
15.8	Ensuring that data collection activities do not interrupt usual school program activities or negatively affect stakeholders' rights and well-being.
15.9	Assigning procedures and/or methods of data collection that match with each evaluator's qualification (i.e., knowledge, skills, and value).
15.10	Increasing reliability of evaluative information.
15.11	Applying data collection procedures, templates, and tools provided by ONESQA or by evaluation agencies throughout a school visit to facilitate data collection, data analysis, and evaluation report development.
15.12	Informing stakeholders about their rights regarding their participation and ability to withdrawal at any time.
a.	Interviewing school stakeholders.
1a	Reviewing sample questions for different groups of participants (e.g., teachers, school administrators, and parents) and reviewing interview tips provided in evaluation handbooks or guidelines. Highlighting questions that will help an evaluation team gain a better understanding about the school's adherence to standards.
2a	Identifying questions derived from reports and other artifacts (e.g., Self-Assessment Reports) that the team wants to ask specific groups of stakeholders.
3a	Refining evaluation questions that are necessary and prioritizing them.
4a	Selecting appropriate key informants, methods of interviewing, and tools used to record interviews.
5a	Discussing with the school principal or senior staff about new findings throughout the process when appropriate and inviting them or other school staff to share relevant evidence.
Preparations for the Interviews	
7a	Assigning lead facilitators for each interview.
8a	Using an interview assignment sheet (a less-experienced evaluator should use a worksheet to create prompts for interview questions).
During the process of interviews	



12a	The lead facilitator or an assigned evaluator welcomes the participants and explains the purpose of the interview. Evaluators introduce themselves and ask participants to introduce themselves.
13a	Conducting interviews with several stakeholder groups to gather information about the school's adherence to the ONESQA's standards.
14a	Throughout the interviews, listening for patterns, themes, and trends that are consistent and inconsistent among various stakeholders.
15a	Asking interviewees if they want to add any information before the conclusion of the interview.
16a	Thanking the group for their time and willingness to share.
17a	Explaining that the information that is gathered from participants, artifacts reviews, classroom visits, and observations will be used to help the team develop recommendations and required actions for the school. Notifying them that an exit report will be presented on the last day of the visit and that a written report will be sent to a school approximately within a specified number of days after the visit.
18a	Informing participants about the scope and limits of confidentiality and that information will be kept in a secure location.
b.	Observing school quality.
1b	Develops an observation plan that is designed to collect evidence relevant to the evaluation's standards and indicators. An evaluator follows this plan all the way through.
2b	Begins observations when entering a school and continues until the end of the visit. To ensure effective observation, an evaluator: 1) remains as unobtrusive as possible (does not interfere with the school's regular program), 2) is attentive and focused at all times, and 3) records what they see and hear.
3b	Reviews and uses tools for recording observation findings that are provided by the external school evaluation organization.
4b	Records: 1) strengths and limitations, 2) consistency/inconsistency with other evidence gathered, and 3) evidence of implementation of school improvement initiatives. Stores results in secure locations after observations are finished.
5b	During observations, validates information/data that the school provides and tries to uncover evidence that might not be available through other sources.
6b	Requests an instructional tour (i.e., an opportunity to observe classes in session in order to observe key improvement initiatives in action). Note that this is not a facilities tour.
7b	Gathers evidence relating to the achievement of specific groups of students and individuals, including those eligible for

	support from special education services. Evaluators give specific attention to the quality of learning within mainstream lessons, inclusion-based special education services, and pull-out special education services.
8b	Checking for alignment from the administrative to the classroom level, for example, if the school mission aligns with processes and activities in the school (e.g., preparing students for the Association of South East Asian Nations or ASEAN community).
16. Sharing results of data collection with other evaluation team members and ensuring the data is secure.	
16.1	After data collection activities, each evaluator shares their notes, comments, and a summary of points/areas for further investigation with the evaluation team.
16.2	Saving and maintaining the original, processed, and analyzed data in a secure location.
17. Analyzing data and evaluating school quality.	
17.1	<b>Preparing data for data analysis.</b> Organizing data/ by external school evaluation standards that are used to evaluate a school. Keeping information about context, activities, and outcomes in separate files
17.2	<b>Examining accuracy of data.</b> Triangulating recorded information obtained from artifacts, interviews, and observations together. This can ensure reliability and validity of information by verifying consistency among the various data collection methods used to collect information from different groups of stakeholders.
18. Judging school quality (in general).	
18.1	On the final day of the visit or each day of the school visit, each evaluator uses all collected evidence and also applies a combination of comparative and absolute standards that take into account the school's contexts and culture combined with his/her professional judgment to complete ratings, draft accurate and clear narratives, prepare and overall assessments for each standard assigned to the evaluator to make final judgments.
18.2	<b>Rating school quality for each standard and indicator.</b> Each evaluator accurately and clearly rates school quality for each standard and indicator with explicit reasoning. Then, evaluators decide on the accreditation status using decision-making rules proposed by ONESQA and summarize evaluation findings.

18.3	<b>Writing standard narratives.</b> <sup>3</sup> After discussing findings about each evaluator’s assigned standards, evaluators use all collected evidence to write standard narratives that are valid and clear using worksheets* that summarize the team’s findings for their assigned standards. Then, narratives are submitted to a team leader for inclusion in the team’s final written report.
18.4	<b>Reviewing &amp; editing standard narratives.</b> Evaluation team members review and edit their work and share their narratives with one another to ensure clarity and depth of content and for proofreading. The, the final draft of standard narratives is submitted to a team leader and findings are shared with the entire team again. The team leader compiles all standard narratives into the final team report.
18.5	<b>Determining the overall assessment of the standard.</b> Evaluation team members discuss with other team members to determine and reach a consensus on the overall assessment of standards considering the standard as a whole and using the external school evaluation standard and guidelines and recommended formulas for calculation.
18.6	Collect more evidence if an agreement about evaluation findings is not met.
18.7	<b>Deciding on an accreditation status.</b> The evaluation team uses the guidelines on the Recommendation for School Accreditation form to determine an accreditation status recommendation with supporting evidence and rationales after all the standards have been reviewed and the recommendations and required actions have been discussed.
19. Providing valuable and practical recommendations to a school, the school district, and related agencies.	
19.1	Using worksheets and forms as recommended by an evaluation organization to write recommendations.
19.2	To develop recommendations, using standard narratives to identify common themes and issues across standard areas that become the basis for underlying recommendations and required actions.
19.3	Giving recommendations that are helpful in developing school quality. An evaluator provides: 1. Fewer than five recommendations that are realistic and practical and that are not beyond the school's capabilities and authority

<sup>3</sup> Standard narratives include how a school meets a standard, strengths, opportunities for improvement, recommendations for improving school quality, and limitations of the evaluation and its findings such as plausible source of sources of information. An evaluator gives evidence and rationales to support his/her claims and recommendations.

	<ul style="list-style-type: none"> <li>2. Important, urgent, specific, and prioritized recommendations</li> <li>24. Specific and clear (i.e., who , how, when,) recommendations</li> <li>25. Recommendations that match the audiences' interest and their authority</li> <li>26. Identification of strengths and opportunities for improvement that cut across standards</li> <li>27. Recommendations that yield the greatest impact on improving student performance and overall school effectiveness</li> <li>28. Alternative recommended practices</li> </ul>
19.4	<p>Giving recommendations for the school district and other relevant agencies that are:</p> <ul style="list-style-type: none"> <li>1. Practical in practice</li> <li>2. Appropriate to the audiences' interest, responsibilities, authority, capabilities and the available resources</li> <li>3. Concern policies, planning, mission/objectives, budgeting, and supporting/examining processes that are complete, feasible/doable, effective, and appropriate to that particular time duration. They are written as short-term, medium-term, and long-term goals</li> <li>4. Reflect the school's organizational development and student's achievement perspectives</li> <li>5. Contain initiatives and interventions to help improve school quality</li> </ul>
19.5	Searching for problems and obstacles that schools encounter (internal and external factors).
<b>20. Preparing and providing an oral exit report and indicating recommendations for accreditation status.</b>	
20.1	Preparing an oral exit report and the first draft of the external school evaluation report using the report format and report standards.
20.2	Constructively discussing the external school evaluation findings with representatives of the school prior to sharing it with the broader school community and other stakeholders.
20.3	At the end of the school visit, verbally presenting the external school evaluation's findings and results clearly, understandably, and in a way that matches with stakeholders' interests.
20.4	Discussing with the school's board of trustees or representative staff to decide on the most appropriate, practical, and achievable strategies to improve.
20.5	Arranging presentations of findings to match with different groups of audiences' characteristics, interests, and needs.
20.6	Explaining to stakeholders the connection between major evaluation findings and collected evidence and data to help stakeholders understand the logic of evaluation conclusions and recommendations

20.7	Giving an opportunity for school staff and other stakeholders to examine, verify, and confirm if the collected data and the evaluation findings are correct and complete.
20.8	Providing the school an opportunity to agree/disagree with the findings and results, and to provide an evaluator any additional explanations and evidence to support their claims.
20.9	During the oral exit report, consulting with school staff to decide on actions to be taken to improve student achievement and to prioritize the actions.
20.10	To improve utilization of the evaluation's findings, asking key stakeholders during an oral presentation to consider: 1) the meaning of the collected data according to the criteria, 2) how resources can be used to maintain strengths and address needs, and 3) recommendations for future information/data.
20.11	Before leaving the school, ensuring that the school is clear about: <ol style="list-style-type: none"> <li>1. The grades awarded for each judgment required under the evaluation schedule</li> <li>2. That the grades awarded may be subject to change</li> <li>3. The main points provided orally in the feedback will be referred to in the text of the report</li> <li>4. The procedures leading to the publication of the report</li> <li>5. The complaints procedure</li> <li>6. The implications of the school being judged as 'requires improvement'</li> <li>7. The implications of the school being placed in a category of concern and deemed to require special measures or have serious weaknesses.</li> </ol>
20.12	Seeking consensus on results of the external school evaluation between a school and an evaluator before leaving the school, so that the report can be finalized.
20.13	If collected data are not sufficient and if an agreement is not reached, scheduling meetings for further discussion with school staff or to collect more information to complete and validate findings.
20.14	Finally, inviting a school to respond to a post-evaluation survey so that it can be used to improve external school evaluation in the future.

### **After the School Visit**

21. Preparing and delivering the final report

21.1	Creating the first draft of the external school evaluation report using the report format set by ONESQA. In general, the report includes: 1) a summary for administrators, 2) background information on the school context and environment 3) external school evaluation results indicating recommended accreditation status, 4) a summary of external school evaluation results and 5) an index, which include strengths, areas for development and review, implications for action, and recommendations.
21.2	Using information and evidence recorded in the school visit report to develop the final report that includes the main findings that are accurate in detail and scope and that answer key evaluation questions.
21.3	Contents in the report must be consistent with those orally presented to the school.
21.4	Writing an evaluation report that is understandable and includes only relevant essential information which responds to school stakeholders' need for information, especially ONESQA.
21.5	Sending the first draft of the final report to an internal meta assessor to review for accuracy and appropriateness.
21.6	For accuracy check, sending the school the first draft of the evaluation report for the school to review, comment, and approve within a specified timeline.
21.7	If necessary, revising an evaluation report as needed based on the school's comments.
21.8	Submitting a draft of the final report to meta- evaluators at ONESQA or readers at evaluation agencies to review, examine, approve and/or provide recommendations for editing. Revising the evaluation report as recommended by meta-evaluators or readers.
21.9	After revisions to the evaluation report according to the meta-evaluators or readers' comments, sending the finalized report to an external school evaluation organization within the timeline written in the evaluation contract.
21.10	If the final external evaluation results from ONESQA are different than the closing oral presentation at a school, updating and explaining to the school the adjustments made to the final report.
22. Promoting utilization of evaluation findings.	
22.1	Being aware the utilization of evaluation results is often contingent upon receiving the results in a timely manner and at a time when the results are actionable.
22.2	Promoting accurate understanding and opinions regarding school evaluation for school staff and stakeholders through evaluation activities. Explaining clearly to stakeholders if there is any misconception or misunderstanding regarding evaluation purposes.
22.3	Making sure that the evaluation findings are distributed and used appropriately. Preventing and correcting any misuse of

	evaluation results.
22.4	Developing evaluation stakeholders' positive attitudes toward school evaluators and promoting respect for them.
22.5	Developing a collaborative relationship among school evaluation's stakeholders.
22.6	Developing and promoting collaboration and good relationships between the school evaluators and the formal/informal school evaluation stakeholders during the external school evaluation's processes and activities.
22.7	Developing and promoting a constructive relationship between the external school evaluators and ONESQA.
22.8	Working collaboratively with the school and the external school evaluation organization in an amicable manner.
22.9	Developing and promoting respectful interactions and purposeful communication (e.g., constructive dialogue) between the external school evaluators and school evaluation stakeholders, particularly those who can authorize changes for school development.
22.10	Making appropriate decision regarding distributions of results: 1. Selecting who should receive evaluation results 2. Defining how evaluation results are communicated 3. Promoting interactive communication over passive communication and organizing meetings that put stakeholders at ease 4. Arranging frequent communication to prevent any misunderstandings
22.11	Communicating evaluation results honestly and clearly.
22.12	Communicating methods and approaches accurately and in adequate detail to allow stakeholders and others to understand, interpret and critique the work.
22.13	Ensuring that the school understands evidence and evaluation findings that are used to make judgements and develop improvement strategies. Making sure that the school principal and senior staff: 1. Receive regular updates about the evaluation 2. Are invited to attend formal evaluation team meetings at the end of each day 3. Understand and are provided explanations on how judgements are made and how evidence was used to make those judgements 4. Have an opportunity to clarify the evaluation team's recommendations
22.14	Employing a participatory approach in evaluating a school to obtain a new understanding of the school to build the school's capacity for continuing development, and to take greater ownership of evaluation processes and outcomes, so

	evaluation results and recommendations are likely to be more useful.
22.15	Attempting to reduce any stress among stakeholders who engage in an external school evaluation.
22.16	Adapting essential processes and products in ways that address diverse stakeholders' needs while keeping the primary purposes of the external school evaluation.
22.17	Checking on and promoting subsequent progress of school development and improvement by observing if school staff have applied findings and recommendations from previous external school evaluation results to improve their school within specific time durations that were requested by ONESQA.
22.18	Preventing and eliminating any unfairness and harm that may threaten stakeholders during the evaluation process and/or because of evaluation findings such as human rights, equity, and social justice.
22.19	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings. Evaluators should carefully judge when the benefits from doing the evaluation or in performing certain evaluation procedures should be foregone because of potential risks or harm. To the extent possible, these issues should be anticipated during the negotiation of the evaluation.
<b>23. Other tasks</b>	
23	Maintaining the accuracy of important evaluation components which include: 1) findings, interpretations, conclusions, extrapolations, and decisions, 2) reasoning used, 3) concepts and terms, 4) information and analysis, 5) descriptions of program's framework and contexts, and 6) communications and reporting. Removing any inconsistencies, distortions, and misconceptions related to evaluative information, findings, interpretations, conclusions, and judgments.



**Appendix E**

**Survey Two Results: Tasks' Importance Values**

Tasks	Evaluators					ONESQA					BET				
	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
Q13.3	3.4	1.0	3.6	1.0	7.0	4.0	.000	4.0	0.0	8.0	3	.	3	.	6
Q13.4	3.3	0.9	3.6	1.2	6.9	4.0	.000	4.0	0.0	8.0	4	.	4	.	8
Q14.4	3.5	0.9	3.4	0.9	6.8	4.5	.707	4.0	0.0	8.5	4	.	3	.	7
Q14.2	3.1	1.1	3.6	1.1	6.7	3.5	.707	3.5	0.7	7.0	3	.	3	.	6
Q13.2	3.0	1.0	3.6	1.2	6.6	5.0	.000	5.0	0.0	10.0	3	.	4	.	7
Q13.1	3.1	1.0	3.4	1.1	6.5	4.0	1.414	4.0	1.4	8.0	3	.	3	.	6
Q15.10	3.1	0.9	3.3	1.2	6.5	5.0	.000	5.0	0.0	10.0	3	.	3	.	6
Q10.6	3.2	1.1	3.3	1.1	6.4	4.5	.707	4.5	0.7	9.0	4	.	4	.	8
Q19.2	3.3	0.8	3.1	1.0	6.4	4.7	.577	4.3	1.2	9.0	4	.	3	.	7
Q6.1	3.2	1.1	3.2	1.1	6.4	3	.	4	.	7	3	.	3	.	6
Q15.1	3.1	1.0	3.3	1.1	6.4	4.5	.707	4.5	0.7	9.0	2	.	4	.	6
Q9.6	3.1	1.1	3.2	1.3	6.3	3	.	4	.	7	4	.	5	.	9
Q10.1	3.1	1.1	3.3	1.2	6.3	4.0	1.414	4.0	1.4	8.0	3	.	3	.	6
Q15.2	2.7	0.9	3.6	1.2	6.3	4.5	.707	4.5	0.7	9.0	3	.	3	.	6

Evaluators						ONESQA					BET				
Tasks	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
Q14.3	3.0	0.9	3.3	1.0	6.3	3.5	.707	3.5	0.7	7.0	3	.	3	.	6
Q22.19	3.2	1.0	3.1	1.3	6.3	4.5	.707	3.5	0.7	8.0	5	.	4	.	9
Q19.5	3.3	0.8	3.0	1.1	6.3	4.3	.577	4.3	1.2	8.7	4	.	3	.	7
Q14.5	3.0	1.0	3.3	1.0	6.3	4.0	1.414	3.5	0.7	7.5	4	.	3	.	7
Q20.13	3.3	0.9	2.9	1.3	6.2	4.5	.707	4.5	0.7	9.0	5	.	5	.	10
Q13.5	3.2	0.9	3.0	1.0	6.2	4.0	.000	4.0	0.0	8.0	3	.	4	.	7
Q14.1	3.0	1.0	3.1	1.0	6.2	4.0	.000	4.5	0.7	8.5	3	.	3	.	6
Q19.4	3.3	1.1	2.9	1.1	6.2	4.3	1.155	4.3	1.2	8.7	3	.	3	.	6
Q15.7	3.2	1.0	3.0	1.0	6.2	5.0	.000	5.0	0.0	10.0	3	.	3	.	6
Q5.1	3.1	1.4	3.0	1.4	6.1	1	.	5	.	6	3	.	3	.	6
Q1.1	3.1	1.0	2.9	1.2	6.1	1	.	5	.	6	1	.	2	.	3
Q15.5	3.0	0.9	3.1	0.9	6.1	4.5	.707	4.5	0.7	9.0	3	.	3	.	6
Q9.7	3.0	0.9	3.1	1.1	6.1	3	.	4	.	7	4	.	4	.	8
Q15.12	2.9	1.0	3.1	1.1	6.0	4.0	1.414	4.0	1.4	8.0	3	.	3	.	6
Q12.7	3.0	0.9	2.9	1.0	6.0	4.0	.000	4.0	0.0	8.0	4	.	3	.	7
Q11.4	2.7	1.3	3.3	1.3	5.9	2.0	.000	3.5	2.1	5.5	2	.	2	.	4
Q21.7	3.1	1.2	2.8	1.3	5.9	3.5	.707	3.5	0.7	7.0	3	.	3	.	6
Q19.3	3.1	0.9	2.8	1.1	5.9	4.3	1.155	4.7	0.6	9.0	3	.	4	.	7

Tasks	Evaluators					ONESQA					BET				
	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
Q.10.3	2.9	0.8	2.9	1.2	5.8	3.5	.707	3.5	0.7	7.0	3	.	3	.	6
Q11.3	2.9	1.2	2.9	1.3	5.8	3.5	.707	3.5	0.7	7.0	3	.	3	.	6
Q8.9	2.9	0.9	2.9	0.9	5.8	4	.	5	.	9	4	.	3	.	7
Q18.7	2.9	1.1	2.9	1.5	5.8	4.0	1.000	4.7	0.6	8.7	4	.	4	.	8
Q21.1	2.9	1.1	2.8	1.4	5.8	3.5	2.121	3.5	2.1	7.0	5	.	5	.	10
Q10.4	2.9	0.9	2.9	1.3	5.8	4.5	.707	4.5	0.7	9.0	2	.	2	.	4
Q18.6	3.0	1.0	2.8	1.3	5.8	4.3	.577	4.3	0.6	8.7	4	.	4	.	8
Q3	2.7	1.1	3.0	1.3	5.7	4	.	5	.	9	3	.	4	.	7
Q9.5	2.8	1.1	3.0	1.1	5.7	3	.	4	.	7	4	.	4	.	8
Q18.1	2.9	0.9	2.8	1.2	5.7	4.3	.577	4.3	0.6	8.7	4	.	4	.	8
Q15.11	2.6	0.9	3.1	1.0	5.7	4.5	.707	4.5	0.7	9.0	3	.	3	.	6
Q9.1	2.7	1.1	3.0	1.1	5.7	4	.	4	.	8	2	.	3	.	5
Q4.7_	2.9	1.3	2.8	1.4	5.7					0	4	.	4	.	8
b4	2.9	0.7	2.7	1.1	5.7	3.7	.577	4.3	0.6	8.0	4	.	4	.	8
Q15.3	2.7	1.1	3.0	1.2	5.7	4.5	.707	4.5	0.7	9.0	3	.	3	.	6
Q.4.5	2.7	1.1	3.0	1.3	5.6	4	.	5	.	9	3	.	3	.	6
Q2.3	2.7	1.0	2.9	1.2	5.6	1	.	5	.	6	3	.	4	.	7
Q4.4	2.7	1.0	2.9	1.3	5.6	2	.	4	.	6	3	.	3	.	6

Tasks	Evaluators					ONESQA					BET				
	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
Q10.2	2.9	0.6	2.8	1.0	5.6	3.5	.707	3.0	0.0	6.5	3	.	3	.	6
Q8.4	2.7	1.0	2.9	1.3	5.6	2	.	5	.	7	4	.	4	.	8
Q21.2	2.8	0.9	2.8	1.3	5.6	3.0	.000	2.0	0.0	5.0	3	.	2	.	5
b8	3.0	0.8	2.6	0.9	5.6	3.3	.577	3.3	0.6	6.7	3	.	3	.	6
Q15.9	2.7	0.9	2.9	0.8	5.6	4.5	.707	4.5	0.7	9.0	3	.	3	.	6
Q22.3	3.0	1.0	2.6	1.3	5.6	2.5	.707	3.0	1.4	5.5	2	.	4	.	6
Q22.4	2.9	1.1	2.7	1.3	5.6	4.0	.000	3.5	0.7	7.5	4	.	4	.	8
Q18.2	2.8	0.8	2.8	1.2	5.6	4.7	.577	5.0	0.0	9.7	4	.	5	.	9
Q4.9_Difficulty	2.6	1.1	3.0	1.4	5.6	2	.	4	.	6	4	.	4	.	8
Q18.3	2.8	1.0	2.7	1.2	5.6	4.7	.577	4.7	0.6	9.3	4	.	4	.	8
Q.10.5	2.9	1.2	2.7	1.3	5.6	2.5	.707	2.5	0.7	5.0	3	.	4	.	7
Q21.10	3.0	1.0	2.5	1.1	5.6	3.5	.707	3.0	1.4	6.5	3	.	2	.	5
Q20.1	2.9	0.9	2.7	1.4	5.5	3.0	.000	4.0	0.0	7.0	3	.	4	.	7
a4	3.0	0.9	2.6	1.2	5.5	3.0	1.000	3.3	1.5	6.3	3	.	3	.	6
Q17.2	2.8	0.9	2.7	1.1	5.5	4.0	.000	4.7	0.6	8.7	4	.	5	.	9
Q5.2	2.7	1.1	2.8	1.2	5.5	1	.	5	.	6	2	.	1	.	3
Q18.5	2.8	0.9	2.7	1.4	5.5	4.7	.577	5.0	0.0	9.7	4	.	5	.	9
a10	2.9	0.8	2.6	1.1	5.5	3.3	.577	3.3	1.5	6.7	3	.	3	.	6

Tasks	Evaluators					ONESQA					BET				
	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
Q22.5	2.9	0.9	2.5	1.3	5.5	4.5	.707	2.5	0.7	7.0	4	.	2	.	6
Q22.14	2.9	1.1	2.5	1.2	5.5	2.5	.707	2.0	0.0	4.5	2	.	2	.	4
Q10.7	2.6	1.0	2.8	1.2	5.5	3.0	.000	4.0	0.0	7.0	3	.	3	.	6
Q22.16	3.0	1.1	2.4	1.2	5.4	4.0	.000	3.0	0.0	7.0	4	.	3	.	7
Q9.8	2.6	1.0	2.8	1.3	5.4	4	.	3	.	7	3	.	3	.	6
Q12.4	2.8	0.9	2.7	1.1	5.4	4.0	1.414	4.5	0.7	8.5	4	.	4	.	8
Q1.3	2.6	0.9	2.8	1.1	5.4	3	.	5	.	8	4	.	4	.	8
Q6.3	2.7	1.1	2.7	1.1	5.4	4	.	2	.	6	2	.	3	.	5
Q8.8	2.7	1.1	2.7	1.2	5.4	1	.	4	.	5	3	.	4	.	7
b7	3.0	1.0	2.5	1.0	5.4	4.3	.577	4.3	0.6	8.7	4	.	4	.	8
Q12.8	2.5	0.9	2.9	1.1	5.4	4.5	.707	4.5	0.7	9.0	4	.	4	.	8
Q21.4	2.9	0.9	2.5	1.3	5.4	3.5	2.121	3.0	1.4	6.5	5	.	4	.	9
a1	2.8	0.9	2.6	1.2	5.4	2.3	1.528	3.0	0.0	5.3	2	.	3	.	5
Q22.1	2.8	0.8	2.5	1.2	5.4	3.0	1.414	2.5	0.7	5.5	4	.	3	.	7
Q8.5	2.7	0.9	2.7	1.2	5.4	2	.	4	.	6	4	.	3	.	7
Q12.5	2.7	0.9	2.7	1.1	5.4	4.5	.707	4.5	0.7	9.0	4	.	3	.	7
Q15.4	2.7	0.9	2.7	1.0	5.4	4.0	1.414	4.0	1.4	8.0	3	.	3	.	6
Q20.3	2.7	0.8	2.7	1.3	5.3	4.0	.000	4.0	0.0	8.0	4	.	4	.	8

Evaluators					ONESQA					BET					
Tasks	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
Q8.3	2.7	0.9	2.6	1.1	5.3	1	.	4	.	5	4	.	3	.	7
Q2.4	2.5	1.0	2.8	1.2	5.3	3	.	5	.	8	3	.	4	.	7
Q21.6	2.8	1.0	2.6	1.3	5.3	3.5	.707	3.0	1.4	6.5	3	.	2	.	5
b6	3.0	0.9	2.4	1.1	5.3	3.3	.577	3.3	0.6	6.7	3	.	3	.	6
Q4.3	2.5	0.8	2.8	1.3	5.3	1	.	5	.	6	4	.	4	.	8
Q6.5	2.4	1.0	3.0	1.2	5.3	1	.	5	.	6	3	.	3	.	6
Q20.12	2.8	0.9	2.5	1.1	5.3	3.0	1.414	2.0	1.4	5.0	4	.	3	.	7
Q21.3	2.6	1.0	2.7	1.4	5.3	2.5	.707	3.0	1.4	5.5	3	.	2	.	5
Q21.8	2.7	0.9	2.6	1.3	5.3	2.5	.707	2.5	0.7	5.0	2	.	2	.	4
Q4.2	2.1	1.0	3.2	1.4	5.3	1	.	5	.	6	3	.	4	.	7
b5	2.7	0.9	2.5	1.0	5.3	4.0	.000	4.3	0.6	8.3	4	.	4	.	8
Q22.18	2.7	0.9	2.6	1.1	5.3	3.5	.707	3.5	0.7	7.0	4	.	4	.	8
Q15.8	2.6	1.2	2.7	1.2	5.3	4.5	.707	4.5	0.7	9.0	3	.	3	.	6
Q7.3	2.5	1.0	2.7	1.2	5.2	2	.	3	.	5	3	.	4	.	7
Q8.6	2.6	1.1	2.6	1.2	5.2	3	.	3	.	6	4	.	3	.	7
Q22.10	2.7	1.1	2.5	1.4	5.2	3.0	1.414	3.0	0.0	6.0	2	.	3	.	5
Q20.10	2.9	0.9	2.3	1.1	5.2	3.0	.000	2.5	0.7	5.5	3	.	3	.	6
Q12.2	1.6	1.0	3.6	1.4	5.2	2.0	1.414	4.0	1.4	6.0	3	.	3	.	6

Evaluators						ONESQA					BET				
Tasks	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
Q22.2	2.8	0.8	2.4	1.1	5.2	3.5	.707	3.0	1.4	6.5	4	.	4	.	8
Q4.10	2.6	0.9	2.6	1.2	5.2	1	.	4	.	5	4	.	4	.	8
Q17.1	2.7	1.0	2.4	1.2	5.2	3.7	1.155	3.7	1.5	7.3	3	.	4	.	7
Q20.7	2.5	1.1	2.6	1.3	5.2	2.5	.707	2.5	0.7	5.0	3	.	3	.	6
Q22.13	2.8	1.0	2.4	1.2	5.1	4.5	.707	4.0	0.0	8.5	4	.	4	.	8
Q4.1	2.5	1.1	2.6	1.3	5.1	1	.	4	.	5	2	.	3	.	5
Q18.4	2.7	0.8	2.4	1.0	5.1	4.0	1.000	4.3	1.2	8.3	3	.	3	.	6
Q7.2	2.5	1.0	2.7	1.2	5.1	2	.	4	.	6	2	.	3	.	5
Q22.6	2.6	1.0	2.5	1.2	5.1	3.0	.000	2.5	0.7	5.5	3	.	2	.	5
Q15.6	2.5	0.9	2.6	0.9	5.1	4.0	.000	4.0	0.0	8.0	3	.	3	.	6
Q21.9	2.6	1.0	2.5	1.2	5.1	3.0	1.414	3.5	2.1	6.5	4	.	5	.	9
Q9.4	2.4	1.1	2.7	1.3	5.1	2	.	4	.	6	3	.	3	.	6
Q12.6	2.6	0.8	2.5	1.0	5.1	3.0	.000	3.0	0.0	6.0	3	.	3	.	6
Q9.2	2.5	1.1	2.6	1.2	5.1	2	.	4	.	6	3	.	3	.	6
Q22.17	2.6	1.0	2.5	1.1	5.1	3.5	.707	2.5	0.7	6.0	4	.	2	.	6
Q6.4	2.5	0.9	2.5	1.0	5.0	3	.	4	.	7	4	.	3	.	7
Q1.2	2.6	1.1	2.4	1.2	5.0	1	.	4	.	5	3	.	3	.	6
a3	2.6	1.0	2.4	1.1	5.0	3.7	.577	3.3	1.2	7.0	4	.	4	.	8

Tasks	Evaluators					ONESQA					BET				
	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
a2	2.6	0.9	2.4	1.0	5.0	3.0	1.000	3.7	1.2	6.7	3	.	3	.	6
Q20.6	2.7	1.0	2.3	1.1	5.0	3.0	1.414	3.0	0.0	6.0	4	.	3	.	7
Q20.9	2.7	0.8	2.2	1.0	5.0	3.0	1.414	2.5	0.7	5.5	4	.	3	.	7
Q8.2	2.3	1.0	2.7	1.2	4.9	1	.	5	.	6	3	.	3	.	6
Q20.2	2.7	1.0	2.2	1.2	4.9	3.0	.000	4.0	.	7.0	3	.			3
b1	2.6	0.9	2.4	1.1	4.9	3.7	.577	3.7	1.5	7.3	4	.	4	.	8
a7	2.6	1.1	2.3	1.1	4.9	2.0	.000	3.0	0.0	5.0	2	.	3	.	5
a9	2.7	1.0	2.2	1.2	4.9	2.3	.577	2.3	0.6	4.7	2	.	3	.	5
Q22.11	2.4	1.0	2.5	1.4	4.9	3.5	.707	3.0	1.4	6.5	4	.	4	.	8
Q9.3	2.3	1.1	2.6	1.2	4.9	3	.	4	.	7	3	.	2	.	5
Q22.7	2.5	1.1	2.4	1.3	4.9	2.5	.707	4.0	1.4	6.5	2	.	5	.	7
Q2.1	2.1	1.0	2.8	1.4	4.9	1	.	5	.	6	2	.	3	.	5
Q4.6	2.0	1.0	2.9	1.3	4.8	1	.	5	.	6	3	.	4	.	7
Q20.4	2.7	0.9	2.1	1.0	4.8	3.5	2.121	3.0	1.4	6.5	5	.	4	.	9
Q22.9	2.5	1.0	2.3	1.2	4.8	4.0	.000	3.5	0.7	7.5	4	.	4	.	8
Q23	2.6	0.9	2.2	1.0	4.8	3.0	.000	3.0	1.4	6.0	3	.	2	.	5
Q16.1	2.5	0.9	2.3	1.1	4.8	3.0	1.000	3.7	1.5	6.7	4	.	4	.	8
Q20.11	2.5	1.0	2.3	1.2	4.8	4.5	.707	4.0	0.0	8.5	5	.	4	.	9



Tasks	Evaluators					ONESQA					BET				
	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
Q21.5	2.5	0.7	2.3	1.1	4.8	2.5	.707	2.0	0.0	4.5	3	.	2	.	5
Q7.1	2.4	0.8	2.4	1.1	4.8	1	.	5	.	6	2	.	2	.	4
a13	2.3	1.1	2.5	1.2	4.8	1.7	.577	2.0	1.0	3.7	2	.	3	.	5
Q2.2	2.2	1.0	2.6	1.2	4.8	1	.	5	.	6	3	.	3	.	6
Q22.12	2.4	0.9	2.3	1.1	4.7	3.5	.707	3.0	0.0	6.5	3	.	3	.	6
Q20.5	2.5	0.8	2.1	1.0	4.7	3.0	1.414	2.5	0.7	5.5	4	.	3	.	7
b2	2.3	1.0	2.4	1.2	4.7	3.3	.577	3.7	0.6	7.0	3	.	3	.	6
Q6.2	2.2	1.0	2.4	1.2	4.7	2	.	4	.	6	2	.	3	.	5
Q19.1	2.3	1.2	2.3	1.2	4.6	3.0	1.732	3.0	1.0	6.0	4	.	3	.	7
Q8.1	2.1	0.9	2.5	1.2	4.6	1	.	5	.	6	3	.	3	.	6
Q12.9	1.6	0.8	3.0	1.7	4.6	4.0	1.414	5.0	0.0	9.0	2	.	2	.	4
a5	2.4	0.9	2.1	1.1	4.6	3.3	1.155	3.3	1.5	6.7	4	.	3	.	7
Q20.14	2.4	1.1	2.1	1.1	4.5	3.0	.000	2.0	1.4	5.0	3	.	3	.	6
Q4.8	1.9	1.0	2.6	1.4	4.5	1	.	5	.	6	3	.	3	.	6
Q7.4	1.9	0.8	2.5	1.2	4.4	1	.	5	.	6	3	.	3	.	6
Q22.15	2.4	0.8	2.1	1.0	4.4	2.0	.000	2.0	0.0	4.0	2	.	2	.	4
Q20.8	2.3	0.9	2.1	1.2	4.4	2.5	.707	2.0	0.0	4.5	3	.	2	.	5
a14	2.1	1.0	2.3	1.2	4.4	1.7	.577	2.7	1.2	4.3	2	.	4	.	6

Tasks	Evaluators					ONESQA					BET				
	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum	Difficulty		Criticality		Sum
	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum Means	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum	Means of Difficulty	SD of Difficulty	Means of Criticality of error	SD of Criticality of Errors	Sum
Q12.3	1.8	0.7	2.5	1.0	4.4	1.4	.	4.0	1.4	5.4	2	.	3	.	5
Q12.1	1.6	0.8	2.7	1.5	4.3	1.0	.000	3.0	2.8	4.0	2	.	2	.	4
Q11.2	2.1	1.0	2.2	1.1	4.3	2.0	1.414	3.0	0.0	5.0	3	.	2	.	5
a6	2.3	1.0	2.0	1.1	4.3	3.3	.577	3.3	0.6	6.7	3	.	4	.	7
Q8.7	2.0	0.9	2.3	1.2	4.3	1	.	1	.	2	1	.	2	.	3
Q2.5	1.7	0.8	2.5	1.4	4.2	1	.	5	.	6	4	.	4	.	8
Q11.1	2.0	0.9	2.2	1.1	4.2	1.5	.707	2.5	0.7	4.0	3	.	2	.	5
Q16.2	2.0	0.8	2.2	1.2	4.1	3.0	.000	4.0	1.0	7.0	3	.	4	.	7
Q22.8	1.8	1.0	2.1	1.3	3.9	3.0	1.414	4.0	0.0	7.0	2	.	4	.	6
b3	2.0	1.0	1.9	1.0	3.9	2.3	1.155	3.3	1.5	5.7	3	.	3	.	6
a11	2.1	1.0	1.8	1.0	3.9	2.0	1.000	2.3	1.2	4.3	3	.	3	.	6
a8	1.8	0.8	1.7	1.0	3.5	1.7	.577	2.0	0.0	3.7	1	.	2	.	3
a12	1.5	0.8	1.5	0.8	3.1	1.3	.577	1.3	0.6	2.7	1	.	1	.	2

## Appendix F

### Competencies Included in Survey Three

#### Knowledge

#	Professional Evaluation Standards, Morality, and Ethics
K1.	Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).
K2.	Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.
K3.	Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).
Research and Other Relevant Knowledge	
K4.	Research designs, research procedures, and effective practices in applied research.
K5.	Development and uses of qualitative, quantitative, and mixed methods for data collection.
K6.	Data analysis of quantitative and qualitative data.
K7.	Basic knowledge of statistics and various sampling techniques.
K8.	Legal constraints on data control and access.
K9.	Basic knowledge of computers and various software useful for evaluation.
K10.	Analysis of cost-effectiveness
Knowledge of School Evaluation	
K11.	School evaluation.

K12.	Fundamental evaluation knowledge and new developments in evaluation and relevant knowledge relating to evaluation.
K13.	Thai educational quality assurance, especially external school evaluation at grade levels 1-12.
K14.	International development relevant to school evaluation practices.
K15.	The Handbook for External School Evaluators for basic education developed by ONESQA.
K16.	ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.
K17.	Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.
K18.	Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.
K19.	Principles and approaches of school evaluation to improve school quality.
K20.	Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).
<b>Roles of ONESQA, Evaluators, Schools, and Other Evaluation Stakeholders</b>	
K21.	Roles and responsibilities of the Office of National Education Standards and Quality Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other agencies relevant to internal and external school evaluation, such as the Ministry of Education.
<b>Thai Education System, Teaching and Learning Development</b>	
K22.	Current Thai education system, situations, and issues.
K23.	Goals, mission, and principles of education administration and teaching and learning management.
K24.	Principles and strategies to improve school quality.
<b>Areas Relevant to Basic Education</b>	

K25.	Goals, mission, and principles of education administration and teaching and learning management at the basic education level.
K26.	Core curriculum and learning standards of basic education (grade levels 1-12).
K27.	General pedagogical knowledge and techniques of instruction, especially focusing on student-centered learning.
K28.	Learner development (cognitive and behavioral) for students at grade levels 1-12.
K29.	Measurement and evaluation of student outcomes.
K30.	Teacher quality and development.
K31.	Components and contextual elements of schools and their communities.

### Skills and Abilities

#	<b>Fulfillment of Responsibility, Maintenance of Ethics, and Pursuit of Self-Development</b>
S1	Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.
S2	Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).
S3	Exhibits moral and ethical conduct. Evaluates schools with integrity and honesty.
S4	Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.
S5	Provides independent and impartial perspectives in evaluation.

S6	Aware of self as an evaluator, understands his or her evaluation capability (knowledge, skills, dispositions), and evaluates own evaluation performance regularly.
S7	Builds professional networks and develop self in relevant areas to enhance school evaluation practice.
S8	Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).
<b>Skills of School Evaluation</b>	
S9	Develops appropriate protocols and responses when ethical issues and dilemmas occur.
S10	Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school evaluation.
<b>Accomplishing Actions Toward Human Rights and Confidentiality</b>	
S11	Considers human rights and the public welfare in evaluation practice.
S12	Fosters social equity in evaluation such as inviting people with different nationalities, genders, and social statuses into meetings.
S13	Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.
S14	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.
S15	Respects all school evaluation stakeholders.
<b>Accomplishing Activities Before School Evaluation</b>	
S16	Applies new knowledge, technologies and innovations to benefit school evaluation activities.
S17	Determines school evaluability.

S18	Develops an effective and practical evaluation plan and a schedule for school visits that are responsive to objectives of external school evaluation and appropriate to schools' contexts and culture.
S19	Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.
S20	Identifies and accesses necessary data and utilizes various data sources.
S21	Searches for school information and uses school or other relevant databases to attain school information as needed.
S22	Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.
S23	Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the evaluation process during school visits.
<b>Accomplishing Activities During School Visits</b>	
S24	Effectively and accurately evaluates schools following ONESQA's standards and indicators.
S25	Evaluates schools using amicable approaches while maintaining independence and objectivity.
S26	Assesses results of school outcomes/development against schools' established goals, mission, and development plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.
S27	Assesses use of previous external school evaluation results and recommendations to improve schools.
<b>Data Collection and Analysis</b>	
S28	Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.

S29	Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.
S30	Assesses the appropriateness, trustworthiness, and reliability of procedures and methods that schools use to collect data and evidence to be included in Self-Assessment Reports (SAR).
S31	Skillful with interviews, observations, and literature review.
S32	Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.
S33	Conducts evaluations in a non-disruptive manner.
S34	Records facts and opinions collected from evidence, including school records, interviews, and observations.
S35	Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.
S36	Analyze and interprets statistical data appropriately.
S37	Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.
S38	Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.
<b>Correct and Appropriate Analysis and Response to School Context and Stakeholders</b>	



S39	Examines, analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.
S40	Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.
S41	Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.
S42	Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.
<b>Reporting Evaluation Results and Recommendations</b>	
S43	Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.
S44	Applies techniques and methods to report negative findings and evaluation results constructively.
S45	Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.
S46	Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.
S47	Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).

S48	Gives opportunities for schools to clarify, explain, and/or provide supporting evidence if they disagree with findings/results.
S49	Ensures that the results of evaluations are agreed upon between school staff and evaluators.
S50	Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.
S51	Communicates the evaluation approaches, methods and evaluation limitations accurately, clearly, appropriately, and in sufficient detail to allow others to understand, interpret, and critique their work.
S52	Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.
S53	Plans and implements effective strategies in developing an effective dissemination and outreach plan for evaluation reports.
S54	Systematically follows up on the use of evaluation results and recommendations. Attempts to prevent and/or correct misuse and any issues relating to evaluation results.
S55	Suggests an accreditation status of evaluated schools to ONESQA using credible and reliable data and evidence to support their suggestion.
<b>Activities After School Evaluation</b>	
S56	Conducts meta-evaluation and uses meta-evaluative feedback to improve their work.
S57	Prevents or resolves any concerns related to procedures or activities likely to produce misleading evaluative findings and results.
S58	Secures evaluative data and information.
<b>Use of Computer, Software, and Other Technologies</b>	
S59	Uses computers and applies appropriate software or other technologies to benefit evaluation activities.
<b>Evaluation Capacity Building</b>	

S60	Capacity building: Coaches and trains school staff and evaluation team members in school evaluation knowledge and skills and in other areas relevant to evaluation.
<b>School Evaluation Project Management</b>	
S61	Defines work parameter frameworks and develops evaluation management plans that are practical and responsive to how schools operate.
S62	Assigns evaluation tasks to each evaluator effectively and appropriate to his/her competencies. Completes evaluation activities in a timely manner according to project timelines and finishes external school evaluations on time.
S63	Coordinates and supervises others to meet timeframes and milestones.
S64	Manages resources effectively (human and financial) to maximize benefits for external school evaluation.
S65	Identifies and mitigates problems/issues.
S66	Effectively communicates with ONESQA, schools, and evaluation agencies throughout the evaluation process.
<b>Interpersonal and Communication Skills</b>	
S67	Uses written and verbal communication skills and relevant technologies.
S68	Uses listening skills.
S69	Uses presentation skills and reporting skills.
S70	Uses explanation skills.
S71	Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.
S72	Uses persuasion and negotiation skills to benefit school evaluation.
S73	Uses conflict resolution skills.

S74	Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.
S75	Uses collaboration/partnering skills in an amicable manner.
S76	Uses effective consulting skills.
S77	Uses leadership skills.
S78	Attends to issues of diversity and culture and demonstrates cross-cultural competence.
S79	Creates a welcoming, trusting and friendly evaluation atmospheres during the school evaluation process. Cultivates good relationships with stakeholders, especially with decision makers.
<b>Thinking Skills</b>	
S80	Has logical, creative, critical, analytical, and synthesis thinking skills and is able to make any decision appropriately.

### Other Characteristics

#	Ethics for Evaluators
O1	Uses evaluators' authority appropriately and does not misuse position.
O2	Practices within the limits of his/her competence.
O3	Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.
O4	Open to diverse worldviews, perspectives, and critiques from school staff and evaluation team members.
O5	Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.
O6	Observant, curious, and sensitive to various circumstances.

O7	Conducts evaluations with integrity, honesty, objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.
O8	Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.
O9	Accountable for evaluation results.
O10	Enthusiastic for self-improvement and regularly seeks new knowledge and skills in areas relevant to evaluation.
<b>Morality and Virtue</b>	
O11	Exhibits a high degree of morals and ethics (i.e., is disciplined, conscious, grateful, kind, patient, honest, economical, diligent, and selfless).
O12	Attempts to and is diligent to evaluate schools with perseverance.
O13	Is emotionally mature, self-controlled, and capable of managing stress during the evaluation process, including being patient and forgiving when treated inappropriately.
O14	Does not have conflicts of interest.
<b>Good Characteristics and Personality</b>	
O15	Exhibits good characteristics and a good personality, is polite, and has and shows good manners and thoughtful conduct (i.e., dresses properly).
O16	Has confidence about self and own evaluation capabilities.
O17	Has a positive and correct attitude toward ONESQA, school staff, and school evaluation.
O18	Is determined to improve schools' quality and student achievement.
O19	Has a good attitude towards working with others.

**Appendix G**

**Survey Three’s Results of Necessary Indicators**

Task Identifier	Evaluators			ONESQA		BET	
	Number of Respondents	Mean	Std. Dev.	Number of Respondents	Mean	Number of Respondents	Mean
s4.	40	4.9	0.4	2	5.0	2	2.5
s25.	38	4.8	0.5	2	5.0	2	4.5
s1.	40	4.8	0.4	2	5.0	2	3.5
s5.	40	4.8	0.4	2	5.0	2	4.5
s3.	39	4.8	0.4	2	4.5	2	4.0
s24.	38	4.8	0.4	2	5.0	2	5.0
o7.	38	4.8	0.4	2	5.0	2	4.0
s43.	37	4.8	0.4	2	5.0	2	4.5
o5.	35	4.7	0.4	2	5.0	2	4.5
o8.	38	4.7	0.5	2	5.0	2	4.5
s38.	41	4.7	0.6	2	5.0	2	4.5
s31.	40	4.7	0.5	2	4.5	2	5.0
k17.	39	4.7	0.5	2	5.0	2	5.0
o19.	38	4.7	0.5	2	4.5	2	5.0
s47.	40	4.7	0.5	2	5.0	2	4.0
s69.	39	4.6	0.5	2	4.5	2	3.5
k18.	39	4.6	0.5	2	5.0	2	4.5
k20.	39	4.6	0.5	2	5.0	2	5.0
s28.	40	4.6	0.6	2	5.0	2	5.0

Task Identifier	Evaluators			ONESQA		BET	
	Number of Respondents	Mean	Std. Dev.	Number of Respondents	Mean	Number of Respondents	Mean
k15.	39	4.6	0.5	2	5.0	2	4.0
o15.	39	4.6	0.5	2	4.0	2	5.0
s35.	40	4.6	0.6	2	5.0	2	4.0
k2.	38	4.6	0.5	2	5.0	2	3.0
o11.	37	4.6	0.6	2	4.0	2	4.5
s13.	41	4.6	0.6	2	4.0	1	3.0
o17.	34	4.6	0.6	2	5.0	2	4.0
s44.	37	4.5	0.6	2	5.0	2	4.5
s74.	39	4.5	0.5	2	4.5	2	4.5
o4.	39	4.5	0.6	2	4.5	2	4.0
s18.	39	4.5	0.6	2	5.0	2	4.5
o13.	39	4.5	0.6	2	5.0	2	4.5
s62.	41	4.5	0.6	2	5.0	2	4.0
s79.	38	4.5	0.6	2	4.5	2	4.0
o14.	39	4.5	0.6	2	3.5	2	4.5
k11.	39	4.5	0.7	2	5.0	2	5.0
k13.	39	4.5	0.6	2	5.0	2	5.0
s45.	39	4.5	0.9	2	5.0	1	5.0
o1.	39	4.5	0.9	2	4.5	2	4.5
o12.	39	4.5	0.6	2	4.5	2	4.0
o16.	39	4.5	0.7	2	5.0	2	4.0
s32.	41	4.5	0.7	2	4.5	2	5.0

Task Identifier	Evaluators			ONESQA		BET	
	Number of Respondents	Mean	Std. Dev.	Number of Respondents	Mean	Number of Respondents	Mean
s39.	41	4.5	0.6	2	5.0	2	4.0
s68.	38	4.5	0.6	2	4.5	2	4.0
o18.	38	4.5	0.6	2	4.5	2	3.0
k1.	38	4.5	0.6	2	5.0	2	4.0
k31.	38	4.5	0.6	2	4.5	2	4.5
s37.	41	4.5	0.7	2	5.0	2	4.0
k6.	39	4.5	0.6	2	5.0	2	5.0
k19.	39	4.5	0.6	1	4.0	2	4.0
k24.	39	4.5	0.8	2	5.0	2	4.0
s29.	40	4.5	0.7	2	4.0	2	5.0
s80.	38	4.5	0.6	2	5.0	2	4.5
s34.	41	4.5	0.8	2	4.5	2	5.0
s19.	39	4.5	0.8	2	4.0	2	4.5
k23.	39	4.5	0.6	2	5.0	2	4.5
s70.	39	4.5	0.6	2	4.5	2	4.5
o6.	37	4.5	0.6	2	5.0	2	3.5
o10.	38	4.4	0.6	2	4.5	2	2.5
s63.	40	4.4	0.7	2	5.0	2	3.5
s48.	40	4.4	0.8	2	5.0	2	4.0
o3.	38	4.4	0.8	2	4.5	2	4.0
s67.	38	4.4	0.8	2	5.0	2	4.5
o9.	37	4.4	0.5	2	5.0	2	4.0



Task Identifier	Evaluators			ONESQA		BET	
	Number of Respondents	Mean	Std. Dev.	Number of Respondents	Mean	Number of Respondents	Mean
s10.	40	4.4	0.7	2	4.0	2	3.5
k25.	36	4.4	0.8	2	5.0	2	5.0
k26.	36	4.4	0.5	2	4.0	2	4.5
s26.	37	4.4	0.6	2	4.0	2	4.5
s58.	40	4.4	0.7	2	5.0	2	3.5
k5.	39	4.3	0.7	2	5.0	2	5.0
s42.	36	4.3	0.9	2	5.0	2	5.0
s30.	40	4.3	0.6	2	3.5	2	5.0
k27.	38	4.3	0.6	2	4.5	2	4.0
s21.	40	4.3	0.6	2	4.0	2	4.5
s11.	41	4.3	0.8	2	3.5	2	2.0
k30.	39	4.3	0.6	2	4.5	2	4.0
s27.	39	4.3	0.6	2	4.5	2	4.5
s71.	39	4.3	0.6	2	4.0	2	4.0
s75.	39	4.3	0.6	2	4.0	1	4.0
s9.	41	4.3	0.9	2	4.0	2	3.0
k16.	38	4.3	0.5	2	5.0	2	5.0
s46.	39	4.3	1.0	2	3.0	2	5.0
s20.	40	4.3	0.8	2	4.0	2	5.0
s36.	40	4.3	0.6	2	3.5	2	4.0
s57.	40	4.3	0.7	2	5.0	2	4.5
s8.	41	4.2	1.1	2	4.5	2	2.5

Task Identifier	Evaluators			ONESQA		BET	
	Number of Respondents	Mean	Std. Dev.	Number of Respondents	Mean	Number of Respondents	Mean
s2.	38	4.2	0.7	2	4.5	2	3.0
s49.	37	4.2	1.3	2	5.0	1	3.0
s23.	39	4.2	0.7	2	4.5	2	5.0
k12.	39	4.2	0.7	2	3.5	2	5.0
s76.	39	4.2	0.7	2	4.5	2	2.5
k28.	39	4.2	0.7	2	4.0	2	4.5
s7.	40	4.2	0.7	2	4.5	2	2.5
s52.	38	4.2	1.0	2	5.0	2	4.5
k22.	39	4.2	0.6	2	4.5	2	4.0
s33.	41	4.1	0.9	2	5.0	2	4.5
s50.	37	4.1	0.9	2	5.0	2	4.0
k29.	39	4.1	0.6	2	4.5	2	4.5
k8.	39	4.1	0.7	2	4.5	2	3.0
s6.	39	4.1	0.6	2	4.0	2	2.5
o2.	38	4.1	1.0	2	5.0	2	3.0
k21.	39	4.1	0.7	2	5.0	2	3.5
s16.	39	4.1	0.8	1	2.0	2	3.5
s51.	39	4.1	0.8	2	5.0	2	3.5
s73.	33	4.1	1.1	2	4.5	2	3.5
k3.	35	4.1	0.8	2	3.0	2	4.0
k7.	35	4.1	0.8	2	4.5	2	4.0
s78.	38	4.1	0.7	2	4.0	2	3.5

Task Identifier	Evaluators			ONESQA		BET	
	Number of Respondents	Mean	Std. Dev.	Number of Respondents	Mean	Number of Respondents	Mean
s14.	40	4.0	0.7	2	2.0	2	3.5
s56.	41	4.0	0.9	2	4.0	2	3.5
k4.	38	4.0	0.9	2	4.5	2	3.0
s40.	41	4.0	0.9	2	4.0	1	4.0
s59.	40	4.0	0.9	2	5.0	2	4.0
s55.	40	4.0	1.3	2	4.0	2	3.5
s15.	41	3.9	0.6	2	4.0	2	3.0
s60.	40	3.9	1.0	2	4.0	2	3.5
s22.	40	3.9	1.0	2	3.0	2	5.0
k9.	38	3.8	0.8	2	4.0	2	4.0
s77.	39	3.8	0.7	2	4.0	2	3.0
s66.	41	3.8	1.2	2	5.0	2	3.5
k10.	38	3.7	0.8	2	3.5	2	3.0
s65.	40	3.7	1.0	2	4.5	2	3.5
s12.	41	3.7	1.1	2	2.0	2	2.0
s64.	40	3.7	1.2	2	4.0	2	3.5
s17.	39	3.6	1.3	2	2.0	2	3.5
s54.	40	3.6	1.3	2	1.0	2	3.5
s41.	36	3.5	1.2	2	4.5	2	3.0
s53.	36	3.4	1.2	2	1.0	2	3.0
s61.	40	3.4	1.0	2	3.5	2	2.5
s72.	39	3.4	1.1	2	3.0	2	2.5

Task Identifier	Evaluators			ONESQA		BET	
	Number of Respondents	Mean	Std. Dev.	Number of Respondents	Mean	Number of Respondents	Mean
k14.	38	3.1	0.9	2	2.0	2	3.0

## Appendix H

### Necessary Competencies Included in Survey Four

#### Knowledge

#	Professional Evaluation Standards, Morality, and Ethics
K1.	Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).
K2.	Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.
K3.	Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).
Research and Other Relevant Knowledge	
K4.	Research designs, research procedures, and effective practices in applied research.
K5.	Development and uses of qualitative, quantitative, and mixed methods for data collection.
K6.	Data analysis of quantitative and qualitative data.
K7.	Basic knowledge of statistics and various sampling techniques.
K8.	Legal constraints on data control and access.
K9.	Basic knowledge of computers and various software useful for evaluation.
Knowledge of School Evaluation	
K10.	School evaluation.

K11.	Fundamental evaluation knowledge and new developments in evaluation and relevant knowledge relating to evaluation.
K12.	Thai educational quality assurance, especially external school evaluation at grade levels 1-12.
K13.	The Handbook for External School Evaluators for basic education developed by ONESQA.
K14.	ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.
K15.	Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.
K16.	Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.
K17.	Principles and approaches of school evaluation to improve school quality.
K18.	Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).
<b>Roles of ONESQA, Evaluators, Schools, and Other Evaluation Stakeholders</b>	
K19.	Roles and responsibilities of the Office of National Education Standards and Quality Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other agencies relevant to internal and external school evaluation, such as the Ministry of Education.
<b>Thai Education System, Teaching and Learning Development</b>	
K20.	Current Thai education system, situations, and issues.
K21.	Goals, mission, and principles of education administration and teaching and learning management.
K22.	Principles and strategies to improve school quality.
<b>Areas Relevant to Basic Education</b>	

K23.	Goals, mission, and principles of education administration and teaching and learning management at the basic education level.
K24.	Core curriculum and learning standards of basic education (grade levels 1-12).
K25.	General pedagogical knowledge and techniques of instruction, especially focusing on student-centered learning.
K26.	Learner development (cognitive and behavioral) for students at grade levels 1-12.
K27.	Measurement and evaluation of student outcomes.
K28.	Teacher quality and development.
K29.	Components and contextual elements of schools and their communities.

### Skills and Abilities

#	<b>Fulfillment of Responsibility, Maintenance of Ethics, and Pursuit of Self-Development</b>
S1.	Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.
S2.	Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).
S3.	Exhibits moral and ethical conduct. Evaluates schools with integrity and honesty.
S4.	Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.
S5.	Provides independent and impartial perspectives in evaluation.

S6.	Aware of self as an evaluator, understands his or her evaluation capability (knowledge, skills, dispositions), and evaluates own evaluation performance regularly.
S7.	Builds professional networks and develop self in relevant areas to enhance school evaluation practice.
S8.	Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).
<b>Skills of School Evaluation</b>	
S9.	Develops appropriate protocols and responses when ethical issues and dilemmas occur.
S10.	Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school evaluation.
<b>Conducting Actions Toward Human Rights and Confidentiality</b>	
S11.	Considers human rights and the public welfare in evaluation practice.
S12.	Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.
S13.	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.
S14.	Respects all school evaluation stakeholders.
<b>Conducting Activities Before School Evaluation</b>	
S15.	Applies new knowledge, technologies and innovations to benefit school evaluation activities.
S16.	Develops an effective and practical evaluation plan and a schedule for school visits that are responsive to objectives of external school evaluation and appropriate to schools' contexts and culture.



S17.	Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.
S18.	Identifies and accesses necessary data and utilizes various data sources.
S19.	Searches for school information and uses school or other relevant databases to attain school information as needed.
S20.	Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.
S21.	Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the evaluation process during school visits.
<b>Conducting Activities During School Visits</b>	
S22.	Effectively and accurately evaluates schools following ONESQA's standards and indicators.
S23.	Evaluates schools using amicable approaches while maintaining independence and objectivity.
S24.	Assesses results of school outcomes/development against schools' established goals, mission, and development plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.
S25.	Assesses use of previous external school evaluation results and recommendations to improve schools.
<b>Data Collection and Analysis</b>	
S26.	Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.
S27.	Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.
S28.	Assesses the appropriateness, trustworthiness, and reliability of procedures and methods that schools use to collect data and evidence to be included in Self-Assessment Reports (SAR).

S29.	Skillful with interviews, observations, and literature review.
S30.	Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.
S31.	Conducts evaluations in a non-disruptive manner.
S32.	Records facts and opinions collected from evidence, including school records, interviews, and observations.
S33.	Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.
S34.	Analyze and interprets statistical data appropriately.
S35.	Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.
S36.	Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.
<b>Correct and Appropriate Analysis and Response to School Context and Stakeholders</b>	
S37.	Examines, analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.
S38.	Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.
S39.	Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.

S40.	Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.
<b>Reporting Evaluation Results and Recommendations</b>	
S41.	Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.
S42.	Applies techniques and methods to report negative findings and evaluation results constructively.
S43.	Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.
S44.	Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.
S45.	Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).
S46.	Gives opportunities for schools to clarify, explain, and/or provide supporting evidence if they disagree with findings/results.
S47.	Ensures that the results of evaluations are agreed upon between school staff and evaluators.
S48.	Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.
S49.	Communicates the evaluation approaches, methods and evaluation limitations accurately, clearly, appropriately, and in sufficient detail to allow others to understand, interpret, and critique their work.

S50.	Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.
S51.	Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support their suggestion.
<b>Activities Post Visit Evaluation</b>	
S52.	Conducts meta-evaluation and uses meta-evaluative feedback to improve their work.
S53.	Prevents or resolves any concerns related to procedures or activities likely to produce misleading evaluative findings and results.
S54.	Secures evaluative data and information.
<b>Use of Computer, Software, and Other Technologies</b>	
S55.	Uses computers and applies appropriate software or other technologies to benefit evaluation activities.
<b>Evaluation Capacity Building</b>	
S56.	Capacity building: Coaches and trains school staff and evaluation team members in school evaluation knowledge and skills and in other areas relevant to evaluation.
<b>School Evaluation Project Management</b>	
S57.	Assigns evaluation tasks to each evaluator effectively and appropriate to his/her competencies. Completes evaluation activities in a timely manner according to project timelines and finishes external school evaluations on time.
S58.	Coordinates and supervises others to meet timeframes and milestones.
S59.	Manages resources effectively (human and financial) to maximize benefits for external school evaluation.
S60.	Identifies and mitigates problems/issues.

S61.	Effectively communicates with ONESQA, schools, and evaluation agencies throughout the evaluation process.
<b>Interpersonal and Communication Skills</b>	
S62.	Uses written and verbal communication skills and relevant technologies.
S63.	Uses listening skills.
S64.	Uses presentation skills and reporting skills.
S65.	Uses explanation skills.
S66.	Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.
S67.	Uses conflict resolution skills.
S68.	Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.
S69.	Uses collaboration/partnering skills in an amicable manner.
S70.	Uses effective consulting skills.
S71.	Uses leadership skills.
S72.	Attends to issues of diversity and culture and demonstrates cross-cultural competence.
S73.	Creates a welcoming, trusting and friendly evaluation atmospheres during the school evaluation process. Cultivates good relationships with stakeholders, especially with decision makers.
<b>Thinking Skills</b>	
S74.	Has logical, creative, critical, analytical, and synthesis thinking skills and is able to make any decision appropriately.

### Other Characteristics

#	<b>Ethics for Evaluators</b>
O1	Uses evaluators' authority appropriately and does not misuse position.
O2	Practices within the limits of his/her competence.
O3	Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.
O4	Open to diverse worldviews, perspectives, and critiques from school staff and evaluation team members.
O5	Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.
O6	Observant, curious, and sensitive to various circumstances.
O7	Conducts evaluations with integrity, honesty, objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.
O8	Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.
O9	Accountable for evaluation results.
O10	Enthusiastic for self-improvement and regularly seeks new knowledge and skills in areas relevant to evaluation.
	<b>Morality and Virtue</b>
O11	Exhibits a high degree of morals and ethics (i.e., is disciplined, conscious, grateful, kind, patient, honest, economical, diligent, and selfless).
O12	Attempts to and is diligent to evaluate schools with perseverance.

O13	Is emotionally mature, self-controlled, and capable of managing stress during the evaluation process, including being patient and forgiving when treated inappropriately.
O14	Does not have conflicts of interest.
<b>Good Characteristics and Personality</b>	
O15	Exhibits good characteristics and a good personality, is polite, and has and shows good manners and thoughtful conduct (i.e., dresses properly).
O16	Has confidence about self and own evaluation capabilities.
O17	Has a positive and correct attitude toward ONESQA, school staff, and school evaluation.
O18	Is determined to improve schools' quality and student achievement.
O19	Has a good attitude towards working with others.

## Appendix I

### Survey of Necessary Competencies for External School Evaluators for Evaluation of Schools at Grade Levels 1-12 in Thailand

**Introduction:** This survey includes three parts:

1. Questions regarding your experiences
2. Questions regarding necessary competencies for external school evaluators who will perform external school evaluation at grade levels 1-12 in Thailand
3. An open-ended question about participants' additional suggestions and comments regarding necessary competencies for external school evaluators who will perform external school evaluation at grade levels 1-12 in Thailand

#### **About the competencies list**

This table includes competencies for external school evaluators who will perform external school evaluation specifically for at grade levels 1-12 in Thailand. The competencies list includes only competencies for evaluators to evaluate schools in general. It does not include any specific competencies for evaluators to assess any special type of schools, for example, international schools or schools that emphasize training musicians or athletes.



## **A Summary of Essential Competencies for External School Evaluators to Have for Evaluation of Schools at Grade Levels 1-12 in Thailand**

### **Knowledge**

1. Professional Evaluation Standards, Morality, and Ethics
2. Research and Other Relevant Knowledge
3. Knowledge of School Evaluation
4. Roles of ONESQA, Evaluators, Schools, and Other Evaluation Stakeholders
5. Thai Education System, Teaching and Learning Development
6. Areas Relevant to Basic Education

### **Skills**

1. Fulfillment of Responsibility, Maintenance of Ethics, and Pursuit of
2. Self-Development
3. Skills of School Evaluation
4. Conducting Actions Toward Human Rights and Confidentiality
5. Conducting Activities Before School Evaluation
6. Conducting Activities During School Visits
7. Data Collection and Analysis
8. Correct and Appropriate Analysis and Response to School Context and Stakeholders
9. Reporting Evaluation Results and Recommendations

10. Activities Post Visit Evaluation
11. Use of Computer, Software, and Other Technologies
12. Evaluation Capacity Building
13. School Evaluation Project Management
14. Interpersonal and Communication Skills
15. Thinking Skills

**Other Characteristics**

1. Ethics for Evaluators
2. Morality and Virtue
3. Good Characteristics and Personality

**Part I: Please answer the following questions regarding your experiences.**

1. What is your gender?  
 Male             Female             Other
  
2. How old are you?  
 30-40 yrs old     41-50 yrs old             51-60 yrs old     More than 61 yrs old
  
3. What is your highest level of education obtained?  
 Bachelor's degree, please specify your major \_\_\_\_\_  
 Master's degree, please specify your major \_\_\_\_\_  
 Doctoral degree, please specify your major \_\_\_\_\_
  
4. Is your degree relevant to education?             Yes             No
  
5. Is ONESQA your only employer?  
 Yes.  
 No, please name your current job title \_\_\_\_\_, and the name of organization \_\_\_\_\_
  
6. When were you certified for an external school evaluation position for ONESQA? Year \_\_\_\_\_
  
7. Have you evaluated schools before?  
 Yes, I have. Please specify all education levels that you have evaluated \_\_\_\_\_  
 No, I have not evaluated any schools yet. (Please skip Question #8 and go to Question #9)
  
8. How many schools have you evaluated since you have had an external school evaluation position for ONESQA?  
 Fewer than 10 schools     10-50 schools             51-100 schools  
 101-150 schools             More than 150 schools

9. What was your most recent job before working with ONESQA?  
 Please specify your job name\_\_\_\_\_and organization name\_\_\_\_\_  
 ONESQA is my first job.
10. Please check the boxes below that relate to your education and/or your previous work experiences:  
 Education, (Specify details, i.e., subjects and grade levels)\_\_\_\_\_  
 Measurement and Evaluation in Social Science  
 Research in Social Science  
 None of Above
11. What is/are your responsibilities relating to external school evaluation?  
 External school evaluator       Leader of evaluation team       Manager of an evaluation agency  
 Internal meta-evaluator       External meta-evaluator       Other, please specify
12. How would you label yourself as an evaluator?  
 Novice/Entry       Proficient       Skilled       Expert/Master
13. How many years have you been involved in activities related to school evaluation?  
 Less than 1 yr       1-5 yrs       6-10 yrs       11-15 yrs       16-20 yrs       More than 21 yrs
14. What type of evaluation training have you completed? (check all that apply)  
 Evaluation theory       Evaluation practice (how to conduct evaluations)       Measurement  
 Qualitative methods       Quantitative methods       Mixed methods  
 Research methods/design       Other, please specify\_\_\_\_\_

**Part II: Questions regarding necessary competencies for external school evaluators who will perform external school evaluation at grade levels 1-12 in Thailand.**

**Directions:** Please review the following essential competencies for external school evaluators who will perform external school evaluation at grade levels 1-12 in Thailand, and put an X in the box (  ) that indicates your opinion regarding:

1. Whether a competency is necessary for external school evaluators at grade levels 1-12 (*Necessary*).
2. Whether a competency is practical for ONESQA to expect in an external school evaluator at grade levels 1-12 (*Practical*).
3. To what extent trouble is likely if this KSAO is ignored in selecting evaluators (compared with other KSAO) (*Likely trouble*)?
4. To what extent do different levels of KSAO distinguish the superior from the average evaluator (compared with other KSAO) (*Superior than Average*)?

If you want to revise any competency statement, please write your suggestions below or beside each statement. Please write any additional competency that you believe to be necessary at the end of the table for each major category.

**\*Please think about competencies for external school evaluators to possess to evaluate schools in Thailand in general.**

## Knowledge

### Knowledge of Professional Evaluation Standards, Morality, and Ethics

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1. Necessary	2.Practical	3.Trouble Likely	4.Superior than Average
1.1	Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.2	Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

1.3	Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					

Knowledge of Research and Other Relevant Knowledge

<ol style="list-style-type: none"> <li>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</li> <li>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</li> <li>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</li> <li>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</li> </ol>					
#	Competencies for External School Evaluators at Grade Levels 1 – 12 in Thailand	1.Necessary	2.Practical	3.Trouble Likely	4. Superior than Average
2.1	Research designs, research procedures, and effective practices in applied	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 – 12 in Thailand	1.Necessary	2.Practical	3.Trouble Likely	4. Superior than Average
	research.			<input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
2.2	Development and uses of qualitative, quantitative, and mixed methods for data collection.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
2.3	Data analysis of quantitative and qualitative data.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely



<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 – 12 in Thailand	1.Necessary	2.Practical	3.Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Very much trouble likely	great extent
2.4	Basic knowledge of statistics and various sampling techniques.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
2.5	Legal constraints on data control and access.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
2.6	Basic knowledge of computers and various software useful for evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent

<ol style="list-style-type: none"> <li><b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</li> <li><b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</li> <li><b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</li> <li><b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</li> </ol>					
#	Competencies for External School Evaluators at Grade Levels 1 – 12 in Thailand	1.Necessary	2.Practical	3.Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					

Knowledge of School Evaluation

<ol style="list-style-type: none"> <li><b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</li> <li><b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</li> <li><b>Trouble Likely.</b> To what extent is trouble likely if this competency is ignored in selection.</li> <li><b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</li> </ol>
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#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
3.1	School evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.2	Fundamental evaluation knowledge and new developments in evaluation and relevant knowledge relating to evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.3	Thai educational quality assurance, especially external school evaluation at grade levels 1-12.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.4	The Handbook for External School Evaluators for basic education developed by ONESQA.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent is trouble likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
3.5	ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.6	Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.7	Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.8	Principles and approaches of school evaluation to improve	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent is trouble likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	school quality.			<input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.19	Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					

Knowledge of Roles of ONESQA, Evaluators, Schools, and Other Evaluation Stakeholders

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
4.1	Roles and responsibilities of the Office of National Education Standards and Quality Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other agencies relevant to internal and external school evaluation, such as the Ministry of Education.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					

Knowledge of the Thai Education System, Teaching and Learning Development

1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12. 2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12. 3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection. 4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.					
#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3.Trouble Likely	4. Superior than Average
5.1	Current Thai education system, situations, and issues.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
5.2	Goals, mission, and principles of educational administration and teaching and learning management.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
5.3	Principles and strategies to improve school quality.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3.Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Very much trouble likely	extent
Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.					

#### Knowledge of Areas Relevant to Basic Education

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average



<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
6.1	Goals, mission, and principles of educational administration and teaching and learning management at the basic education level.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.2	Core curriculum and learning standards of basic education (grade levels 1-12).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.3	General pedagogical knowledge and techniques of instruction, especially focusing on student-centered learning.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.4	Learner development	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> No or very little likely	<input type="checkbox"/> Very little or none

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	(cognitive and behavioral) for students at grade levels 1-12.	<input type="checkbox"/> No	<input type="checkbox"/> No	trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.5	Measurement and evaluation of student outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.6	Teacher quality and development.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.7	Components and contextual elements of schools and their	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	communities.			<input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					
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## Skills and Abilities

### Skills of Fulfillment of Responsibility, Maintenance of Ethics, and Pursuit of Self-Development

1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12. 2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12. 3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection. 4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.					
#	Competencies for External School Evaluators at Grade Levels 1-12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
1.1	Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.2	Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.3	Exhibits moral and ethical conduct. Evaluates schools with integrity and honesty.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1-12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.4	Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.5	Provides independent and impartial perspectives in evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.6	Aware of self as an evaluator, understands his or her evaluation capability (knowledge, skills,	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1-12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	dispositions), and evaluates own evaluation performance regularly.			<input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To an extremely great extent
1.7	Builds professional networks and develops self in relevant areas to enhance school evaluation practice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.8	Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1-12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average

#### Skills of School Evaluation

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
2.1	Develops appropriate protocols and responses when ethical issues and dilemmas occur.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Very much trouble likely	extent
2.2	Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					



Skills of Conducting Actions toward Human Rights and Confidentiality

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.                  2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.                  3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.                  4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
3.1	Considers human rights and the public welfare in evaluation practice.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.2	Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.3	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.			<input type="checkbox"/> Very much trouble likely	extent
3.4	Respects all school evaluation stakeholders.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.					

Skills of Conducting Activities before School Visit

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.                  2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.                  3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.                  4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
4.1	Applies new knowledge, technologies and innovations to benefit school evaluation activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
4.2	Develops an effective and practical evaluation plan and a schedule for school visits that are responsive to objectives of external school evaluation and appropriate to schools' contexts and culture.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
4.3	Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Very much trouble likely	extent
4.4	Identifies and accesses necessary data and utilizes various data sources.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
4.5	Searches for school information and uses school or other relevant databases to attain school information as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
4.6	Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
4.7	Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the evaluation process during school visits.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					
<div style="border: 1px solid black; height: 80px;"></div>					

Skills of Conducting Activities during School Visits

<p><b>1. Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p><b>2. Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p><b>3. Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p><b>4. Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
5.1	Effectively and accurately evaluates schools following ONESQA’s standards and indicators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
5.2	Evaluates schools using amicable approaches while maintaining independence and objectivity.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
5.3	Assesses results of school outcomes/development against schools’ established goals, mission, and development plans. Investigates goals and schools’ development plans to	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	ensure alignment with previous evaluation results.				
5.4	Assesses use of previous external school evaluation results and recommendations to improve schools.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.					

Skills of Data Collection and Analysis

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
6.1	Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.2	Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.3	Assesses the appropriateness, trustworthiness, and reliability of procedures and methods that schools use to collect data and evidence to be included in	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent



<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	Self-Assessment Reports (SAR).			<input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To an extremely great extent
6.4	Skillful with interviews, observations, and literature review.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.5	Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.6	Conducts evaluations in a non-disruptive manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Very much trouble likely	extent
6.7	Records facts and opinions collected from evidence, including school records, interviews, and observations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.8	Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.9	Analyzes and interprets statistical data appropriately.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
6.10	Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
6.11	Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the

<ol style="list-style-type: none"> <li><b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</li> <li><b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</li> <li><b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</li> <li><b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</li> </ol>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
<p>suggestions by competency number for all suggestions except for new competencies.</p>					

Skills of Analyzing and Responding to School Context and Stakeholders Correctly and Appropriately

<ol style="list-style-type: none"> <li><b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</li> <li><b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</li> <li><b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</li> <li><b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</li> </ol>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
7.1	Examines, analyzes, and describes: a) school context, b) school programs and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.			<input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
7.2	Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
7.3	Aware of and appropriately describes school problems, conflicts among school staff,	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent

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4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	and the politics of evaluation.			<input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
7.4	Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					
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Skills of Reporting Evaluation Results and Recommendations

1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12. 2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12. 3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection. 4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.					
#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
8.1	Writes a report using collected evidence and following ONESQA’s suggested report format while fitting with stakeholders’ interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
8.2	Applies techniques and methods to report negative findings and evaluation results constructively.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent <input type="checkbox"/>

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
8.3	Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
8.4	Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
8.5	Verbally presents a constructive, useful, clear, and	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent



1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	understandable exit presentation of evaluation findings and results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).			<input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
8.6	Gives opportunities for schools to clarify, explain, and/or provide supporting evidence if they disagree with findings/results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
8.7	Ensures that the results of evaluations are agreed upon between school staff and evaluators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
8.8	Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
8.9	Communicates the evaluation approaches, methods and evaluation limitations accurately, clearly, appropriately, and in sufficient detail to allow others to understand, interpret, and critique their work.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
8.10	Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately,	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
	correctly, directly, clearly, and understandably.			<input type="checkbox"/> Very much trouble likely	extent
8.11	Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support the suggestion.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					

Skills of Conducting Activities Post Visit Evaluation

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.                  2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.                  3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.                  4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
9.1	Conducts meta-evaluation and uses meta-evaluative feedback to improve their work.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
9.2	Prevents or resolves any concerns related to procedures or activities likely to produce misleading evaluative findings and results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
9.3	Secures evaluative data and information.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					

Skills of Use of Computer, Software, and Other Technologies

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
10.1	Uses computers and applies appropriate software or other technologies to benefit evaluation activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					
Empty box for comments					

Skills of Evaluation Capacity Building

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.                  2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.                  3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.                  4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 – 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
11.1	Capacity building. Coaches and trains school staff and evaluation team members in school evaluation knowledge and skills and in other areas relevant to evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					

Skills of School Evaluation Project Management

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
12.1	Defines work parameter frameworks and develops evaluation management plans that are practical and responsive to how schools operate.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
12.2	Assigns evaluation tasks to each evaluator effectively and appropriate to his/her competencies. Completes evaluation activities in a timely manner according to project timelines and finishes external school evaluations on time.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
12.3	Coordinates and supervises others to meet timeframes and milestones.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent



1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
12.4	Manages resources effectively (human and financial) to maximize benefits for external school evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
12.5	Identifies and mitigates problems/issues.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Very much trouble likely	
12.6	Effectively communicates with ONESQA, schools, and evaluation agencies throughout the evaluation process.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					

Interpersonal and Communication Skills

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.                  2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.                  3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.                  4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
13.1	Uses written and verbal communication skills and relevant technologies.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
13.2	Uses listening skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
13.3	Uses presentation skills and reporting skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
13.4	Uses explanation skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
13.5	Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Very much trouble likely	great extent
13.6	Uses conflict resolution skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
13.7	Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
13.8	Uses collaboration/partnering skills in an amicable manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
13.9	Uses effective consulting skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
13.10	Uses leadership skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Very much trouble likely	great extent
13.11	Attends to issues of diversity and culture and demonstrates cross-cultural competence.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
13.12	Creates a welcoming, trusting and friendly evaluation atmosphere during the school evaluation process. Cultivates good relationships with stakeholders, especially with decision makers.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to					

<ol style="list-style-type: none"> <li><b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</li> <li><b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</li> <li><b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</li> <li><b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</li> </ol>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.					

Thinking Skills

<ol style="list-style-type: none"> <li><b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</li> <li><b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</li> <li><b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</li> <li><b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</li> </ol>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
14.1	Has logical, creative, critical, analytical, and synthesis thinking skills and is able to make any decision appropriately.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than					



<ol style="list-style-type: none"> <li>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</li> <li>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</li> <li>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</li> <li>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</li> </ol>
<p>Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>

### Other Characteristics

#### Ethics for Evaluators

<ol style="list-style-type: none"> <li>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</li> <li>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</li> <li>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</li> <li>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</li> </ol>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Level	4. Superior than Average
1.1	Uses evaluators’ authority appropriately and does not misuse position.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Level	4. Superior than Average
1.2	Practices within the limits of his/her competence.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.3	Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.4	Open to diverse worldviews, perspectives, and critiques from school staff and evaluation team members.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Level	4. Superior than Average
				likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To an extremely great extent
1.5	Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.6	Observant, curious, and sensitive to various circumstances.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Level	4. Superior than Average
1.7	Conducts evaluations with integrity, honesty, objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.8	Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
1.9	Accountable for evaluation results.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Level	4. Superior than Average
				likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> To an extremely great extent
1.10	Enthusiastic for self-improvement and regularly seeks new knowledge and skills in areas relevant to evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.					

Morality and Virtue

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.</p> <p>2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.</p> <p>3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.</p> <p>4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1-12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
2.1	Exhibits a high degree of morals and ethics (i.e., is disciplined, conscious, grateful, kind, patient, honest, economical, diligent, and selfless).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
2.2	Attempts to and is diligent to evaluate schools with perseverance.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
2.3	Is emotionally mature, self-controlled, and capable of managing stress during the evaluation process, including being patient and forgiving when treated inappropriately.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent

1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1-12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
2.4	Does not have conflicts of interest.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
<p>Write any comments or suggestions you have regarding “Necessary,” “Practical,” “Likely Trouble,” and “Superior than Average” for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.</p>					

Good Characteristics and Personality

<p>1. <b>Necessary.</b> Whether this competency is necessary for external school evaluators at grade levels 1-12.                  2. <b>Practical.</b> Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.                  3. <b>Trouble Likely.</b> To what extent trouble is likely if this competency is ignored in selection.                  4. <b>Superior than Average.</b> To what extent different levels of competency distinguish the superior from the average.</p>					
#	Competencies for External School Evaluators at Grade Levels 1 - 12in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
3.1	Exhibits good characteristics and a good personality, is polite, and has and shows good manners and thoughtful conduct (i.e., dresses properly).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.2	Has confidence about self and own evaluation capabilities.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.3	Has a positive and correct attitude toward ONESQA, school staff, and school evaluation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great



1. **Necessary.** Whether this competency is necessary for external school evaluators at grade levels 1-12.
2. **Practical.** Whether this competency is practical for ONESQA to expect in an external evaluator at grade level 1-12.
3. **Trouble Likely.** To what extent trouble is likely if this competency is ignored in selection.
4. **Superior than Average.** To what extent different levels of competency distinguish the superior from the average.

#	Competencies for External School Evaluators at Grade Levels 1 - 12 in Thailand	1.Necessary	2.Practical	3. Trouble Likely	4. Superior than Average
				<input type="checkbox"/> Very much trouble likely	extent
3.4	Is determined to improve schools' quality and student achievement.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
3.5	Has a good attitude towards working with others.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> No or very little likely trouble <input type="checkbox"/> Less trouble likely <input type="checkbox"/> Somewhat trouble likely <input type="checkbox"/> Much trouble likely <input type="checkbox"/> Very much trouble likely	<input type="checkbox"/> Very little or none <input type="checkbox"/> To some extent <input type="checkbox"/> To a great extent <input type="checkbox"/> To a very great extent <input type="checkbox"/> To an extremely great extent
Write any comments or suggestions you have regarding "Necessary," "Practical," "Likely Trouble," and "Superior than Average" for the competencies, as well as any additional important competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand in the box below. Please refer to the suggestions by competency number for all suggestions except for new competencies.					

If you have any other suggestions and/or comments about essential competencies for external school evaluators to possess to successfully accomplish external school quality evaluation at grade levels 1-12 in Thailand, please write them in the box.

**Thank you very much for your participation.**

**Arisara Roengsumran**

**Appendix J**

**Survey Four’s Results of Necessary Indicators**

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
1.	K1. Professional evaluation standards and evaluators’ morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).	46	46 (100%)	2	2 (100%)	1	1 (100%)
2.	K2. Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.	46	46 (100%)	2	2 (100%)	1	1 (100%)
3.	K3. Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).	45	45 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
4.	K6. Data analysis of quantitative and qualitative data.	47	47 (100%)	2	2 (100%)	1	1 (100%)
5.	K8. Legal constraints on data control and access.	47	47 (100%)	2	2 (100%)	1	1 (100%)
6.	K9. Basic knowledge of computers and various software useful for evaluation.	46	46 (100%)	2	2 (100%)	1	1 (100%)
7.	K10. School evaluation.	44	44 (100%)	2	2 (100%)	1	1 (100%)
8.	K12. Thai educational quality assurance, especially external school evaluation at grade levels 1-12.	45	45 (100%)	2	2 (100%)	1	1 (100%)
9.	K14. ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.	45	45 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
10.	K16. Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.	47	47 (100%)	2	2 (100%)	1	1 (100%)
11.	K17. Principles and approaches of school evaluation to improve school quality.	46	46 (100%)	2	2 (100%)	1	1 (100%)
12.	K18. Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).	47	47 (100%)	2	2 (100%)	1	1 (100%)
13.	K21. Goals, mission, and principles of education administration and teaching and learning management.	47	47 (100%)	2	2 (100%)	1	1 (100%)
14.	K24. Core curriculum and learning standards of basic education (grade levels 1-12).	47	47 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
15.	K27. Measurement and evaluation of student outcomes.	46	46 (100%)	2	2 (100%)	1	1 (100%)
16.	K28. Teacher quality and development.	47	47 (100%)	2	2 (100%)	1	1 (100%)
17.	K29. Components and contextual elements of schools and their communities.	47	47 (100%)	2	2 (100%)	1	1 (100%)
18.	S2. Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).	61	61 (100%)	2	2 (100%)	1	1 (100%)
19.	S4. Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.	61	61 (100%)	2	2 (100%)	1	1 (100%)
20.	S5. Provides independent and	62	62 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
	impartial perspectives in evaluation.						
21.	S6. Aware of self as an evaluator, understands their evaluation capability (knowledge, skills, dispositions), and evaluates own evaluation performance regularly.	61	61 (100%)	2	2 (100%)	1	1 (100%)
22.	S7. Builds professional networks and develop self in relevant areas to enhance school evaluation practice.	62	62 (100%)	2	2 (100%)	1	1 (100%)
23.	S9. Develops appropriate protocols and responses when ethical issues and dilemmas occur.	62	62 (100%)	2	2 (100%)	1	1 (100%)
24.	S10. Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and	62	62 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
	commitment to school evaluation.						
25.	S11. Considers human rights and the public welfare in evaluation practice.	62	62 (100%)	2	2 (100%)	1	1 (100%)
26.	S12. Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.	61	61 (100%)	2	2 (100%)	1	1 (100%)
27.	S22. Effectively and accurately evaluates schools following ONESQA's standards and indicators.	59	59 (100%)	2	2 (100%)	1	1 (100%)
28.	S23. Evaluates schools using amicable approaches while maintaining independence and objectivity.	59	59 (100%)	2	2 (100%)	1	1 (100%)



Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
29.	S24. Assesses results of school outcomes/development against schools' established goals, mission, and development plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.	59	59 (100%)	2	2 (100%)	1	1 (100%)
30.	S26. Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.	62	62 (100%)	2	2 (100%)	1	1 (100%)
31.	S27. Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.	62	62 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
32.	S29. Skillful with interviews, observations, and literature review.	62	62 (100%)	2	2 (100%)	1	1 (100%)
33.	S30. Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.	62	62 (100%)	2	2 (100%)	1	1 (100%)
34.	S32. Records facts and opinions collected from evidence, including school records, interviews, and observations.	61	61 (100%)	2	2 (100%)	1	1 (100%)
35.	S33. Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.	60	60 (100%)	2	2 (100%)	1	1 (100%)
36.	S34. Analyze and interprets statistical data appropriately.	60	60 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
37.	S40. Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.	59	59 (100%)	2	2 (100%)	1	1 (100%)
38.	S42. Applies techniques and methods to report negative findings and evaluation results constructively.	61	61 (100%)	2	2 (100%)	1	1 (100%)
39.	S43. Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.	61	61 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
40.	S44. Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.	61	61 (100%)	2	2 (100%)	1	1 (100%)
41.	S46. Gives opportunities for schools to clarify, explain, and/or provide supporting evidence if they disagree with findings/results.	60	60 (100%)	2	2 (100%)	1	1 (100%)
42.	S48. Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.	60	60 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
43.	S49. Communicates the evaluation approaches, methods and evaluation limitations accurately, clearly, appropriately, and in sufficient detail to allow others to understand, interpret, and critique their work.	60	60 (100%)	2	2 (100%)	1	1 (100%)
44.	S62. Uses written and verbal communication skills and relevant technologies.	56	56 (100%)	2	2 (100%)	1	1 (100%)
45.	S63. Uses listening skills.	56	56 (100%)	2	2 (100%)	1	1 (100%)
46.	S64. Uses presentation skills and reporting skills.	56	56 (100%)	2	2 (100%)	1	1 (100%)
47.	S65. Uses explanation skills.	56	56 (100%)	2	2 (100%)	1	1 (100%)
48.	S66. Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.	56	56 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
49.	S67. Uses conflict resolution skills.	56	56 (100%)	2	2 (100%)	1	1 (100%)
50.	S68. Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.	56	56 (100%)	2	2 (100%)	1	1 (100%)
51.	S70. Uses effective consulting skills.	56	56 (100%)	2	2 (100%)	1	1 (100%)
52.	S71. Uses leadership skills.	56	56 (100%)	2	2 (100%)	1	1 (100%)
53.	S72. Attends to issues of diversity and culture and demonstrates cross-cultural competence.	56	56 (100%)	2	2 (100%)	1	1 (100%)
54.	S73. Creates a welcoming, trusting and friendly evaluation atmospheres during the school evaluation process. Cultivates good relationships with stakeholders, especially with decision makers.	56	56 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
55.	O1. Uses evaluators' authority appropriately and does not misuse position.	56	56 (100%)	2	2 (100%)	1	1 (100%)
56.	O3. Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.	55	55 (100%)	2	2 (100%)	1	1 (100%)
57.	O4. Open to diverse worldviews, perspectives, and critiques from school staff and evaluation team members.	56	56 (100%)	2	2 (100%)	1	1 (100%)
58.	O5. Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.	56	56 (100%)	2	2 (100%)	1	1 (100%)
59.	O6. Observant, curious, and sensitive to various circumstances.	55	55 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
60.	O7. Conducts evaluations with integrity, honesty, objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.	56	56 (100%)	2	2 (100%)	1	1 (100%)
61.	O8. Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.	56	56 (100%)	2	2 (100%)	1	1 (100%)
62.	O9. Accountable for evaluation results.	53	53 (100%)	2	2 (100%)	1	1 (100%)
63.	O10. Enthusiastic for self-improvement and regularly seeks new knowledge and skills in areas relevant to evaluation.	52	52 (100%)	2	2 (100%)	1	1 (100%)



Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
64.	O11. Exhibits a high degree of morals and ethics (i.e., is disciplined, conscious, grateful, kind, patient, honest, economical, diligent, and selfless).	53	53 (100%)	2	2 (100%)	1	1 (100%)
65.	O12. Attempts to and is diligent to evaluate schools with perseverance.	54	54 (100%)	2	2 (100%)	1	1 (100%)
66.	O13. Is emotionally mature, self-controlled, and capable of managing stress during the evaluation process, including being patient and forgiving when treated inappropriately.	54	54 (100%)	2	2 (100%)	1	1 (100%)
67.	O14. Does not have conflicts of interest.	54	54 (100%)	2	2 (100%)	1	1 (100%)
68.	O15. Exhibits good characteristics and a good personality, is polite, and has and shows good manners and thoughtful conduct (i.e., dresses	54	54 (100%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
	properly).						
69.	O16. Has confidence about self and own evaluation capabilities.	56	56 (100%)	2	2 (100%)	1	1 (100%)
70.	O17. Has a positive and correct attitude toward ONESQA, school staff, and school evaluation.	56	56 (100%)	2	2 (100%)	1	1 (100%)
71.	O18. Is determined to improve schools' quality and student achievement.	56	56 (100%)	2	2 (100%)	1	1 (100%)
72.	O19. Has a good attitude towards working with others.	56	56 (100%)	2	2 (100%)	1	1 (100%)
73.	S3. Exhibits moral and ethical conduct. Evaluates schools with integrity and honesty.	62	61 (98%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
74.	S25. Assesses use of previous external school evaluation results and recommendations to improve schools.	62	61 (98%)	2	2 (100%)	1	1 (100%)
75.	S1. Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.	61	60 (98%)	2	2 (100%)	1	1 (100%)
76.	S19. Searches for school information and uses school or other relevant databases to attain school information as needed.	61	60 (98%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
77.	S41. Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.	61	60 (98%)	2	2 (100%)	1	1 (100%)
78.	S45. Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).	61	60 (98%)	2	2 (100%)	1	1 (100%)
79.	S15. Applies new knowledge, technologies and innovations to	60	59 (98%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
	benefit school evaluation activities.						
80.	S35. Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.	60	59 (98%)	2	2 (100%)	1	1 (100%)
81.	S47. Ensures that the results of evaluations are agreed upon between school staff and evaluators.	60	59 (98%)	2	2 (100%)	1	1 (100%)
82.	S20. Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already	59	58 (98%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
	provides.						
83.	S36. Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.	59	58 (98%)	2	2 (100%)	1	1 (100%)
84.	S50. Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.	58	57 (98%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
85.	S51. Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support their suggestion.	58	57 (98%)	2	2 (100%)	1	1 (100%)
86.	S69. Uses collaboration/partnering skills in an amicable manner.	56	55 (98%)	2	2 (100%)	1	1 (100%)
87.	S74. Has logical, creative, critical, analytical, and synthesis thinking skills and is able to make any decision appropriately.	56	55 (98%)	2	2 (100%)	1	1 (100%)
88.	K7. Basic knowledge of statistics and various sampling techniques.	47	46 (98%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
89.	K19. Roles and responsibilities of the Office of National Education Standards and Quality Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other agencies relevant to internal and external school evaluation, such as the Ministry of Education.	47	46 (98%)	2	2 (100%)	1	1 (100%)
90.	K20. Current Thai education system, situations, and issues.	47	46 (98%)	2	2 (100%)	1	1 (100%)
91.	K25. General pedagogical knowledge and techniques of instruction, especially focusing on student-centered learning.	47	46 (98%)	2	2 (100%)	1	1 (100%)
92.	K15. Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.	46	45 (98%)	2	2 (100%)	1	1 (100%)



Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
93.	K22. Principles and strategies to improve school quality.	46	45 (98%)	2	2 (100%)	1	1 (100%)
94.	K11. Fundamental evaluation knowledge and new developments in evaluation and relevant knowledge relating to evaluation.	45	44 (98%)	2	2 (100%)	1	1 (100%)
95.	K13. The Handbook for External School Evaluators for basic education developed by ONESQA.	45	44 (98%)	2	2 (100%)	1	1 (100%)
96.	K23. Goals, mission, and principles of education administration and teaching and learning management at the basic education level.	45	44 (98%)	2	2 (100%)	1	1 (100%)
97.	S31. Conducts evaluations in a non-disruptive manner.	62	60 (97%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
98.	S16. Develops an effective and practical evaluation plan and a schedule for school visits that are responsive to objectives of external school evaluation and appropriate to schools' contexts and culture.	61	59 (97%)	2	2 (100%)	1	1 (100%)
99.	S17. Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.	61	59 (97%)	2	2 (100%)	1	1 (100%)
100.	S28. Assesses the appropriateness, trustworthiness, and reliability of procedures and methods that schools use to collect data and evidence to be included in Self-Assessment Reports (SAR).	61	59 (97%)	2	2 (100%)	1	1 (100%)
101.	S14. Respects all school evaluation stakeholders.	60	58 (97%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
102.	S37. Examines, analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.	59	57 (97%)	2	2 (100%)	1	1 (100%)
103.	S38. Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.	59	57 (97%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
104.	S57. Assigns evaluation tasks to each evaluator effectively and appropriate to his/her competencies. Completes evaluation activities in a timely manner according to project timelines and finishes external school evaluations on time.	58	56 (97%)	2	2 (100%)	1	1 (100%)
105.	S58. Coordinates and supervises others to meet timeframes and milestones.	59	57 (97%)	2	2 (100%)	1	1 (100%)
106.	S54. Secures evaluative data and information.	57	55 (96%)	2	2 (100%)	1	1 (100%)
107.	S56. Capacity building: Coaches and trains school staff and evaluation team members in school evaluation knowledge and skills and in other areas relevant to evaluation.	56	54 (96%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
108.	K5. Development and uses of qualitative, quantitative, and mixed methods for data collection.	47	45 (96%)	2	2 (100%)	1	1 (100%)
109.	S13. Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.	62	59 (95%)	2	2 (100%)	1	1 (100%)
110.	S21. Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the evaluation	62	59 (95%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
	process during school visits.						
111.	S18. Identifies and accesses necessary data and utilizes various data sources.	61	58 (95%)	2	2 (100%)	1	1 (100%)
112.	S52. Conducts meta-evaluation and uses meta-evaluative feedback to improve their work.	56	53 (95%)	2	2 (100%)	1	1 (100%)
113.	K26. Learner development (cognitive and behavioral) for students at grade levels 1-12.	47	44 (94%)	2	2 (100%)	1	1 (100%)
114.	S61. Effectively communicates with ONESQA, schools, and evaluation agencies throughout the evaluation process.	57	53 (93%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
115.	O2. Practices within the limits of his/her competence.	56	52 (93%)	2	2 (100%)	1	1 (100%)
116.	S8. Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).	62	57 (92%)	2	2 (100%)	1	1 (100%)
117.	S53. Prevents or resolves any concerns related to procedures or activities likely to produce misleading evaluative findings and results.	58	53 (91%)	2	2 (100%)	1	1 (100%)
118.	S39. Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.	59	52 (88%)	2	2 (100%)	1	1 (100%)

Number	Competencies	Evaluators		ONESQA		BET	
		Necessary		Necessary		Necessary	
		Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Answer 'Yes' (Number)
119.	S55. Uses computers and applies appropriate software or other technologies to benefit evaluation activities.	59	52 (88%)	2	2 (100%)	1	1 (100%)
120.	K4. Research designs, research procedures, and effective practices in applied research.	47	41 (87%)	2	2 (100%)	1	1 (100%)
121.	S60. Identifies and mitigates problems/issues.	59	51 (86%)	2	2 (100%)	1	1 (100%)
122.	S59. Manages resources effectively (human and financial) to maximize benefits for external school evaluation.	58	49 (84%)	2	2 (100%)	1	1 (100%)



## Appendix K

### Competencies for Selecting External School Evaluators at Grade Levels 1-12 in Thailand

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
1	K1. Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).	100%	93%	3.5	1.3	100%	100%	4.5	0.7	100%	100%	5.0
2	K2. Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.	100%	93%	3.5	1.2	100%	100%	3.5	0.7	100%	100%	4.0
3	K3. Principles and approaches to enhance use of school evaluation processes and results, such	100%	91%	3.3	1.2	100%	100%	3.0	0.0	100%	100%	4.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	as utilization-focused evaluation (UFE).											
4	K6. Data analysis of quantitative and qualitative data.	100%	91%	3.8	1.1	100%	100%	4.0	1.4	100%	100%	5.0
5	K10. School evaluation.	100%	89%	3.7	1.4	100%	100%	5.0	0.0	100%	100%	5.0
6	K12. Thai educational quality assurance, especially external school evaluation at grade levels 1-12.	100%	93%	3.6	1.4	100%	100%	3.0	2.8	100%	100%	4.0
7	K14. ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.	100%	96%	4.1	1.3	100%	100%	5.0	0.0	100%	100%	4.0
8	K16. Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by	100%	91%	3.9	1.1	100%	100%	4.0	1.4	100%	100%	3.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	ONESQA.											
9	K17. Principles and approaches of school evaluation to improve school quality.	100%	96%	3.9	1.1	100%	100%	3.0	1.4	100%	100%	4.0
10	K18. Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).	100%	96%	3.9	0.9	100%	100%	4.0	1.4	100%	100%	4.0
11	K27. Measurement and evaluation of student outcomes.	100%	91%	3.6	1.1	100%	100%	3.5	0.7	100%	100%	4.0
12	K28. Teacher quality and development.	100%	96%	3.7	1.0	100%	100%	4.0	0.0	100%	100%	4.0
13	K29. Components and contextual elements of schools and their communities.	100%	96%	3.7	1.0	100%	100%	2.5	0.7	100%	100%	3.0
14	S2. Applies professional evaluation standards	100%	97%	3.5	1.4	100%	100%	4.5	0.7	100%	100%	4.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).											
15	S4. Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.	100%	93%	3.1	1.8	100%	100%	4.5	0.7	100%	100%	5.0
16	S5. Provides independent and impartial perspectives in evaluation.	100%	88%	3.2	1.7	100%	100%	4.5	0.7	100%	100%	5.0
17	S9. Develops appropriate protocols and responses when ethical issues and dilemmas occur.	100%	93%	3.1	1.5	100%	100%	3.5	0.7	100%	100%	5.0
18	S10. Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes	100%	97%	3.0	1.5	100%	100%	4.0	0.0	100%	100%	4.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	engagement and commitment to school evaluation.											
19	S12. Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.	100%	98%	3.0	1.5	100%	100%	4.5	0.7	100%	100%	4.0
20	S22. Effectively and accurately evaluates schools following ONESQA's standards and indicators.	100%	93%	3.1	1.7	100%	100%	5.0	0.0	100%	100%	5.0
21	S23. Evaluates schools using amicable approaches while maintaining independence and objectivity.	100%	96%	3.1	1.8	100%	100%	4.5	0.7	100%	100%	5.0
22	S24. Assesses results of school outcomes/development against schools' established goals, mission, and development	100%	95%	2.9	1.6	100%	100%	3.5	0.7	100%	100%	5.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.											
23	S26. Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.	100%	98%	3.3	1.6	100%	100%	4.0	0.0	100%	100%	5.0
24	S27. Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.	100%	95%	3.2	1.5	100%	100%	3.5	0.7	100%	100%	5.0
25	S29. Skillful with interviews, observations, and literature review.	100%	97%	3.3	1.7	100%	100%	4.5	0.7	100%	100%	5.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
26	S30. Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.	100%	98%	3.1	1.5	100%	100%	3.5	0.7	100%	100%	5.0
27	S32. Records facts and opinions collected from evidence, including school records, interviews, and observations.	100%	95%	3.1	1.5	100%	100%	4.0	0.0	100%	100%	5.0
28	S33. Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.	100%	98%	3.3	1.4	100%	100%	4.5	0.7	100%	100%	5.0
29	S34. Analyze and interprets statistical data appropriately.	100%	100%	3.0	1.3	100%	100%	4.5	0.7	100%	100%	5.0
30	S40. Conducts school evaluation and	100%	97%	3.0	1.4	100%	100%	3.5	2.1	100%	100%	5.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.											
31	S42. Applies techniques and methods to report negative findings and evaluation results constructively.	100%	90%	3.2	1.4	100%	100%	4.0	1.4	100%	100%	5.0
32	S43. Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.	100%	94%	3.3	1.6	100%	100%	4.0	1.4	100%	100%	5.0
33	S44. Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are	100%	90%	3.0	1.5	100%	100%	3.5	2.1	100%	100%	5.0



#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	appropriate considering available resources, and 3) match with the affiliations' needs and interests.											
34	S46. Gives opportunities for schools to clarify, explain, and/or provide supporting evidence if they disagree with findings/results.	100%	97%	2.3	1.2	100%	100%	3.5	2.1	100%	100%	5.0
35	S48. Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.	100%	95%	2.7	1.4	100%	100%	3.5	2.1	100%	100%	5.0
36	S62. Uses written and verbal communication skills and relevant technologies.	100%	100%	3.7	1.1	100%	100%	5.0	0.0	100%	100%	4.0
37	S63. Uses listening skills.	100%	100%	3.5	1.0	100%	100%	3.5	0.7	100%	100%	5.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
38	S64. Uses presentation skills and reporting skills.	100%	100%	3.7	1.2	100%	100%	4.0	1.4	100%	100%	5.0
39	S65. Uses explanation skills.	100%	100%	3.6	1.2	100%	100%	4.0	1.4	100%	100%	5.0
40	S66. Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.	100%	100%	3.6	1.0	100%	50%	4.0	1.4	100%	100%	5.0
41	S68. Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.	100%	100%	3.7	1.2	100%	50%	2.5	0.7	100%	100%	3.0
42	O1. Uses evaluators' authority appropriately and does not misuse position.	100%	100%	3.5	1.5	100%	50%	4.5	0.7	100%	100%	5.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
43	O8. Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.	100%	100%	3.5	1.4	100%	50%	4.5	0.7	100%	100%	5.0
44	S25. Assesses use of previous external school evaluation results and recommendations to improve schools.	98%	97%	3.1	1.4	100%	100%	3.5	0.7	100%	100%	5.0
45	S1. Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.	98%	98%	3.5	1.4	100%	100%	1.5	2.1	100%	100%	3.0
46	S19. Searches for school information and uses school or other relevant databases to attain school information as needed.	98%	97%	3.0	1.5	100%	100%	3.5	0.7	100%	100%	5.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
47	S41. Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.	98%	93%	3.4	1.5	100%	100%	5.0	0.0	100%	100%	5.0
48	S45. Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).	98%	95%	3.0	1.5	100%	100%	3.5	2.1	100%	100%	5.0
49	S35. Systematically and correctly synthesizes, analyzes, and interprets qualitative data,	98%	96%	3.3	1.4	100%	100%	4.0	1.4	100%	100%	5.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.											
50	S47. Ensures that the results of evaluations are agreed upon between school staff and evaluators.	98%	95%	2.8	1.5	100%	100%	4.5	0.7	100%	100%	5.0
51	S20. Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.	98%	93%	2.6	1.4	100%	100%	3.5	0.7	100%	100%	4.0
52	S36. Systematically draws conclusions and makes valid judgments using appropriate	98%	100%	3.3	1.6	100%	100%	4.0	1.4	100%	100%	5.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.											
53	S50. Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.	98%	93%	2.8	1.4	100%	100%	3.5	0.7	100%	100%	5.0
54	S51. Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support their suggestion.	98%	97%	2.9	1.6	100%	100%	3.5	0.7	100%	100%	5.0
55	K19. Roles and responsibilities of the Office of National Education Standards and Quality	98%	94%	3.5	1.2	100%	100%	3.0	0.0	100%	100%	4.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other agencies relevant to internal and external school evaluation, such as the Ministry of Education.											
56	K20. Current Thai education system, situations, and issues.	98%	91%	3.7	1.0	100%	100%	3.0	0.0	100%	100%	3.0
57	K15. Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.	98%	91%	4.0	1.2	100%	100%	3.5	0.7	100%	100%	4.0
58	K22. Principles and strategies to improve school quality.	98%	93%	3.6	1.2	100%	100%	3.0	0.0	100%	100%	3.0
59	K11. Fundamental evaluation knowledge and	98%	87%	3.3	1.3	100%	100%	3.5	2.1	100%	100%	4.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	new developments in evaluation and relevant knowledge relating to evaluation.											
60	K13. The Handbook for External School Evaluators for basic education developed by ONESQA.	98%	96%	3.6	1.3	100%	100%	3.0	1.4	100%	100%	4.0
61	S31. Conducts evaluations in a non-disruptive manner.	97%	90%	2.8	1.3	100%	100%	4.0	0.0	100%	100%	4.0
62	S17. Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.	97%	97%	3.1	1.4	100%	100%	3.5	0.7	100%	100%	4.0
63	S37. Examines, analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant	97%	96%	3.1	1.4	100%	100%	4.0	0.0	100%	100%	5.0



#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.											
64	S38. Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.	97%	96%	2.8	1.1	100%	100%	3.0	1.4	100%	100%	4.0
65	K5. Development and uses of qualitative, quantitative, and mixed methods for data collection.	96%	87%	3.7	1.0	100%	100%	4.5	0.7	100%	100%	4.0
66	S13. Because justified negative or critical	95%	97%	3.0	1.5	100%	100%	4.5	0.7	100%	100%	5.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
	conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.											
67	S21. Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the evaluation process during school visits.	95%	95%	2.9	1.6	100%	100%	3.5	0.7	100%	100%	5.0
68	S18. Identifies and accesses necessary data and utilizes various data sources.	95%	97%	3.0	1.5	100%	100%	3.5	0.7	100%	100%	4.0

#	Competencies	Evaluators				ONESQA				BET		
		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely		Necessary	Practical	Trouble Likely
		Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean	SD	Answer 'Yes' (%)	Answer 'Yes' (%)	Mean
69	S8. Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).	92%	76%	2.8	1.5	100%	100%	4.5	0.7	100%	100%	4.0
70	S39. Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.	88%	82%	2.5	1.2	100%	100%	4.0	0.0	100%	100%	5.0
71	K4. Research designs, research procedures, and effective practices in applied research.	87%	85%	3.3	1.1	100%	100%	4.0	0.0	100%	100%	4.0

## Appendix L

### Competencies for Training External School Evaluators at Grade Levels 1-12 in Thailand

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
K6. Data analysis of quantitative and qualitative data.	47	47 (100%)	47	3.9	1.1	2	2 (100%)	2	4.5	1	1 (100%)	1	5
K8. Legal constraints on data control and access.	47	47 (100%)	47	3.3	1.2	2	2 (100%)	2	1.5	1	1 (100%)	1	3
K9. Basic knowledge of computers and various software useful for evaluation.	46	46 (100%)	47	3.1	1.2	2	2 (100%)	2	2.5	1	1 (100%)	1	3

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
K10. School evaluation.	44	44 (100%)	47	3.7	1.4	2	2 (100%)	2	5	1	1 (100%)	1	4
K12. Thai educational quality assurance, especially external school evaluation at grade levels 1-12.	45	45 (100%)	47	3.5	1.4	2	2 (100%)	2	3	1	1 (100%)	1	4
K14. ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.	45	45 (100%)	47	4	1.4	2	2 (100%)	2	5	1	1 (100%)	1	4
K16. Principles of	47	47	47	4	1.2	2	2	2	4	1	1	1	3

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.		(100%)					(100%)				(100%)		
K17. Principles and approaches of school evaluation to improve school quality.	46	46 (100%)	47	3.9	1.2	2	2 (100%)	2	3	1	1 (100%)	1	4
K18. Principles, approaches, and systems of internal school evaluation	47	47 (100%)	47	3.9	1.2	2	2 (100%)	2	3.5	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
including School Self-Assessment Reports (SAR).													
K21. Goals, mission, and principles of education administration and teaching and learning management.	47	47 (100%)	47	3.8	1.2	2	2 (100%)	2	3.5	1	1 (100%)	1	4
K24. Core curriculum and learning standards of basic education (grade levels 1-12).	47	47 (100%)	47	4	1	2	2 (100%)	2	2.5	1	1 (100%)	1	4
K27. Measurement	46	46	47	3.7	1.2	2	2	2	3	1	1	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
and evaluation of student outcomes.		(100%)					(100%)				(100%)		
K28. Teacher quality and development.	47	47 (100%)	47	3.7	1.1	2	2 (100%)	2	4	1	1 (100%)	1	4
K29. Components and contextual elements of schools and their communities.	47	47 (100%)	47	3.6	1.1	2	2 (100%)	2	2.5	1	1 (100%)	1	3
S2. Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on	61	61 (100%)	62	3.6	1.4	2	2 (100%)	2	4.5	1	1 (100%)	1	4



Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
Standards for Educational Evaluation (JCSEE).													
S4. Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.	61	61 (100%)	62	3.5	1.6	2	2 (100%)	2	4.5	1	1 (100%)	1	5
S5. Provides independent and impartial perspectives in evaluation.	62	62 (100%)	62	3.4	1.6	2	2 (100%)	2	4.5	1	1 (100%)	1	5
S9. Develops	62	62	62	3.3	1.4	2	2	2	4.5	1	1	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
appropriate protocols and responses when ethical issues and dilemmas occur.		(100%)					(100%)				(100%)		
S10. Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school evaluation.	62	62 (100%)	62	3.4	1.4	2	2 (100%)	2	4.5	1	1 (100%)	1	4
S12. Honors promises	61	61	62	3.4	1.4	2	2	2	4	1	1	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.		(100%)					(100%)				(100%)		
S22. Effectively and accurately evaluates schools following ONESQA's standards and indicators.	59	59 (100%)	62	3.5	1.7	2	2 (100%)	2	5	1	1 (100%)	1	5
S23. Evaluates schools using amicable approaches while maintaining	59	59 (100%)	62	3.5	1.6	2	2 (100%)	2	4	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
independence and objectivity.													
S24. Assesses results of school outcomes/development against schools' established goals, mission, and development plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.	59	59 (100%)	62	3.3	1.5	2	2 (100%)	2	3.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
S26. Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.	62	62 (100%)	62	3.7	1.5	2	2 (100%)	2	4.5	1	1 (100%)	1	5
S27. Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools	62	62 (100%)	62	3.8	1.5	2	2 (100%)	2	4	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
provide and to collect additional information.													
S29. Skillful with interviews, observations, and literature review.	62	62 (100%)	62	3.8	1.6	2	2 (100%)	2	4.5	1	1 (100%)	1	5
S30. Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.	62	62 (100%)	62	3.5	1.5	2	2 (100%)	2	3	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
S32. Records facts and opinions collected from evidence, including school records, interviews, and observations.	61	61 (100%)	62	3.6	1.5	2	2 (100%)	2	4	1	1 (100%)	1	5
S33. Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.	60	60 (100%)	62	3.9	1.2	2	2 (100%)	2	5	1	1 (100%)	1	5
S34. Analyze and	60	60	62	3.4	1.3	2	2	2	3.5	1	1	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
interprets statistical data appropriately.		(100%)					(100%)				(100%)		
S40. Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.	59	59 (100%)	62	3.6	1.2	2	2 (100%)	2	3	1	1 (100%)	1	5
S42. Applies techniques and methods to report	61	61 (100%)	62	3.9	1.1	2	2 (100%)	2	4	1	1 (100%)	1	5



Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
negative findings and evaluation results constructively.													
S43. Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.	61	61 (100%)	62	4	1.2	2	2 (100%)	2	3.5	1	1 (100%)	1	5
S44. Gives practical recommendations to original/direct	61	61 (100%)	62	3.7	1.3	2	2 (100%)	2	3.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.													
S46. Gives opportunities for schools to clarify, explain, and/or	60	60 (100%)	62	3.2	1.3	2	2 (100%)	2	3.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
provide supporting evidence if they disagree with findings/results.													
S48. Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.	60	60 (100%)	62	3.5	1.3	2	2 (100%)	2	3.5	1	1 (100%)	1	5
S49. Communicates	60	60	62	3.6	1.1	2	2	2	3	1	1	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
the evaluation approaches, methods and evaluation limitations accurately, clearly, appropriately, and in sufficient detail to allow others to understand, interpret, and critique their work.		(100%)					(100%)				(100%)		
S62. Uses written and verbal communication skills and relevant technologies.	56	56 (100%)	56	3.8	1.2	2	2 (100%)	2	4.5	1	1 (100%)	1	4
S63. Uses listening	56	56	56	3.7	0.9	2	2	2	3.5	1	1	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
skills.		(100%)					(100%)				(100%)		
S64. Uses presentation skills and reporting skills.	56	56 (100%)	56	3.9	0.9	2	2 (100%)	2	3	1	1 (100%)	1	5
S65. Uses explanation skills.	56	56 (100%)	56	3.9	0.9	2	2 (100%)	2	3	1	1 (100%)	1	5
S66. Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.	56	56 (100%)	56	3.9	1	2	2 (100%)	2	3.5	1	1 (100%)	1	5
S67. Uses conflict	56	56	56	3.6	1.2	2	2	2	2.5	1	1	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
resolution skills.		(100%)					(100%)				(100%)		
S68. Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.	56	56 (100%)	56	3.8	1.1	2	2 (100%)	2	4	1	1 (100%)	1	3
S70. Uses effective consulting skills.	56	56 (100%)	56	3.5	1	2	2 (100%)	2	5	1	1 (100%)	1	4
S72. Attends to issues of diversity and culture and	56	56 (100%)	56	3.2	1.2	2	2 (100%)	2	3.5	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
demonstrates cross-cultural competence.													
S73. Creates a welcoming, trusting and friendly evaluation atmospheres during the school evaluation process. Cultivates good relationships with stakeholders, especially with decision makers.	56	56 (100%)	56	3.5	1	2	2 (100%)	2	3	1	1 (100%)	1	4
O1. Uses evaluators' authority appropriately and does not misuse	56	56 (100%)	56	3.8	1.1	2	2 (100%)	2	3.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
position.													
O3. Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.	55	55 (100%)	56	3.6	1.2	2	2 (100%)	2	4	1	1 (100%)	1	3
O4. Open to diverse worldviews, perspectives, and critiques from school	56	56 (100%)	56	3.6	1	2	2 (100%)	2	2.5	1	1 (100%)	1	4



Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
staff and evaluation team members.													
O5. Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.	56	56 (100%)	56	3.8	1	2	2 (100%)	2	4.5	1	1 (100%)	1	5
O6. Observant, curious, and sensitive to various circumstances.	55	55 (100%)	56	3.4	1.2	2	2 (100%)	2	3.5	1	1 (100%)	1	4
O7. Conducts evaluations with integrity, honesty,	56	56 (100%)	56	3.8	1	2	2 (100%)	2	4.5	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.													
O8. Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any	56	56 (100%)	56	3.9	1	2	2 (100%)	2	5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
information that is necessary to report.													
O9. Accountable for evaluation results.	53	53 (100%)	56	3.6	1.3	2	2 (100%)	2	4.5	1	1 (100%)	1	5
O10. Enthusiastic for self-improvement and regularly seeks new knowledge and skills in areas relevant to evaluation.	52	52 (100%)	56	3.3	1.4	2	2 (100%)	2	3.5	1	1 (100%)	1	4
O11. Exhibits a high degree of morals and ethics (i.e., is disciplined, conscious,	53	53 (100%)	56	3.6	1.3	2	2 (100%)	2	3.5	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
grateful, kind, patient, honest, economical, diligent, and selfless).													
O12. Attempts to and is diligent to evaluate schools with perseverance.	54	54 (100%)	56	3.5	1.3	2	2 (100%)	2	2.5	1	1 (100%)	1	4
O13. Is emotionally mature, self-controlled, and capable of managing stress during the evaluation process, including being patient and forgiving when	54	54 (100%)	56	3.6	1.3	2	2 (100%)	2	2	1	1 (100%)	1	3

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
treated inappropriately.													
O14. Does not have conflicts of interest.	54	54 (100%)	56	3.6	1.4	2	2 (100%)	2	3	1	1 (100%)	1	3
O16. Has confidence about self and own evaluation capabilities.	56	56 (100%)	56	3.5	1.1	2	2 (100%)	2	1	1	1 (100%)	1	4
O17. Has a positive and correct attitude toward ONESQA, school staff, and school evaluation.	56	56 (100%)	56	3.5	1.1	2	2 (100%)	2	3	1	1 (100%)	1	5
O18. Is determined to improve schools?	56	56 (100%)	56	3.6	1.1	2	2 (100%)	2	1.5	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
quality and student achievement.													
O19. Has a good attitude towards working with others.	56	56 (100%)	56	3.6	1.1	2	2 (100%)	2	1.5	1	1 (100%)	1	3
S25. Assesses use of previous external school evaluation results and recommendations to improve schools.	62	61 (98%)	62	3.6	1.4	2	2 (100%)	2	4	1	1 (100%)	1	5
S19. Searches for school information and uses school or other	61	60 (98%)	62	3.4	1.5	2	2 (100%)	2	4.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
relevant databases to attain school information as needed.													
S41. Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school	61	60 (98%)	62	3.9	1.1	2	2 (100%)	2	4.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
practices. Evaluators use appropriate and correct language in the report.													
S45. Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language	61	60 (98%)	62	3.8	1.3	2	2 (100%)	2	3.5	1	1 (100%)	1	5



Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
requirements).													
S15. Applies new knowledge, technologies and innovations to benefit school evaluation activities.	60	59 (98%)	62	3.3	1.4	2	2 (100%)	2	3.5	1	1 (100%)	1	4
S35. Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the	60	59 (98%)	62	3.8	1.2	2	2 (100%)	2	3.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.													
S47. Ensures that the results of evaluations are agreed upon between school staff and evaluators.	60	59 (98%)	62	3.6	1.3	2	2 (100%)	2	4.5	1	1 (100%)	1	5
S20. Selects appropriate data collection methods and tools. If necessary, develops the most	59	58 (98%)	62	3.2	1.5	2	2 (100%)	2	4	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.													
S36. Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation	59	58 (98%)	62	3.8	1.2	2	2 (100%)	2	3.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
standards and indicators.													
S50. Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.	58	57 (98%)	62	3.5	1.4	2	2 (100%)	2	3.5	1	1 (100%)	1	5
S51. Suggests an accreditation status of	58	57 (98%)	62	3.6	1.4	2	2 (100%)	2	3	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
evaluated schools to ONESQA using credible and reliable data and evidence to support their suggestion.													
S74. Has logical, creative, critical, analytical, and synthesis thinking skills and is able to make any decision appropriately.	56	55 (98%)	56	3.8	1.1	2	2 (100%)	2	4.5	1	1 (100%)	1	4
K7. Basic knowledge of statistics and	47	46 (98%)	47	3.5	1.1	2	2 (100%)	2	4	1	1 (100%)	1	3

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
various sampling techniques.													
K19. Roles and responsibilities of the Office of National Education Standards and Quality Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other agencies relevant to internal and external school evaluation, such as the Ministry of	47	46 (98%)	47	3.5	1.2	2	2 (100%)	2	2.5	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
Education.													
K20. Current Thai education system, situations, and issues.	47	46 (98%)	47	3.6	1.3	2	2 (100%)	2	2.5	1	1 (100%)	1	3
K25. General pedagogical knowledge and techniques of instruction, especially focusing on student-centered learning.	47	46 (98%)	47	3.7	1.1	2	2 (100%)	2	2.5	1	1 (100%)	1	4
K15. Principles and procedures to identify aspects and data	46	45 (98%)	47	4	1.3	2	2 (100%)	2	3	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
necessary for investigation according to ONESQA's standards and indicators.													
K22. Principles and strategies to improve school quality.	46	45 (98%)	47	3.7	1.2	2	2 (100%)	2	2.5	1	1 (100%)	1	3
K13. The Handbook for External School Evaluators for basic education developed by ONESQA.	45	44 (98%)	47	3.5	1.4	2	2 (100%)	2	3	1	1 (100%)	1	4
K23. Goals, mission,	45	44 (98%)	47	3.9	1.3	2	2	2	2.5	1	1	1	4



Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
and principles of education administration and teaching and learning management at the basic education level.							(100%)				(100%)		
S31. Conducts evaluations in a non-disruptive manner.	62	60 (97%)	62	3.3	1.4	2	2 (100%)	2	3.5	1	1 (100%)	1	4
S17. Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according	61	59 (97%)	62	3.4	1.4	2	2 (100%)	2	4	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
to external school evaluation standards and indicators.													
S28. Assesses the appropriateness, trustworthiness, and reliability of procedures and methods that schools use to collect data and evidence to be included in Self-Assessment Reports (SAR).	61	59 (97%)	62	3.6	1.4	2	2 (100%)	2	4	1	1 (100%)	0	0
S37. Examines,	59	57 (97%)	62	3.6	1.3	2	2	2	4	1	1	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and							(100%)				(100%)		

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
providing recommendations to improve school quality.													
S58. Coordinates and supervises others to meet timeframes and milestones.	59	57 (97%)	62	3.5	1.2	2	2 (100%)	2	4.5	1	1 (100%)	1	2
S57. Assigns evaluation tasks to each evaluator effectively and appropriate to his/her competencies. Completes evaluation	58	56 (97%)	62	3.5	1.5	2	2 (100%)	2	3	1	1 (100%)	1	2

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
activities in a timely manner according to project timelines and finishes external school evaluations on time.													
S56. Capacity building: Coaches and trains school staff and evaluation team members in school evaluation knowledge and skills and in other areas relevant to evaluation.	56	54 (96%)	62	3.2	1.3	2	2 (100%)	2	4	1	1 (100%)	1	4

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
K5. Development and uses of qualitative, quantitative, and mixed methods for data collection.	47	45 (96%)	47	3.7	1.2	2	2 (100%)	2	4	1	1 (100%)	1	4
S13. Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance,	62	59 (95%)	62	3.4	1.4	2	2 (100%)	2	4.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.													
S21. Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the	62	59 (95%)	62	3.3	1.6	2	2 (100%)	2	3.5	1	1 (100%)	1	5

Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
evaluation process during school visits.													
S18. Identifies and accesses necessary data and utilizes various data sources.	61	58 (95%)	62	3.3	1.4	2	2 (100%)	2	4	1	1 (100%)	1	4
K26. Learner development (cognitive and behavioral) for students at grade levels 1-12.	47	44 (94%)	47	3.7	1.2	2	2 (100%)	2	2.5	1	1 (100%)	1	4
O2. Practices within the limits of his/her	56	52 (93%)	56	3.5	1.1	2	2 (100%)	2	3	1	1 (100%)	1	3



Competencies	Evaluators					ONESQA				BET			
	Necessary		Distinguishable			Necessary		Distinguishable		Necessary		Distinguishable	
	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Std. Deviation	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean	Number of Respondents	Answer 'Yes' (Number)	Number of Respondents	Mean
competence.													

## Appendix M

### Thai External School Evaluator Competencies (Thai ESEC)

Necessary Knowledge for External Thai Educational Evaluators

Number	Knowledge	Item #	Description
1.	Professional Evaluation Standards, Morality, and Ethics	K1	Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).
2.		K2	Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.
3.		K3	Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).
4.	Research and Other Relevant Knowledge	K4	Research designs, research procedures, and effective practices in applied research.
5.		K5	Development and uses of qualitative, quantitative, and mixed methods for data collection.
6.		K6	Data analysis of quantitative and qualitative data.
7.		K7	Basic knowledge of statistics and various sampling techniques.
8.		K8	Legal constraints on data control and access.
9.		K9	Basic knowledge of computers and various software useful for evaluation.
10.		Knowledge of School Evaluation	K10
11.	K11		Fundamental evaluation knowledge and new developments in evaluation and relevant knowledge relating to evaluation.

Number	Knowledge	Item #	Description
12.		K12	Thai educational quality assurance, especially external school evaluation at grade levels 1-12.
13.		K13	The Handbook for External School Evaluators for basic education developed by ONESQA.
14.		K14	ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.
15.		K15	Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.
16.		K16	Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.
17.		K17	Principles and approaches of school evaluation to improve school quality.
18.		K18	Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).
19.		Roles of ONESQA, Evaluators, Schools, and Other Evaluation Stakeholders	K19
20.	Thai Education System, Teaching and Learning Development	K20	Current Thai education system, situations, and issues.
21.		K21	Goals, mission, and principles of education administration and teaching and learning management.
22.		K22	Principles and strategies to improve school quality.

Number	Knowledge	Item #	Description
23.	Areas Relevant to Basic Education	K23	Goals, mission, and principles of education administration and teaching and learning management at the basic education level.
24.		K24	Core curriculum and learning standards of basic education (grade levels 1-12).
25.		K25	General pedagogical knowledge and techniques of instruction, especially focusing on student-centered learning.
26.		K26	Learner development (cognitive and behavioral) for students at grade levels 1-12.
27.		K27	Measurement and evaluation of student outcomes.
28.		K28	Teacher quality and development.
29.		K29	Components and contextual elements of schools and their communities.

#### Necessary Skills and Abilities for External Thai Educational Evaluators

Number	Skills and Abilities	Item #	Description
1.	Fulfillment of Responsibility, Maintenance of Ethics, and Pursuit of Self-Development	S1	Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.
2.		S2	Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).
3.		S3	Exhibits moral and ethical conduct. Evaluates schools with integrity and honesty.
4.		S4	Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.

Number	Skills and Abilities	Item #	Description
5.		S5	Provides independent and impartial perspectives in evaluation.
6.		S6	Aware of self as an evaluator, understands his or her evaluation capability (knowledge, skills, dispositions), and evaluates own evaluation performance regularly.
7.		S7	Builds professional networks and develop self in relevant areas to enhance school evaluation practice.
8.		S8	Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).
9.	Skills of School Evaluation	S9	Develops appropriate protocols and responses when ethical issues and dilemmas occur.
10.		S10	Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school evaluation.
11.	Conducting Actions Toward Human Rights and Confidentiality	S11	Considers human rights and the public welfare in evaluation practice.
12.		S12	Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.
13.		S13	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.

Number	Skills and Abilities	Item #	Description
14.		S14	Respects all school evaluation stakeholders.
15.	Conducting Activities Before School Evaluation	S15	Applies new knowledge, technologies and innovations to benefit school evaluation activities.
16.		S16	Develops an effective and practical evaluation plan and a schedule for school visits that are responsive to objectives of external school evaluation and appropriate to schools' contexts and culture.
17.		S17	Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.
18.		S18	Identifies and accesses necessary data and utilizes various data sources.
19.		S19	Searches for school information and uses school or other relevant databases to attain school information as needed.
20.		S20	Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.
21.		S21	Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the evaluation process during school visits.
22.	Conducting Activities During School Visits	S22	Effectively and accurately evaluates schools following ONESQA's standards and indicators.
23.		S23	Evaluates schools using amicable approaches while maintaining independence and objectivity.

Number	Skills and Abilities	Item #	Description
24.		S24	Assesses results of school outcomes/development against schools' established goals, mission, and development plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.
25.		S25	Assesses use of previous external school evaluation results and recommendations to improve schools.
26.	Data Collection and Analysis	S26	Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.
27.		S27	Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.
28.		S28	Assesses the appropriateness, trustworthiness, and reliability of procedures and methods that schools use to collect data and evidence to be included in Self-Assessment Reports (SAR).
29.		S29	Skillful with interviews, observations, and literature review.
30.		S30	Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.
31.		S31	Conducts evaluations in a non-disruptive manner.
32.		S32	Records facts and opinions collected from evidence, including school records, interviews, and observations.

Number	Skills and Abilities	Item #	Description
33.		S33	Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.
34.		S34	Analyze and interprets statistical data appropriately.
35.		S35	Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.
36.		S36	Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.
37.	Correct and Appropriate Analysis and Response to School Context and Stakeholders	S37	Examines, analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.
38.		S38	Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.
39.		S39	Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.



Number	Skills and Abilities	Item #	Description
40.		S40	Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.
41.	Reporting Evaluation Results and Recommendations	S41	Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.
42.		S42	Applies techniques and methods to report negative findings and evaluation results constructively.
43.		S43	Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.
44.		S44	Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.
45.		S45	Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).
46.		S46	Gives opportunities for schools to clarify, explain, and/or provide supporting evidence

Number	Skills and Abilities	Item #	Description
			if they disagree with findings/results.
47.		S47	Ensures that the results of evaluations are agreed upon between school staff and evaluators.
48.		S48	Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.
49.		S49	Communicates the evaluation approaches, methods and evaluation limitations accurately, clearly, appropriately, and in sufficient detail to allow others to understand, interpret, and critique their work.
50.		S50	Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.
51.		S51	Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support their suggestion.
52.		S52	Conducts meta-evaluation and uses meta-evaluative feedback to improve their work.
53.	Activities Post Visit Evaluation	S53	Prevents or resolves any concerns related to procedures or activities likely to produce misleading evaluative findings and results.
54.		S54	Secures evaluative data and information.
55.	Use of Computer, Software, and Other Technologies	S55	Uses computers and applies appropriate software or other technologies to benefit evaluation activities.

Number	Skills and Abilities	Item #	Description
56.	Evaluation Capacity Building	S56	Capacity building: Coaches and trains school staff and evaluation team members in school evaluation knowledge and skills and in other areas relevant to evaluation.
57.	School Evaluation Project Management	S57	Assigns evaluation tasks to each evaluator effectively and appropriate to his/her competencies. Completes evaluation activities in a timely manner according to project timelines and finishes external school evaluations on time.
58.		S58	Coordinates and supervises others to meet timeframes and milestones.
59.		S59	Manages resources effectively (human and financial) to maximize benefits for external school evaluation.
60.		S60	Identifies and mitigates problems/issues.
61.		S61	Effectively communicates with ONESQA, schools, and evaluation agencies throughout the evaluation process.
62.	Interpersonal and Communication Skills	S62	Uses written and verbal communication skills and relevant technologies.
63.		S63	Uses listening skills.
64.		S64	Uses presentation skills and reporting skills.
65.		S65	Uses explanation skills.
66.		S66	Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.
67.		S67	Uses conflict resolution skills.
68.		S68	Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school

Number	Skills and Abilities	Item #	Description
			evaluation.
69.		S69	Uses collaboration/partnering skills in an amicable manner.
70.		S70	Uses effective consulting skills.
71.		S71	Uses leadership skills.
72.		S72	Attends to issues of diversity and culture and demonstrates cross-cultural competence.
73.		S73	Creates a welcoming, trusting and friendly evaluation atmospheres during the school evaluation process. Cultivates good relationships with stakeholders, especially with decision makers.
74.	Thinking Skills	S74	Has logical, creative, critical, analytical, and synthesis thinking skills and is able to make any decision appropriately.

#### Necessary Other Characteristics for External Thai Educational Evaluators

Number	Other Characteristics	Item #	Description
1.		O1	Uses evaluators' authority appropriately and does not misuse position.
2.		O2	Practices within the limits of his/her competence.
3.	Ethics for Evaluators	O3	Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.
4.		O4	Open to diverse worldviews, perspectives,

Number	Other Characteristics	Item #	Description
			and critiques from school staff and evaluation team members.
5.		O5	Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.
6.		O6	Observant, curious, and sensitive to various circumstances.
7.		O7	Conducts evaluations with integrity, honesty, objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.
8.		O8	Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.
9.		O9	Accountable for evaluation results.
10.		O10	Enthusiastic for self-improvement and regularly seeks new knowledge and skills in areas relevant to evaluation.
11.	Morality and Virtue	O11	Exhibits a high degree of morals and ethics (i.e., is disciplined, conscious, grateful, kind, patient, honest, economical, diligent, and selfless).
12.		O12	Attempts to and is diligent to evaluate schools with perseverance.
13.		O13	Is emotionally mature, self-controlled, and capable of managing stress during the evaluation process, including being patient and forgiving when treated inappropriately.
14.		O14	Does not have conflicts of interest.
15.	Good	O15	Exhibits good characteristics and a good

Number	Other Characteristics	Item #	Description
	Characteristics and Personality		personality, is polite, and has and shows good manners and thoughtful conduct (i.e., dresses properly).
16.		O16	Has confidence about self and own evaluation capabilities.
17.		O17	Has a positive and correct attitude toward ONESQA, school staff, and school evaluation.
18.		O18	Is determined to improve schools' quality and student achievement.
19.		O19	Has a good attitude towards working with others.

## Appendix N

### Comparing Four Sets of Competencies

*An X indicates that that set of competencies included the competency indicated.*

#### Comparing Knowledge among Four Sets of Competencies

Knowledge	ONESQA	Guah	Piyamas
Professional Evaluation Standards, Morality, and Ethics			
1. Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).	X		
2. Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.		X	
3. Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).			
Research and Other Relevant Knowledge			
4. Research designs, research procedures, and effective practices in applied research.			
5. Development and uses of qualitative, quantitative, and mixed methods for data collection.	X	X	X
6. Data analysis of quantitative and qualitative data.	X	X	
7. Basic knowledge of statistics and various sampling techniques.			X
8. Legal constraints on data control and access.	X		

Knowledge	ONESQA	Guah	Piyamas
9. Basic knowledge of computers and various software useful for evaluation.			X
Knowledge of School Evaluation			
10. School evaluation.	X		
11. Fundamental evaluation knowledge and new developments in evaluation and relevant knowledge relating to evaluation.	X		X
12. Thai educational quality assurance, especially external school evaluation at grade levels 1-12.	X	X	X
13. The Handbook for External School Evaluators for basic education developed by ONESQA.	X		
14. ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.	X	X	X
15. Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.	X	X	
16. Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.	X		X
17. Principles and approaches of school evaluation to improve school quality.	X	X	
18. Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).	X		
Roles of ONESQA, Evaluators, Schools, and Other Evaluation Stakeholders			
19. Roles and responsibilities of the Office of National Education Standards and Quality Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other	X	X	



Knowledge	ONESQA	Guah	Piyamas
agencies relevant to internal and external school evaluation, such as the Ministry of Education.			
Thai Education System, Teaching and Learning Development			
20. Current Thai education system, situations, and issues.		X	
21. Goals, mission, and principles of education administration and teaching and learning management.	X	X	X
22. Principles and strategies to improve school quality.		X	
Areas Relevant to Basic Education			
23. Goals, mission, and principles of education administration and teaching and learning management at the basic education level.	X		X
24. Core curriculum and learning standards of basic education (grade levels 1-12).			
25. General pedagogical knowledge and techniques of instruction, especially focusing on student-centered learning.	X		
26. Learner development (cognitive and behavioral) for students at grade levels 1-12.			
27. Measurement and evaluation of student outcomes.			
28. Teacher quality and development.			
29. Components and contextual elements of schools and their communities.	X		X

### Comparing Skills and Abilities among Four Sets of Competencies

Skills and Abilities	ONESQA	Guah	Piyamas
<b>Fulfillment of Responsibility, Maintenance of Ethics, and Pursuit of Self-Development</b>			
1. Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.	X		X
2. Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).	X		
3. Exhibits moral and ethical conduct. Evaluates schools with integrity and honesty.	X	X	X
4. Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.	X	X	
5. Provides independent and impartial perspectives in evaluation.	X		X
6. Aware of self as an evaluator, understands his or her evaluation capability (knowledge, skills, dispositions), and evaluates own evaluation performance regularly.			X
7. Builds professional networks and develop self in relevant areas to enhance school evaluation practice.			X
8. Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).	X		
<b>Skills of School Evaluation</b>			
9. Develops appropriate protocols and responses when ethical issues and dilemmas occur.	X		
10. Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school			

Skills and Abilities	ONESQA	Guah	Piyamas
evaluation.			
<b>Conducting Actions Toward Human Rights and Confidentiality</b>			
11. Considers human rights and the public welfare in evaluation practice.			
12. Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.	X		X
13. Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.			
14. Respects all school evaluation stakeholders.	X		
<b>Conducting Activities Before School Evaluation</b>			
15. Applies new knowledge, technologies and innovations to benefit school evaluation activities.			X
16. Develops an effective and practical evaluation plan and a schedule for school visits that are responsive to objectives of external school evaluation and appropriate to schools' contexts and culture.	X		X
17. Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.	X	X	X
18. Identifies and accesses necessary data and utilizes various data sources.		X	X

Skills and Abilities	ONESQA	Guah	Piyamas
19. Searches for school information and uses school or other relevant databases to attain school information as needed.			X
20. Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.			X
21. Reviews and analyzes schools' documents before school visits and develops recommendations in advance to assist the evaluation process during school visits.	X		X
<b>Conducting Activities During School Visits</b>			
22. Effectively and accurately evaluates schools following ONESQA's standards and indicators.	X		X
23. Evaluates schools using amicable approaches while maintaining independence and objectivity.	X	X	X
24. Assesses results of school outcomes/development against schools' established goals, mission, and development plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.	X	X	
25. Assesses use of previous external school evaluation results and recommendations to improve schools.	X		
<b>Data Collection and Analysis</b>			
26. Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.	X	X	X
27. Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.			X

Skills and Abilities	ONESQA	Guah	Piyamas
28. Assesses the appropriateness, trustworthiness, and reliability of procedures and methods that schools use to collect data and evidence to be included in Self-Assessment Reports (SAR).			X
29. Skillful with interviews, observations, and literature review.		X	X
30. Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.	X	X	
31. Conducts evaluations in a non-disruptive manner.			
32. Records facts and opinions collected from evidence, including school records, interviews, and observations.		X	
33. Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.	X	X	X
34. Analyze and interprets statistical data appropriately.			X
35. Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.	X	X	X
36. Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.	X	X	X
Correct and Appropriate Analysis and Response to School Context and Stakeholders			

Skills and Abilities	ONESQA	Guah	Piyamas
37. Examines, analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.			X
38. Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.			
39. Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.			X
40. Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.	X		
<b>Reporting Evaluation Results and Recommendations</b>			
41. Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.	X	X	X
42. Applies techniques and methods to report negative findings and evaluation results constructively.	X		
43. Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.	X	X	X

Skills and Abilities	ONESQA	Guah	Piyamas
44. Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.	X		
45. Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).	X		X
46. Gives opportunities for schools to clarify, explain, and/or provide supporting evidence if they disagree with findings/results.			X
6. Ensures that the results of evaluations are agreed upon between school staff and evaluators.			X
48. Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.	X		
49. Communicates the evaluation approaches, methods and evaluation limitations accurately, clearly, appropriately, and in sufficient detail to allow others to understand, interpret, and critique their work.			
50. Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.		X	X
51. Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support their suggestion.	X		

Skills and Abilities	ONESQA	Guah	Piyamas
Activities Post Visit Evaluation			
52. Conducts meta-evaluation and uses meta-evaluative feedback to improve their work.			
53. Prevents or resolves any concerns related to procedures or activities likely to produce misleading evaluative findings and results.			
54. Secures evaluative data and information.	X		
Use of Computer, Software, and Other technologies			
55. Uses computers and applies appropriate software or other technologies to benefit evaluation activities.			X
Evaluation Capacity Building			
56. Capacity building: Coaches and trains school staff and evaluation team members in school evaluation knowledge and skills and in other areas relevant to evaluation.			X
School Evaluation Project Management			
57. Assigns evaluation tasks to each evaluator effectively and appropriate to his/her competencies. Completes evaluation activities in a timely manner according to project timelines and finishes external school evaluations on time.	X		X
58. Coordinates and supervises others to meet timeframes and milestones.			
59. Manages resources effectively (human and financial) to maximize benefits for external school evaluation.			
60. Identifies and mitigates problems/issues.			
61. Effectively communicates with ONESQA, schools, and evaluation agencies throughout the evaluation process.	X		



Skills and Abilities	ONESQA	Guah	Piyamas
<b>Interpersonal and Communication Skills</b>			
62. Uses written and verbal communication skills and relevant technologies.	X		
63. Uses listening skills.			
64. Uses presentation skills and reporting skills.			
65. Uses explanation skills.		X	
66. Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.			X
67. Uses conflict resolution skills.			X
68. Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.	X	X	X
69. Uses collaboration/partnering skills in an amicable manner.	X	X	X
70. Uses effective consulting skills.		X	
71. Uses leadership skills.			
72. Attends to issues of diversity and culture and demonstrates cross-cultural competence.			
73. Creates a welcoming, trusting and friendly evaluation atmospheres during the school evaluation process. Cultivates good relationships with stakeholders, especially with decision makers.	X		
<b>Thinking Skills</b>			
74. Has logical, creative, critical, analytical, and synthesis thinking skills and is able to make any decision appropriately.	X	X	

Comparing Other Necessary Characteristics among Four Sets of Competencies

Other Characteristics	ONESQA	Guah	Piyamas
Ethics for Evaluators			
1. Uses evaluators' authority appropriately and does not misuse position.	X		X
2. Practices within the limits of his/her competence.			
3. Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.			
4. Open to diverse worldviews, perspectives, and critiques from school staff and evaluation team members.	X	X	X
5. Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.		X	
6. Observant, curious, and sensitive to various circumstances.		X	
7. Conducts evaluations with integrity, honesty, objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.	X	X	X
8. Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.	X		X
9. Accountable for evaluation results.	X	X	X
10. Enthusiastic for self-improvement and regularly seeks new knowledge and skills in areas relevant to evaluation.	X		
Morality and Virtue			

Other Characteristics	ONESQA	Guah	Piyamas
11. Exhibits a high degree of morals and ethics (i.e., is disciplined, conscious, grateful, kind, patient, honest, economical, diligent, and selfless).	X	X	
12. Attempts to and is diligent to evaluate schools with perseverance.			X
13. Is emotionally mature, self-controlled, and capable of managing stress during the evaluation process, including being patient and forgiving when treated inappropriately.	X		X
14. Does not have conflicts of interest.	X		X
Good Characteristics and Personality			
15. Exhibits good characteristics and a good personality, is polite, and has and shows good manners and thoughtful conduct (i.e., dresses properly).	X		
16. Has confidence about self and own evaluation capabilities.			
17. Has a positive and correct attitude toward ONESQA, school staff, and school evaluation.	X		X
18. Is determined to improve schools' quality and student achievement.			X
19. Has a good attitude towards working with others.			X

## Appendix O

### Competencies Not Included in the Training Set

Knowledge Not Included in the Training Set with Mean 3.5 as a Cut Point

Number	Knowledge	Item #	Descriptions
1.	Professional Evaluation Standards, Morality, and Ethics	K1	Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).
2.		K2	Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.
3.		K3	Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).
4.	Research and Other Relevant Knowledge	K8	Legal constraints on data control and access.
5.		K9	Basic knowledge of computers and various software useful for evaluation.
6.	Knowledge of School Evaluation	K11	Fundamental evaluation knowledge and new developments in evaluation and relevant knowledge relating to evaluation.

Skills and Abilities Not Included in the Training Set with Mean 3.5 as a Cut Point

Number	Skills and Abilities	Item#	Descriptions
1.	Fulfillment of Responsibility, Maintenance of Ethics, and Pursuit of Self-	S1	Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.
2.		S3	Exhibits moral and ethical conduct. Evaluates schools with integrity and honesty.

Number	Skills and Abilities	Item#	Descriptions
3.	Development	S6	Aware of self as an evaluator, understands his or her evaluation capability (knowledge, skills, dispositions), and evaluates own evaluation performance regularly.
4.		S7	Builds professional networks and develop self in relevant areas to enhance school evaluation practice.
5.	Conducting Actions Toward Human Rights and Confidentiality	S11	Considers human rights and the public welfare in evaluation practice.
6.		S14	Respects all school evaluation stakeholders.
7.	Conducting Activities Before School Evaluation	S16	Develops an effective and practical evaluation plan and a schedule for school visits that are responsive to objectives of external school evaluation and appropriate to schools' contexts and culture.
8.	Data Collection and Analysis	S28	Assesses the appropriateness, trustworthiness, and reliability of procedures and methods that schools use to collect data and evidence to be included in Self-Assessment Reports (SAR).
9.	Correct and Appropriately Analysis and Response to School Context and Stakeholders	S38	Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.
10.		S39	Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.
11.	Activities Post Visit Evaluation	S52	Conducts meta-evaluation and uses meta-evaluative feedback to improve their work.
12.		S53	Prevents or resolves any concerns related to procedures or activities likely to produce misleading evaluative findings and results.

Number	Skills and Abilities	Item#	Descriptions
13.		S54	Secures evaluative data and information.
14.	Use of Computer, Software, and Other Technologies	S55	Uses computers and applies appropriate software or other technologies to benefit evaluation activities.
15.	School Evaluation Project Management	S59	Manages resources effectively (human and financial) to maximize benefits for external school evaluation.
16.		S60	Identifies and mitigates problems/issues.
17.		S61	Effectively communicates with ONESQA, schools, and evaluation agencies throughout the evaluation process.
18.	Interpersonal and Communication Skills	S69	Uses collaboration/partnering skills in an amicable manner.
19.		S71	Uses leadership skills.

Other Characteristics Not Included in the Training Set with Mean 3.5 as a Cut Point

Number	Other Characteristics	Other Competency Identifiers	Other Competency Descriptions
1.	Good Characteristics and Personality	O15	Exhibits good characteristics and a good personality, is polite, and has and shows good manners and thoughtful conduct (i.e., dresses properly).

## Appendix P

### Overlapping Competencies between the Selecting Set and the Training Set of Competencies

Overlapping Knowledge between the Selecting Set and the Training Set of Competencies

Number	Knowledge	Item #	Descriptions
1.	Knowledge of School Evaluation	K10	School evaluation.
2.		K11	Fundamental evaluation knowledge and new developments in evaluation and relevant knowledge relating to evaluation.
3		K12	Thai educational quality assurance, especially external school evaluation at grade levels 1-12.
4.		K13	The Handbook for External School Evaluators for basic education developed by ONESQA.
5.		K14	ONESQA's standards, indicators, and criteria of judgment for external school evaluation at grade levels 1-12.
6.		K15	Principles and procedures to identify aspects and data necessary for investigation according to ONESQA's standards and indicators.
7		K16	Principles of writing evaluation results, report formats, and principles of presenting exit reports to schools as recommended by ONESQA.
8.		K17	Principles and approaches of school evaluation to improve school quality.
9.		K18	Principles, approaches, and systems of internal school evaluation including School Self-Assessment Reports (SAR).

Number	Knowledge	Item #	Descriptions
10.	Roles of ONESQA, Evaluators, Schools, and Other Evaluation Stakeholders	K19	Roles and responsibilities of the Office of National Education Standards and Quality Assessment (ONESQA), external school evaluators, schools, evaluation agencies, and other agencies relevant to internal and external school evaluation, such as the Ministry of Education.
11.	Thai Education System, Teaching and Learning Development	K20	Current Thai education system, situations, and issues.
12.		K22	Principles and strategies to improve school quality.
13.	Areas Relevant to Basic Education	K27	Measurement and evaluation of student outcomes.

#### Overlapping Skills and Abilities between the Selecting Set and the Training Set of Competencies

Number	Skills and Abilities	Item #	Descriptions
1.	Fulfillment of Responsibility, Maintenance of Ethics, and Pursuit of Self-Development	S2	Applies professional evaluation standards as suggested by ONESQA and the Joint Committee on Standards for Educational Evaluation (JCSEE).
2.		S4	Establishes and maintains professional credibility and represents ONESQA well to acquire trust from schools.
3.		S5	Provides independent and impartial perspectives in evaluation.
4.		S8	Self-sufficient during school visits (i.e., makes independent arrangements for places to stay and eat).
5.	Skills of School Evaluation	S9	Develops appropriate protocols and responses when ethical issues and dilemmas occur.



Number	Skills and Abilities	Item #	Descriptions
6.		S10	Develops stakeholders' positive and correct attitudes and understanding toward school evaluation and evaluators, and promotes engagement and commitment to school evaluation.
7.		S12	Honors promises of confidentiality and does not cause any harm and/or other adverse effects on schools that provide information.
8.	Conducting Actions Toward Human Rights and Confidentiality	S13	Because justified negative or critical conclusions from an evaluation must be explicitly stated, evaluations sometimes produce results that harm client or stakeholder interests. Under this circumstance, evaluators should seek to maximize the benefits and reduce any unnecessary harm that might occur, provided this will not compromise the integrity of the evaluation findings.
9.		S17	Frames appropriate evaluation questions and specifies data and evidence necessary to be investigated according to external school evaluation standards and indicators.
10.		S18	Identifies and accesses necessary data and utilizes various data sources.
11.	Conducting Activities Before School Evaluation	S19	Searches for school information and uses school or other relevant databases to attain school information as needed.
12.		S20	Selects appropriate data collection methods and tools. If necessary, develops the most efficient, effective, reliable, and valid data collection tools in addition to tools that ONESQA already provides.
13.		S21	Reviews and analyzes schools' documents before school visits and develops

Number	Skills and Abilities	Item #	Descriptions
			recommendations in advance to assist the evaluation process during school visits.
14.	Conducting Activities During School Visits	S22	Effectively and accurately evaluates schools following ONESQA's standards and indicators.
15.		S23	Evaluates schools using amicable approaches while maintaining independence and objectivity.
16.		S24	Assesses results of school outcomes/development against schools' established goals, mission, and development plans. Investigates goals and schools' development plans to ensure alignment with previous evaluation results.
17.		S25	Assesses use of previous external school evaluation results and recommendations to improve schools.
18.	Data Collection and Analysis	S26	Collects data thoroughly and completely and collects useful information that is linked/ responsive to evaluation standards and indicators.
19.		S27	Collects data and evidence from different sources using appropriate and varied data collection methods to validate the trustworthiness of the data schools provide and to collect additional information.
20.		S29	Skillful with interviews, observations, and literature review.
21.		S30	Uses data collection strategies and tools that ONESQA and/or evaluation agencies provide effectively, such as templates for analysis.
22.		S31	Conducts evaluations in a non-disruptive manner.

Number	Skills and Abilities	Item #	Descriptions	
23.		S32	Records facts and opinions collected from evidence, including school records, interviews, and observations.	
24.		S33	Assesses the validity, reliability, and trustworthiness of data and evidence that evaluators collect, analyze, and synthesize and interpret.	
25.		S34	Analyze and interprets statistical data appropriately.	
26.		S35	Systematically and correctly synthesizes, analyzes, and interprets qualitative data, quantitative data, and implications as suggested in the Handbook for Evaluators to Evaluate Schools at the basic education level by ONESQA.	
27.		S36	Systematically draws conclusions and makes valid judgments using appropriate rationales and valid and reliable data and evidence that are responsive to ONESQA's external school evaluation standards and indicators.	
28.		Correct and Appropriate Analysis and Response to School Context and Stakeholders	S37	Examines, analyzes, and describes: a) school context, b) school programs and operations, and c) attitudes of relevant stakeholders correctly and appropriately. Uses knowledge and understanding in the practice of evaluation for activities such as making an evaluation plan, drawing conclusions of evaluation results, and providing recommendations to improve school quality.
29.			S40	Conducts school evaluation and communicates its results in a way that respects all stakeholders' dignity and self-worth, the uniqueness of the school, and school context.

Number	Skills and Abilities	Item #	Descriptions
30.	Reporting Evaluation Results and Recommendations	S41	Writes a report using collected evidence and following ONESQA's suggested report format while fitting with stakeholders' interests and needs. The evaluation report must be valid, understandable, clear, concise, and useful to improve school practices. Evaluators use appropriate and correct language in the report.
31.		S42	Applies techniques and methods to report negative findings and evaluation results constructively.
32.		S43	Develops timely, understandable, valid, practical, and useful recommendations. Recommendations must link to and be taken logically from evaluation findings and results.
33.		S44	Gives practical recommendations to original/direct affiliations and other relevant agencies that: 1) are appropriate for the affiliations' responsibility and authority, 2) are appropriate considering available resources, and 3) match with the affiliations' needs and interests.
34.		S45	Verbally presents a constructive, useful, clear, and understandable exit presentation of evaluation findings and evaluation results. Presentations are appropriate for the groups of audiences (i.e., meet needs, interests, and language requirements).
35.		S46	Gives opportunities for schools to clarify, explain, and/or provide supporting evidence if they disagree with findings/results.
36.		S47	Ensures that the results of evaluations are agreed upon between school staff and

Number	Skills and Abilities	Item #	Descriptions
			evaluators.
37.		S48	Provides a rationale for decisions to school staff, ONESQA, and evaluation team members throughout the evaluation, such as a rationale for scoring and deciding accreditation status.
38.		S50	Develops and uses appropriate questions to obtain valid information. Answers questions from school stakeholders appropriately, correctly, directly, clearly, and understandably.
39.		S51	Suggests an accreditation status of evaluated schools to ONESQA using creditable and reliable data and evidence to support their suggestion.
40.	Interpersonal and Communication Skills	S62	Uses written and verbal communication skills and relevant technologies.
41.		S63	Uses listening skills.
42.		S64	Uses presentation skills and reporting skills.
43.		S65	Uses explanation skills.
44.		S66	Critiques constructively using an appropriate rationale based on credible information that is appropriate to the school context.
45.		S68	Demonstrates interpersonal skills, teamwork skills, and facilitation skills, including being friendly with people relevant to school evaluation.

Overlapping Other Competencies between the Selecting Set and the Training Set of Competencies

Number	Other Competencies	Item #	Descriptions
1.	Ethics for Evaluators	O1	Uses evaluators' authority appropriately and does not misuse position.
2.		O8	Reports complete, clear, valid and rational evaluation findings and results with supporting credible evidence. Does not deviate or create false evaluation results or hide any information that is necessary to report.

## Appendix Q

### Competencies in the Selection Set Not Included in the Training Set

Number	Knowledge	Item #	Descriptions
1.	Professional Evaluation Standards, Morality, and Ethics	K1	Professional evaluation standards and evaluators' morals and ethics guidelines as developed by the Office of National Education Standards and Quality Assessment (ONESQA) and the American Evaluation Association (AEA).
2.		K2	Principles and approaches to develop understanding among school staff regarding school evaluation and school visitations.
3.		K3	Principles and approaches to enhance use of school evaluation processes and results, such as utilization-focused evaluation (UFE).
4.	Research and Other Relevant Knowledge	K4	Research designs, research procedures, and effective practices in applied research.
5.		K5	Development and uses of qualitative, quantitative, and mixed methods for data collection.
6.		K6	Data analysis of quantitative and qualitative data.
7.	Fulfillment of Responsibility, Maintenance of Ethics, and Pursuit of Self-Development	S1	Fulfills his/her own assigned responsibilities completely and effectively and performs work with full potential at all times.
8.		S38	Identifies impacted stakeholders (including their values, interests, and needs) and is able to balance the ranges of interests and needs of stakeholders appropriately.
9.		S39	Aware of and appropriately describes school problems, conflicts among school staff, and the politics of evaluation.

## Appendix R

### Competencies in Training Set Not Included in the Selection Set

Knowledge in Training Set, but Not in Selection Set

Number	Knowledge	Item #	Knowledge Descriptions
1.	Research and Other Relevant Knowledge	K7	Basic knowledge of statistics and various sampling techniques.
2.		K8	Legal constraints on data control and access.
3.		K9	Basic knowledge of computers and various software useful for evaluation.
4.	Thai Education System, Teaching and Learning Development	K21	Goals, mission, and principles of education administration and teaching and learning management.
5.	Areas Relevant to Basic Education	K23	Goals, mission, and principles of education administration and teaching and learning management at the basic education level.
6.		K24	Core curriculum and learning standards of basic education (grade levels 1-12).
7.		K25	General pedagogical knowledge and techniques of instruction, especially focusing on student-centered learning.
8.		K26	Learner development (cognitive and behavioral) for students at grade levels 1-12.
9.		K28	Teacher quality and development.
10.		K29	Components and contextual elements of schools and their communities.



Skills and Abilities in Training Set, but Not in Selection Set

Number	Skills	Item #	Skill Descriptions
1.	Conducting Activities Before School Evaluation	S15	Applies new knowledge, technologies and innovations to benefit school evaluation activities.
2.	Reporting Evaluation Results and Recommendations	S49	Communicates the evaluation approaches, methods and evaluation limitations accurately, clearly, appropriately, and in sufficient detail to allow others to understand, interpret, and critique their work.
3.	Evaluation Capacity Building	S56	Capacity building: Coaches and trains school staff and evaluation team members in school evaluation knowledge and skills and in other areas relevant to evaluation.
4.	School Evaluation Project Management	S57	Assigns evaluation tasks to each evaluator effectively and appropriate to his/her competencies. Completes evaluation activities in a timely manner according to project timelines and finishes external school evaluations on time.
5.		S58	Coordinates and supervises others to meet timeframes and milestones.
6.	Interpersonal and Communication Skills	S67	Uses conflict resolution skills.
7.		S70	Uses effective consulting skills.
8.		S72	Attends to issues of diversity and culture and demonstrates cross-cultural competence.
9.		S73	Creates a welcoming, trusting and friendly evaluation atmospheres during the school evaluation process. Cultivates good relationships with stakeholders, especially with decision makers.

Number	Skills	Item #	Skill Descriptions
10.	Thinking Skills	S74	Has logical, creative, critical, analytical, and synthesis thinking skills and is able to make any decision appropriately.

Other Characteristics in Training Set, but Not in Selection Set

Number	Other Characteristics	Item#	Other Competency Descriptions
1.	Ethics for Evaluators	O2	Practices within the limits of his/her competence.
2.		O3	Understands and is aware of own worldviews, perspectives, and judgment processes. Able to hold/suspend own values and perspectives to not influence evaluation results.
3.		O4	Open to diverse worldviews, perspectives, and critiques from school staff and evaluation team members.
4.		O5	Meticulous and thorough/detail-oriented/scrupulous while conducting evaluations.
5.		O6	Observant, curious, and sensitive to various circumstances.
6.		O7	Conducts evaluations with integrity, honesty, objectivity, transparency, and accountability by strictly committing to appropriate morals, ethics, and professional standards.
7.		O9	Accountable for evaluation results.
8.		O10	Enthusiastic for self-improvement and regularly seeks new knowledge and skills in areas relevant to evaluation.

Number	Other Characteristics	Item#	Other Competency Descriptions
9.	Morality and Virtue	O11	Exhibits a high degree of morals and ethics (i.e., is disciplined, conscious, grateful, kind, patient, honest, economical, diligent, and selfless).
10.		O12	Attempts to and is diligent to evaluate schools with perseverance.
11.		O13	Is emotionally mature, self-controlled, and capable of managing stress during the evaluation process, including being patient and forgiving when treated inappropriately.
12.		O14	Does not have conflicts of interest.
13.	Good Characteristics and Personality	O16	Has confidence about self and own evaluation capabilities.
14.		O17	Has a positive and correct attitude toward ONESQA, school staff, and school evaluation.
15.		O18	Is determined to improve schools' quality and student achievement.
16.		O19	Has a good attitude towards working with others.