

Supervision Model for Enhancing Instruction of Vocational and Career Skills Development for Educational Opportunity Expansion Schools

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Abstract

This research was aimed to study, develop and evaluate supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools. The study was conducted with research and development in 3 phases, namely: the study of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools.; the development of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools.; and the evaluation of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools.. The findings indicated that the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools. consists of 4 crucial elements which are context, orientation, reflection, and empowerment. The development of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools. consists of principle of the model, purpose, and goal. CORE Model consists of context, orientation, reflection and empowerment. The model evaluation, success conditions, and the results of evaluation of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools. gained appropriateness, possibility and benefit, in overall, at a high level.

Keywords: Development of Model, Supervision, Vocational and Career Skills

1. Introduction

Supervision is a supporting process and a link in the development of educational quality, administration process and learning process that make education reform successful in accordance with the policy of Ministry of Education, with a supervisor being the key educational personnel in driving, acquiring and coordinating policies (Office of the Basic Education Commission, 2015). The supervision related to teachers' problems and needs with a focus on cooperation among school personnel to develop teaching and learning management (Asavapoom, 2008), participation of all parties whether administrators, teachers, students, school board, parents and other stakeholders, would help all tasks completed (Kittiratchadanon, 2008). Therefore, the supervision for promoting learning management of vocational and career skills is a process focusing on a teacher to design learning activities and evaluation by providing the learners acquire knowledge, competency qualification of vocational and career skills. This is a basis of human and job development, as well as creating careers for economic strength, which is consistent with the context and potential of the area. This is related to the changing circumstances of the current and future world society with the tendency to intensified competition. So, it affects all countries around the world have to use strategies in terms of cooperation and competition regarding product quality and services for survival and benefit of the country, especially approaching ASEAN community with

free trade and services. It is one of the important reasons that all countries need to accelerate the development of manpower in order to meet world-class standards.

Previously, Thailand confronted a problem of developing manpower to reach world-class standards. The production of manpower is largely based on the productivity of the educational institution. The manpower at vocational level has decreased, causing a lack of middle-class manpower. In addition, the manpower produced lacks the necessary knowledge and skills. Moreover, there are also systemic problems such as the lack of a mechanism for coordination between the production and users, cooperation and coordination between the public and private sectors, manpower database that is linked throughout the system and specification of job and profession standards (Regional Education Office No. 14, 2018). Skill Shortage is mostly in productivity, general labor, and there is a large number of unemployed workers at almost all levels of education. Labors have problems with quality due to the inconsistency of production and manpower development with needs (Office of the Education Council, 2014). To develop Thailand towards stability, prosperity and sustainability, people need to be developed to prepare for the change of 21st Century, with a good quality of life, career, prosperity and sustainability. It is the preparation for the students to be able to live in society. The government has therefore established the strategies for developing and reinforcing potential for the people by defining policy to support the production and developing manpower in accordance with the changes of production structure and services, including accelerating the production of quality vocational workforce to be competent in competition through cooperation between organizations, educational institutions, and specialized institutions. As well as, there should be professional qualification accreditation related to manpower production and development based on world-class standards, including promoting and supporting various public and private agencies involved. Furthermore, there have to be the study of the need for manpower and preparing them in various fields both quantitative and qualitative to develop people and Thai society to be strong base of the country by giving priority to long life human potential development for being human capital with high potential especially the development of human skills and knowledge emphasizing on developing appropriate skills at each ages to lay the foundation for being quality people. Developing skills to be in line with the needs of the labor market and the necessary skills to living in 21st Century, and upgrading education quality to excellence at all levels and learning enhancement are essential basis for building competitiveness so that the country enable to progress and become a high income and developed country (Quality Learning Foundation, 2014).

The Ministry of Education recognizes the importance of human potential development and place importance on the participation and acceptance of all stakeholders by integrating cooperation between the public, private and people sectors including educational sectors. It is a concept of cooperation in the form of civil state by allowing the private sectors to provide feedback and link to marketing to achieve objectives of the production and development of the country's manpower in accordance with the trends, needs and competitiveness. Developing the students to the world's changing in 21st Century requires knowledge enrichment and skill promoting to encounter ongoing social changes to be able to adapt to new situations and live in the present era using the drive mechanism of "Wealth, Security, Sustainability" to the students, which is an important person. At last, those people would create innovation in order to lead the country to Thailand 4.0 (Mesinsee, 2017) by developing the students to gain 21st Century skills which are 3Rs + 8Cs + 2Ls consisting of 3Rs: Reading, (W) Riting, (A) Rithmetics, and 8Cs Skill as following: 1) critical thinking and problem solving; 2) creativity and innovation; 3) cooperation, teamwork and leadership; 4) intercultural understanding and different paradigm; 5) information communication and media literacy; 6) computer skills, information and communication technology; 7) career and learning skills; and 8) transformational skills, and 2Ls, namely: learning skills and leadership (Panit, 2012).

according to the condition mentioned above, the researcher is therefore interested in the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools, affiliated with the Office of the Basic Education Commission, in order to study the supervision model, to promote learning management and to evaluate the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools as a guideline for the development of education quality in a stability and sustainability.

2.Methodology

This study was conducted with research and development with 3 phases, namely: the study of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools; the development of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools; and the evaluation of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools. The population and sample groups were: Group 1, 12 school administrators and teachers from 3 opportunity expansion schools under Office of the Basic Education Commission, with quality learning management on vocational

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and career skills, by inquiry and observational study; Group 2, 7 experts in educational administration, educational supervision, education institution administration and learning management in order to examine the draft, including 11 experts for confirmation by focus group discussion; and Group 3, 24 supervisors, school administrators and academic affairs teachers from opportunity expansion schools who voluntarily try out.

3.Literature Review

The development of the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools has specified the research conceptual framework consisting of conceptual frameworks, theories and relevant studies, namely: the concepts of model and the model development of Brown & Moberg (1980); Keeves (1988); Keefe (1994); Tosi & Carroll (1982); Willer (1986); Buason (2008); Chantarasombat (2007), which consist of model principles, objectives, goals, CORE Model, model evaluation, and success conditions.

The concept of Gickman (2004), Ministry of Education (2010), Wong-anutaroj (2005), and Office of the National Primary Education Commission (1998) on educational supervision, in conclusion, comprised of 4 key components: Context; Orientation; Reflection; and Empowerment.

The concept of 20-year National Development, 12th National Economic and Social Development Plan, National Education Development Plan and the Concept of Career Development and Employment of Non-Formal Education Administration Office (2004), Ministry of Education, Online (2005), Office of the Basic Education Commission (2016), and Wesaratch (2011), on learning management for the development of profession skills and employment has been provided with steps as follow: data survey, career analysis, learner gathering, career development plan creating, lesson plan creating, implementation based on the lesson plan, and public reporting.

4.Data Collection

The data were collected from the study of components and supervision indicators for promoting learning management on profession development and employment using a structured observation form and the unstructured interview stakeholders including school director, deputy director, head of academic affairs and teachers with quality learning management on vocational and career skills development. Evaluation and verification of the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools were examined by the experts with focus group discussion. In addition, collecting the data of the supervision model trial was conducted with the assessment of suitability, possibility and benefit of the model.

5.Data Analysis

Data analysis was investigated by analyzing and synthesizing regarding the study of components and indicators of supervision model for enhancing Instruction of vocational and career skills development using content analysis from interview. In addition, qualitative data was analyzed and synthesized from open-ended questions and interview. Moreover, there were the analysis and synthesis of evaluation and trial of the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools using SPSS Program for mean and standard deviation.

6.Findings

Supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools consists of 4 components called CORE Model with following steps: 1) studying the context is a joint analysis of current state of problems, presenting various information for defining goals including supervision planning; 2) determining direction and orientation is a joint design of supervision, planning of supervision calendar, creation of supervision tools, implementation and monitoring, communication, exchange and summarization of supervisory information; 3) reflection is analysis and synthesis of the results, along with giving feedback and reviewing information including providing suggestions or the directions for further implementation; and 4) empowerment is to build confidence, appreciate the success, including to present achievement to the stakeholders and development network in order to share the success and inspire further development.

To promote learning management on vocational and career skills development for opportunity expansion schools, the schools need to analyze the context, opportunity, problem and obstacle of both the school itself and the school context with the vocational institution and the community, including to build the network to develop or promote vocational and career skills development for the learners with a variety of dimensions in public, private and civil society sectors, for example foundations, public universities, community, and most importantly – vocational institutions both industrial and community education college, college of technology and

management, and technical college that there has been joint mission in determining the direction of implementation and activities for driving by providing Memorandum of Understanding (MOU). Furthermore, there has been the implementation of development between schools and vocational education institutes that participate in constructing the courses in core curriculum, creating a curriculum structure or create a cumulative course (Pre-VEd), organizing activities of Moderate Class More Knowledge, organizing short courses, dual vocational education and dual education, observational studies of learning resources, local wisdom, and etc.

"... We need to solve the problem of students because the students of opportunity expansion schools usually have academic problems. So when they continue the education in Grade 10-12, most of them drops out of the school and has no jobs..." (School director, Interview)

"... In opportunity expansion schools, most of students come from poor families. So, the school itself deems that, if the students choose to study in vocational education program, they would be able to earn a living and income for helping their families. In addition, there is an industrial and community education college nearby..." (School director, Interview)

"... The school director plays role as a leader of thinking out of the box that the students graduating Grade 9 would have just a certificate of lower secondary level. To lead them for having a job, you have to find a way, coach them to think, to do, and coordinate all parties. You are the one who inspires the teachers..." (Teacher in charge of the project, Interview)

"... Our school is a farmer community. So we promote our students with this career by providing the students practice, such as growing organic vegetables using various microorganisms. Then, we bring it to the community and the students bring it home. This affects the community not to use chemicals. We create a career at school and in the community as well. Also, growing vegetables at home help us save expenses..." (Academic affairs teacher, Interview)

"... School started from Kham Sai Project, Biological Way Project by Non Din Daeng College of Agriculture and Technology, then brought to the community. After that, we have 3*3 Project by World Vision Foundation that supports us on fish and chicken farming..." (Teacher, Interview)

"... At that time, we asked for help from Tha Tum Industrial and Community Education College in order to consult and find a solution. The college was willing to cooperate with the school..." (School director, Interview)

"... The school also made MOU with Tha Tum Industrial and Community Education College having the Directors from both school signed it. We have done this for a long time, since 2018 before associated course created..." (Teacher in charge of the project, Interview)

"... It is also the coordination and signing MOU with the College of Technology and Management directly..." (Teacher in charge of the project, Interview)

"... Agriculture Office, Agriculture College, Provincial Agriculture Office, Dong Yai Forest Park also came. The village headman tried to bring in the projects, for example, Rajabhat University has the concept of growing organic vegetables, so this can encourage children to eat vegetables. Moreover, the children gain knowledge and go on with their families. We started with our students and assessment is operated at school first and then at home. In addition, there is also Line Group that the children can share their photos of the progress. The word 3*3 refers to growing vegetables and doing fish farming in the same area. It is not limited to do just what is mentioned. If any families have more space, they can do more..." (Academic affairs teacher, Interview)

"... We would put it at the end of the course structure, with no credits as it is the accumulation of credits at the end of the course. The student was the one who collected, kept and recorded the credits for us. The technical college would provide the evaluation what competencies the students gain. We have made this for the students who would continue their education in vocational program to see the advantage..." (Academic affairs teacher, Interview)

"... The school would provide a short course depending on what course the vocational college would open because the college have to see if they are ready for that course or not. The school would write it in the curriculum as a profession skills course in additional subject. The students will later know what subject they will be learning..." (Teacher, Interview)

"... Most of the subjects studied at school are fundamental. All vocational subjects are fundamental subjects because specific subjects are required to study at a technical college. That means both the school and the college together define what subjects to learn, with 2 stages that are: a teacher from the college comes to teach in the school, but just some courses. For example, in this year, the mechanic teacher said that I would take the students to learn at the college without paying anything. There is also a bus provided for picking up but the students need

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to enroll the course with 85 baht/subject that they have to enroll two subjects per semester” (Academic affairs teacher, Interview).

“For our school, it is a direct coordination with the college of technology and management. Most of the students who graduated went to agricultural colleges. However, the students with academic excellence would go on general academic programs. And there are 20 students go to the college of technology and management and 13 students go to Romklao School. And this year is quite special at the college of technology and management that the 100 scholarships in the service area are available for the students with GPA of 3.00 or over. The students would receive 6500 baht/month until bachelor's degree in the service area. ” (Academic affairs teacher, Interview)

“... We got supported and promoted the curriculum development and learning design from Office of the Educational Service Area and the supervisors of the Provincial Education Office...” (Teacher, Interview)

“... We would periodically evaluate the activities and provide some feedback with the supporting agencies, and then bring those problems to improve further...” (Academic affairs teacher, Interview)

The development results of the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools under Office of the Basic Education Commission that consists of 1) principles of the model; 2) objectives; 3) goals; 4) CORE Model consisting of 4.1) Context, 4.2) Orientation, 4.3) Reflection and 4.4) Empowerment; 5) Evaluation; and 6) Conditions for Success, gained suitability and possibility at a high level as these following details:

1. Principles of the model is the operation under the Strategy, National Policy Plan and Education regarding life and profession skills development in 21st Century, education management for employment, participatory supervision and creating development network corresponding to the context of the area.

2. Objectives, to be used as the guidelines for supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools, affiliated with Office of the Basic Education Commission.

3. Goals refer to supervisors/vocational education personnel, teachers provided the supervision, administrators, teachers, and joint development networks including public, private and civil society organizations.

4. The process of the model, called CORE Model with 4 components: 1) Context; 2) Orientation; 3) Reflection; and 4) Empowerment) is as follows

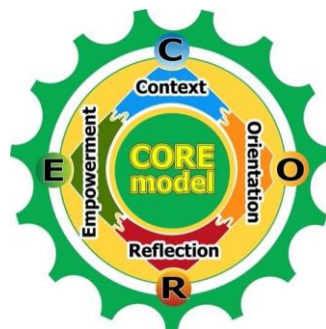


Figure 1 Supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools, affiliated with Office of the Basic Education Commission

1) Context is a joint analysis of the current problems and presentation of various information to be used in defining goals, including the formulation of supervision plans having the objectives to be used as the guidelines for supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools with these following operation steps: 1) Studying and analyzing the current problems and needs with the stakeholders in vocational education institutes and co-development networks; 2) Establishing a network of cooperation in the supervision model for enhancing Instruction of vocational and career skills development; 3) Defining goals and supervision plans and following up; and 4) Determining roles and duties in supervision and following up.

2) Orientation refers to joint supervision design, planning / supervision calendar, co-creating supervision tools, implementation of supervision, monitoring, communication, exchange and summarization of supervision information, which aims to define the direction and supervision process of learning management of the profession skills development with these following operation steps: 1) Promoting and supporting educational

institutions in the curriculum development/designing the supervision model for enhancing Instruction of vocational and career skills development; 2) Establishing the appropriate supervision methods to promote learning management in the vocational and career skills development; and 3) Operating the appropriate supervision in collaboration with the development networks.

3) Reflection is analysis and synthesis of the supervision results, including joint reflecting and reviewing the information and creating suggestions or directions for further performance. The objective is to reflect the supervision results of the curriculum, organizing learning activities to promote learning management in the vocational and career skills development with these following operation steps: 1) Reflection of the results of the promotion to support the educational institutions in curriculum development/design of learning activities to promote learning management in the vocational and career skills development; and 2) Reflection of the supervision results in cooperation with the development networks, including planning in determining the appropriate supervision activities.

4) Empowerment is to build confidence and appreciation for the quality of achievement, including displaying success of the operation to the stakeholders and co-development network in order to inspire and share the success. Its aim is to illustrate the success and to encourage all sectors to share the success and fulfill the guidelines to develop and promote learning activity providing in the vocational and career skills development for opportunity expansion schools with these following operations: 1) Meeting to summarize the success image with the co-development networks; 2) Sharing with the co-development networks regarding the improvement of learning management in the vocational and career skills development; 3) Admiring all stakeholders and associated networks that support the process of promoting the learning management in the vocational and career skills development; 4) Developing the network of success among learners through the promotion of the vocational and career skills development; and 5) Publicizing the results of activities or projects to the associated networks and stakeholders, including learners.

5) Evaluation of the assessment guidelines is operated with assessing the appropriateness and possibility of the model draft and manual by focus group discussion and also assessing the appropriateness, possibility and benefits in model application by the supervisors, school administrators and teachers.

6) Conditions for success, factors or key practices that enable the implementation of the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools to achieve the objectives consist of integration in the areas of departments involved in education management, integrating supervision, monitoring and evaluation of learning management in the vocational and career skills development. Also, the administrators and teachers realize and cooperate in educational supervision to promote learning management in the vocational and career skills development, including the networks of public, private and civil society sectors to promote and to support learning management in the vocational and career skills development.



Figure 2 The supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools.

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The evaluation results of the development of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools under Office of the Basic Education Commission gained the mean consistency, suitability, possibility and the usefulness at a high level in all aspects as shown in Table 1.

Table 1 The evaluation results of the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools under Office of the Basic Education Commission

Components	Appropriateness			Possibility			Usefulness		
	\bar{X}	S.D.	Levels	\bar{X}	S.D.	Levels	\bar{X}	S.D.	Levels
<i>1. Principles</i>	4.00	0.71	High	4.20	0.51	High	3.56	0.73	High
<i>2. Objectives</i>	3.78	0.67	High	3.74	0.32	High	3.67	0.71	High
<i>3. Goals</i>	4.00	0.71	High	3.64	0.92	High	4.44	0.73	High
<i>4. Components</i>	3.89	0.60	High	3.81	0.83	High	4.22	1.09	High
<i>5. Implementation</i>	4.11	0.78	High	3.69	0.80	High	4.33	0.71	High
<i>6. Success Indicators</i>	3.67	1.00	High	3.92	0.79	High	4.44	0.88	High
<i>7. Evaluation</i>	4.00	0.87	High	3.93	0.87	High	4.11	0.93	High
<i>8. conditions for Success</i>	4.33	0.71	High	3.73	0.87	High	4.47	0.73	High
<i>Total Average</i>	3.97	0.76	High	3.83	0.74	High	4.16	0.81	High

7. Discussion And Conclusion

The supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools under Office of the Basic Education Commission consists of 4 elements, namely: Context; Orientation; Reflection; and Empowerment. The school would analyze the context, opportunity, problems and obstacles of the school itself and the vocational education institution and the community, and then build the networks with the public, private and civil society sectors to develop or support job skills and employment for the learners in a variety of dimensions. And most importantly, the vocational education institutions, whether the colleges of technology and management or technical colleges, has made a joint mission for defining the direction of implementation and driving various activities by signing Memorandum of Understanding (MOU), an operation in joint development between educational institutes and vocational institutes of conducting courses in the basic school curriculum. In addition, there has been the construction of the curriculum structure or a cumulative course (Pre-VEd), organizing Moderate Class, More Knowledge activities, including some short courses, Dual vocational education and dual education, field trip to learning resources and local wisdom. This is a part of the implementation based on the strategy, and national policy development plan aiming to promote the education for vocational and career skills development. Moreover, The Office of the Basic Education Commission has established the strategy of learners' quality development to realize the importance and prepare on the profession so that the learners can visualize various occupations by focusing on the learners to know themselves, to explore their interests and aptitudes, and see their future life path in order to plan for further study or approaching the labor market with quality. Also, it is to prepare the people to be skillful and have potential aligned with the needs of the labor market to be able to approach working life with effectiveness. The guidelines for education management for career development comprise of an element regarding education management for career development suitable for the context of Thailand, emphasizing short-term career training. The key principles are the preparation of curriculum, media development, as well as methods of providing knowledge. Moreover, the management must have a clear goal. The education management approach must cultivate the students to have a positive attitude towards their occupation, and respond to the changing conditions of society. Furthermore, the guidelines for education management for career development at the educational institution level should be clear and consistent with the social, topography, and cultural management of each locality, or an original affiliation needs to specify a clear

policy, strategy, format and approach that can be operated successfully as well as establishing (MOU) between various departments and organizations related to the schools. There is establishment a responsible agency to coordinate to achieve the objectives (Office of Academic and Educational Standards, 2016). The supervision is a concept of task and function related to the improvement of teaching and learning activities regarding the curriculum, assignation to a teacher, teaching materials, facilities, teacher preparation and improvement including teaching and learning assessments (Glickman, 2004), the process that brings about improvement in teaching and learning activities by working with the persons involved. This is the process to stimulate the teachers' progress and look forward to facilitating the teachers to help themselves (Spears, 1967; Cited in Wonganutaroj, 2005). In addition, it is the development and improvement of teaching and learning to suit the situations and affect student development (Marks and Others, 1978). Corresponded to Harris (1975) on the educational supervision process consisting of 5 main procedures, called "POLCA": Planning processes (P) refers to planning the performance focusing on how to do it, and set the purpose, develop operation method, determine the task to be performed, estimate outcome. Organizing processes (O) refers to the organization of operations by establishing a working principle, creating relationship of the work by defining the duties for performance, coordinating and delegating authority to the duties, and gathering available resources - both human and materials. Leading processes (L) refers to the role of leading operator, diagnosis of personal selection, counseling and encouraging people to perform, work demonstration, and communication. Controlling processes (C) refers to the control of operations by considering assignment, providing convenience in various fields, as well as determining penalties, immediate revision, wrong job title, resignation, warning and specifying regulations. Assessing processes (A) refers to the verification of performance by performance assessment, performance measurement, performance research, and Deming Cycle. Deming (1986) has discussed about P-D-C-A that can be used as a supervision process consisting of 4 components, which are: Plan (P) means planning for quality improvement; Do (D) means implementing; Check (C) means inspection; and Action (A) means taking action with appropriateness. Life and job skills are vital in working life of adolescent that they need to adapt to the changes and lifestyle they have set with managing time to achieve their goals. Young people can make decisions and solve problems considering period of time according to the goal defined. Besides, if the students are effectively communicating, which is one of social skills; it would help improve their livelihoods and careers. Therefore, they are competent and able to make a living to improve themselves into effective person (Jansen, 2013). Life skills are essential to help teens deal with anxiety in a proper way. It also helps individuals solve their everyday problems using a positive attitude and can perform the tasks more efficiently. Hence, it is imperative to introduce these skills through an educational program, or as a part of the courses at different levels, from the upper main stage to the higher secondary stage in different formats (Priyanka, 2016). The relationship during the supervision (supervision guidelines - collaborative guidelines and non-directional method) and teacher's efficiency and attitudes affects the performance and attitudes of secondary school teachers. In other words, the governance had positive and significant correlations with teachers' performance and attitudes. This would be useful to policy makers, school supervisors and principals in selecting appropriate supervision practices that can lead to better efficiency of teaching. The development of the supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools has been developed through a continuous process of study, analysis, and development, with systematic steps by studying principles, concepts, theories, inquiries and interviews from those who are involved in order to use the data as a basis for designing and revising the model, including considering and giving the feedback for improvement with accuracy and appropriateness in accordance with the supervision framework to promote learning management in the development of supervision model for enhancing Instruction of vocational and career skills development for educational opportunity expansion schools under Office of the Basic Education Commission to be able to develop education quality with effectiveness until having the accurate and appropriate model, and can be properly used. Furthermore, the supervision model and manual have been verified by the experts in terms of utilization, possibility, suitability and accuracy standards (Stufflebeam and Shinkfield, 2007) a high level. There are 6 major components which are principles, objectives, goals, CORE Model with 1) Context; 2) Orientation; 3) Reflection; 4) Empowerment, evaluation, and conditions for success, which are the integration of System Approach with administration principles based on Contingency Approach (Brown and Moberg, 1980). The general model should have major elements. The model structure must consist of causal relationship, which can be used to explain that phenomenon. The model must be able to help in creation of imagination, concepts and interrelations, including helping to expand the scope of knowledge quest. The model should consist of structural relationships (Khemmanee, 2009). Educational supervision management for 21st Century consists of 5 components: administration, participation, supervision, technology use, and evaluation (Supakarn, 2015). This study is research and development using ADDIE approach with this following implementation: the design of academic supervision model, the development of academic supervision model, the implementation based on the academic supervision model for teachers' performance improvement, and evaluation. This is a practical, relevant and effective way to improve teachers' performance. The supervision model developed in accordance with the framework and designed on the basis of reliable principles is

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appropriate, possible, accurate and useful. It therefore results in the model with appropriateness, possibility and usefulness, in overall, at a high level in all aspects.

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