บันทึกข้อความ

ส่วนงาน ฝ่ายเทคโนโลยีและนวัตกรรมการเรียนรู้ สำนักการศึกษาและนวัตกรรมการเรียนรู้ โทร. 9212

ที่ มอ 015.3/ว 0062   **วันที่** 10 สิงหาคม 2563

เรื่อง การปรับเกณฑ์และแบบฟอร์มการประเมินตนเองสำหรับการยื่นขอรับการประเมินตามกรอบมาตรฐานสมรรถนะอาจารย์มหาวิทยาลัยสงขลานครินทร์ PSU-TPSF

เรียน ตามข้อความเดียวกันเรียน

         ตามที่มหาวิทยาลัยได้มีประกาศมหาวิทยาลัยสงขลานครินทร์ เรื่อง กรอบมาตรฐานสมรรถนะอาจารย์มหาวิทยาลัยสงขลานครินทร์ (PSU Teaching Professional Standards Framework: PSU–TPSF) เมื่อวันที่ 9 พฤศจิกายน พ.ศ. 2558 และมีการกำหนดเกณฑ์มาตรฐานสมรรถนะอาจารย์ฯ เพื่อเป็นแนวทางให้อาจารย์มหาวิทยาลัยสงขลานครินทร์ดำเนินการขอรับการประเมินเข้าสู่มาตรฐานสมรรถนะอาจารย์มหาวิทยาลัยสงขลานครินทร์ แล้วนั้น

         ในการนี้ เพื่อให้การดำเนินการมีประสิทธิภาพและเป็นแนวทางในการจัดทำเอกสาร/หลักฐานในการยื่นขอรับการประเมินให้ชัดเจนมากขึ้น จึงได้มีการปรับเปลี่ยนเกณฑ์และแบบฟอร์มการประเมินตนเองสำหรับการยื่นขอรับการประเมินตามกรอบมาตรฐานสมรรถนะอาจารย์มหาวิทยาลัยสงขลานครินทร์ (PSU Teaching Professional Standards Framework: PSU–TPSF) ตามเอกสารที่แนบมาพร้อมนี้ ทั้งนี้ ให้มีผลบังคับใช้สำหรับผู้ที่จะขอรับการประเมินรายใหม่ ที่ใช้ผลงานการจัดการเรียนการสอนในภาคการศึกษาที่ 1/2563 สำหรับยื่นขอ

         จึงเรียนมาเพื่อโปรดประชาสัมพันธ์แก่คณาจารย์ ให้ทราบโดยทั่วกัน

(รองศาสตราจารย์ ดร.จุฑามาส ศตสุข)
รองอธิการบดีฝ่ายวิชาการ

ข้อความเดียวกันเรียน

1. รองอธิการบดีฝ่ายวิชาการ วิทยาเขตปัตตานี/ วิทยาเขตภูเก็ต/ วิทยาเขตสุราษฎร์ธานี
2. รองอธิการบดี วิทยาเขตตรัง
3. คณบดีทุกคณะในวิทยาเขตหาดใหญ่

ชื่อผู้ขอรับการประเมิน...

สาขาวิชา .... คณะ..

Dimension	Criteria	สำหรับผู้ขอรับการประเมิน	สำหรับกรรมการ			
		หลักฐานที่ใช้แสดง (ข้อมูลสำคัญพร้อมเลขหน้าอ้างอิง)	ความเห็นกรรมการ			
			ผ่าน	แก้ไข	ไม่ผ่าน	หมายเหตุ
Professional Knowledge						
K1. Know their subject/content and how to teach them to their students	• Select and organize subject/content in logical, sequential and structured ways to address student learning outcomes					
K2. Know their students and how they learn	• Demonstrate knowledge of students' different approaches to learning					
Domain: Professional Practice						
P1. Design and plan effective learning activities	• Well planned learning activities designed to develop the students learning • Thorough knowledge of the unit material and its contribution in the course • Effective and appropriate use of learning technologies					
P2. Teachers teach and support student learning	• Student centered approach to teaching • A range of teaching is undertaken (i.e. different levels/mode) • Use appropriate resources and materials to support students' learning • Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning					
P3. Develop effective learning environments and guidance	• Creates effective learning environments (in classroom/ online/work placement etc.) • Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling					

P4. Assess and provide constructive feedback to student learning	• Assessment criteria are aligned with learning outcomes • Provides students with clear assessment criteria • Supports and provides feedback to students for improvement					
V1 Demonstrate professional development in subjects and their pedagogy	• Attending in teaching development activities • Successful completion in Foundation of University Teaching program (or equivalent), applicable for staff employed from 2015 onward					
V2. Application of professional ethical practices in work and in teaching context	• Reliability and Responsibility in teaching roles • Demonstrating time management of self and work to ensure others are not delayed in their work • Participating in any activities related to social services at faculty level					

แบบประเมินเพื่อเข้าสู่มาตรฐานสมรรถนะอาจารย์ PSU-TPSF ระดับวิชชาจารย์

ชื่อผู้ขอรับการประเมิน...

สาขาวิชา .... คณะ..

Dimension	Criteria	สำหรับผู้ขอรับการประเมิน	สำหรับกรรมการ			
		หลักฐานที่ใช้แสดง (ข้อมูลสำคัญพร้อมเลขหน้าอ้างอิง)	ความเห็นกรรมการ			
			ผ่าน	แก้ไข	ไม่ผ่าน	หมายเหตุ
Professional Knowledge						
K1. Know their subject/content and how to teach them to their students	• Select and organize subject/content in logical, sequential and structured ways to address student learning outcomes and learning and teaching programs • Apply and use research-based knowledge of the content/discipline(s) through effective teaching strategies/technologies and programs relevant to develop engaging teaching activities					
K2. Know their students and how they learn	• Demonstrate knowledge of students' different approaches to learning • Apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student outcomes					
Domain: Professional Practice						
P1. Design and plan effective learning activities	• Well planned learning activities designed to develop the students learning • Thorough knowledge of the unit material and its contribution • in the course • Effective and appropriate use of learning technologies • Demonstration of effective team teaching					
P2. Teachers teach and support student learning	• Student centered approach to teaching • A range of teaching is undertaken (i.e. different levels/mode) • Involving in team teaching					

	• Use appropriate resources and materials to support students' learning • Teaching techniques are successful in enhancing student learning • Effective supervision of postgraduate students to completion (if applicable) • Quality of student learning is systematically monitored					
P3. Develop effective learning environments and guidance	• Creates effective learning environments (in classroom/ online/work placement etc.) • Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling • Serves as a student guidance • Sharing teaching and learning experiences to others • Demonstrates understanding and effective practice (in curriculum and teaching) in supporting students in transition (e.g. 1st year, postgrad) (if available)					
P4. Assess and provide constructive feedback to student learning	• Assessment criteria are aligned with learning outcomes • A variety of assessment tasks are used including formative and summative assessment • Provides students with clear assessment criteria • Supports and provides feedback to students for improvement					
V1 Demonstrate professional development in subjects and their pedagogy	• Attending in teaching related professional development activities • Successful completion in Foundation of University Teaching program (or equivalent), applicable for staff employed from 2015 onward • Demonstrate a capacity to change and improve teaching practice • Student and peer feedback is used to enhance teaching practice					

	• Advice and support colleagues to identify their professional learning needs based on the professional standards					
V2. Application of professional ethical practices in work and in teaching context	• Reliability and Responsibility in teaching roles • Demonstrating commitment to continuing professional development and professional growth in discipline and teaching & learning • Actively seeks out feedback and suggestions from students and colleagues • Approaching teaching with enthusiasm, passion and confidence • Demonstrating time management of self and work to ensure others are not delayed in their work • Demonstrating commitment and interest in students and their learning • Collaboration and constructive interaction with colleagues and other professionals on instructional policy, curriculum development and faculty development • Participating in any activities related to social services at institute level					

แบบประเมินเพื่อเข้าสู่มาตรฐานสมรรถนะอาจารย์ PSU-TPSF ระดับสามัตถิยาจารย์

ชื่อผู้ขอรับการประเมิน..

สาขาวิชา .... คณะ..

Dimension	Criteria	สำหรับผู้ขอรับการประเมิน	สำหรับกรรมการ			
		หลักฐานที่ใช้แสดง (ข้อมูลสำคัญพร้อมเลขหน้าอ้างอิง)	ความเห็นกรรมการ			
			ผ่าน	แก้ไข	ไม่ผ่าน	หมายเหตุ
Professional Knowledge						
K1. Know their subject/content and how to teach them to their students	• Select and organize subject/content in logical, sequential and structured ways to address student learning outcomes • Apply and use research-based knowledge of the content/discipline(s) through effective teaching strategies/technologies and programs relevant to develop engaging teaching activities • Select and organize content into coherent, well-sequenced learning and teaching programs • Exhibit and share and advice colleagues on comprehensive knowledge of teaching activities to ensure that teaching strategies are pedagogically sound • Exhibit innovative practice in content organization and delivery of learning and teaching programs					
K2. Know their students and how they learn	• Demonstrate knowledge of students' different approaches to learning • Apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student outcomes • Share practical and theoretical knowledge of the different approaches to enhance learning outcomes					
Domain: Professional Practice						

P1. Design and plan effective learning activities	- Well planned learning activities designed to develop the students learning - Thorough knowledge of the unit material and its contribution in the course - Effective and appropriate use of learning technologies - Demonstration of effective team teaching - Effective unit/ course coordinator - Innovation in the design of teaching, including use of learning technologies - Contribution to the teaching or curriculum and/or discipline at a national level or - External expert peer review of unit/course materials / curriculum or - Adoption of learning materials by other universities or - Nomination for a teaching award					
P2. Teachers teach and support student learning	- Student centered approach to teaching - A range of teaching is undertaken (i.e. different levels/mode) - Involving in team teaching - Use appropriate resources and materials to support students' learning - Teaching techniques are successful in enhancing student learning - Effective supervision of postgraduate students to completion (if applicable) - Quality of student learning is systematically monitored - Innovation and creativity in teaching - Integrate research, and professional activities with teaching and in support of student learning - Peer recognition of quality teaching e.g. invitations to teach at other universities or awarded a faculty or university teaching award - Leadership in supporting colleagues' in their teaching through peer support and review					

| P3. Develop effective learning environments and guidance | • Creates effective learning environments (in classroom/ online/work placement etc.)
• Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling
• Demonstrates respect and requires students to demonstrate respect for others
• Serves as a student guidance
• Sharing teaching and learning experiences to others and demonstrates effective practice in developing learning communities
• Demonstrates understanding and effective practice (in curriculum and teaching)
in supporting students in transition (e.g. 1st year, postgrad) (if available)
• Initiative or innovation in supporting students and the creation of engaging learning environments
• Role in promoting effective practices (in curriculum and teaching) that embed principles of cultural diversity/equality/indigenous culture and traditions/support for students with special needs or support for students in transition (e.g. 1st year, postgrad) (if available) | | | | | |
| P4. Assess and provide constructive feedback to student learning | • Assessment tasks are well designed to assess the intended learning outcomes
• Supports students to develop and demonstrate the intended learning outcomes
• A variety of assessment tasks are used
• Uses formative and summative assessment to secure students' progress
• Provides students with clear assessment criteria
• Provides students with timely and consequential feedback
• Monitors and changes assessment practices to improve student learning outcomes
• Provides leadership in the moderation, planning and delivery of course assessment | | | | | |

| V1 Demonstrate professional development in subjects and their pedagogy | Attending and participating in teaching related professional development activities Demonstrate a capacity to reflect critically on and improve teaching practice Student and peer feedback is used to enhance teaching practice Contribution and participation in professional development activities in university, discipline, faculty Reflect critically on teaching and learning practice to enhance student learning outcomes Assist colleagues to identify and implement strategies to address their professional learning needs based on the professional standards Mentoring and peer review of colleagues in teaching (if available) Successful achievement in roles such as mentor, peer reviewer, Chair of committees etc. Make significant contributions to educational policy and practice at the faculty and in wider professional contexts | | | | | |
| V2. Application of professional ethical practices in work and in teaching context | Reliability and Responsibility in teaching roles Demonstrating commitment to continuing professional development and professional growth in discipline and teaching & learning Actively seeks out feedback and suggestions from students and colleagues Communicating effectively in both formal and informal contexts Approaching teaching with enthusiasm, passion and confidence Demonstrating time management of self and work to ensure others are not delayed in their work Demonstrating self-reflective evaluation of practices and relationships Demonstrating commitment and interest in students and their learning | | | | | |

| | Collaboration and constructive interaction with colleagues and other professionals on instructional policy, curriculum development and faculty development Participating in any activities related to social services at national level | | | | | |

ชื่อผู้ขอรับการประเมิน...

สาขาวิชา .... คณะ..

Dimension	Criteria	สำหรับผู้ขอรับการประเมิน	สำหรับกรรมการ			
		หลักฐานที่ใช้แสดง (ข้อมูลสำคัญพร้อมเลขหน้าอ้างอิง)	ความเห็นกรรมการ			
			ผ่าน	แก้ไข	ไม่ผ่าน	หมายเหตุ
Professional Knowledge						
K1. Know their subject/content and how to teach them to their students	• Select and organize subject/content in logical, sequential and structured ways to address student learning outcomes • Apply and use research-based knowledge of the content/discipline(s) through effective teaching strategies/technologies and programs relevant to develop engaging teaching activities • Select and organize content into coherent, well-sequenced learning and teaching programs • Exhibit and share and advice colleagues on comprehensive knowledge of teaching activities to ensure that teaching strategies are pedagogically sound • Exhibit innovative practice in selection and organization of content and delivery of learning and teaching programs • Initiate the development of pedagogically-sound, research-based and effective policies, programs and processes • Utilize comprehensive content knowledge to improve the selection and sequencing of content into coherently organize learning and teaching programs					
K2. Know their students and how they learn	• Demonstrate knowledge of students' different approaches to learning • Apply practical and theoretical knowledge and understanding of the different approaches to learning to enhance student outcomes					

	• Share practical and theoretical knowledge of the different approaches to enhance learning outcomes • Use expert theoretical knowledge of student diversity to develop effective and practical policies, programs and teaching strategies that address students' social, ethnic, cultural and religious backgrounds • Evaluate and monitor teaching and learning by using expert knowledge of the different approaches to learning to enhance student learning outcomes					
Domain: Professional Practice						
P1. Design and plan effective learning activities	• Well planned learning activities designed to develop the students learning • Thorough knowledge of the unit material and its contribution in the course • Effective and appropriate use of learning technologies • Demonstration of effective team teaching • Effective unit/ course coordinator • Innovation in the design of teaching, including use of learning technologies • Contribution to the teaching or curriculum and/or discipline at a national level or • External expert peer review of unit/course materials / curriculum or • Adoption of learning materials by other universities or • Nomination for a teaching award • Leadership role and impact in curriculum design and review, planning and/or development at a (inter) national level • Leadership in mentoring and supporting colleagues in planning and designing learning activities and curriculum					
P2. Teachers teach and support student learning	• Student centered approach to teaching • A range of teaching is undertaken (i.e. different levels/mode) • Involving in team teaching					

	• Use appropriate resources and materials to support students' learning • Teaching techniques are successful in enhancing student learning • Effective supervision of postgraduate students to completion (if applicable) • Quality of student learning is systematically monitored • Innovation and creativity in teaching • Integrate research, and professional activities with teaching and in support of student learning • Peer recognition of quality teaching e.g. invitations to teach at other universities or awarded a faculty or university teaching award • Leadership in supporting colleagues' in their teaching through peer support and review • Leadership and innovation in teaching practices and supporting students, disciplinary or (inter) national level • Establishes effective organizational policies/strategies that promote and support others to deliver high quality teaching and support student learning (e.g. through mentoring/ coaching)					
P3. Develop effective learning environments and guidance	• Creates effective learning environments (in classroom/ online/work placement etc.) • Directs students to appropriate support and services and follows up to determine outcomes e.g. language and study skills or counselling • Demonstrates respect and requires students to demonstrate respect for others • Serves as a student guidance • Sharing teaching and learning experiences to others and demonstrates effective practice in developing learning communities • Demonstrates understanding and effective practice (in curriculum and teaching) in supporting students in transition (e.g. 1st year, postgrad) (if available)					

	• Initiative or innovation in supporting students and the creation of engaging learning environments					
	• Role in promoting effective practices (in curriculum and teaching) that embed principles of cultural diversity/equality/indigenous culture and traditions/support for students with special needs or support for students in transition (e.g. 1st year, postgrad) (if available)					
	• Leads effective organizational policies or strategies for supporting students and developing engaging learning environments					
	• Successful mentoring of individuals or teams to support student diversity/student transition or learning communities					
	• Initiate the development of pedagogically-sound, research-based and effective policies, programs and processes					
P4. Assess and provide constructive feedback to student learning	• Assessment tasks are well designed to assess the intended learning outcomes					
	• Supports students to develop and demonstrate the intended learning outcomes					
	• A variety of assessment tasks are used					
	• Uses formative and summative assessment to secure students' progress					
	• Provides students with clear assessment criteria					
	• Provides students with timely and consequential feedback					
	• Monitors and changes assessment practices to improve student learning outcomes					
	• Provides leadership in the moderation, planning and delivery of course assessment					
	• Innovation in assessment in units/degree programs					
	• Provides leadership in the moderation, planning and delivery of course and degree assessment					
	• Establishes effective organizational policies or strategies in the support, supervision and management of assessment, standards and feedback for students or					

	• Successful leadership/ mentoring of individuals or teams leading to enhanced assessment, standards and moderation					
V1 Demonstrate professional development in subjects and their pedagogy	• Participation in teaching related professional development activities • Demonstrate a capacity to reflect critically on and improve teaching practice • Student and peer feedback is used to enhance teaching practice • Contribution and participation in professional development activities in university, discipline, faculty • Reflect critically on teaching and learning practice to enhance student learning outcomes • Assist colleagues to identify and implement strategies to address their professional learning needs based on the professional standards • Leadership and contribution in the provision of professional development of others • Mentoring and peer review of colleagues in teaching • Successful achievement in roles such as mentor, peer reviewer, Chair of committees etc. • Make significant contributions to educational policy and practice at the faculty and in wider professional contexts • Establishing effective organizational policies and/or strategies in supporting and promoting others (e.g. through mentoring, coaching) in evaluation of teaching • National impact and peer recognition • Organize, promote and deliver professional development through participation in professional network or associations					
V2. Application of professional ethical practices in work and in teaching context	• Reliability and Responsibility in teaching roles • Demonstrating commitment to continuing professional development and professional growth in discipline and teaching & learning					

	- Actively seeks out feedback and suggestions from students and colleagues - Communicating effectively in both formal and informal contexts - Approaching teaching with enthusiasm, passion and confidence - Demonstrating time management of self and work to ensure others are not delayed in their work - Demonstrating self-reflective evaluation of practices and relationships - Demonstrating commitment and interest in students and their learning - Collaboration and constructive interaction with colleagues and other professionals on instructional policy, curriculum development and faculty development - Leading and involving in social services activity at community level					