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The development of teachers to enhance the professional standards framework in higher education

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Abstract

The objectives were to 1) design a coaching system for enhancing towards professional standards, 2) study the results of reflective thinking following the coaching system, and 3) study the teacher development results from a case study. The key informants were 8 experts in higher education, 7 teachers who had been evaluated, and 15 case reports according to various faculties. The research instruments were interview forms and evaluation results recording forms. Data analysis used thematic analysis and content analysis. The results found that 1) the coaching system consisted of 4 factors including 1.1) Goal, which involves collecting experiences, explaining, exchanging, and setting goals, 1.2) Reality, which is being a role model who can share knowledge, stimulate thinking, provide feedback, and support policies, 1.3) Option, which is a written experiences report, and a case study by using the mentor's perspective, and 1.4) Wrap-up, meaning to understand, talk openly, identify common goals, and adjust mindsets, Another factor is 2) teacher development, which results from reflective thinking comprised of 2.1) Knowledge, including self-development, challenges, approaches to success, 2.2) Experience, which is the value for development, opportunities, self-transformation, and value-added results, 2.3) Belief, including teaching development, knowledge and experience, teachers, students and the profession outcomes. Lastly, 3) a case study of SPU-PSF included 3.1) Knowledge, expertise in a field of study, and integration of disciplines, 3.2) Professional Practice, which was a learning design with technology, 3.3) Professional Values, to be a good role model, and 3.4) Student Achievement, to boost the potential of students.

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Introduction

Institutions of education are academic organizations that require academic excellence. The main mission is to develop people and create knowledge for excellence to drive society to develop and become more competitive. According to the National Education Act of 1999, teachers and educational personnel below the degree level at the higher professional level are required to possess a teacher's professional license, except for teachers at the tertiary level, additionally with the policy to develop teaching and learning that emphasizes learning outcomes. Therefore, teachers need to have teaching competencies according to professional teaching standards (Srisa-an, 2018). For example, the UK Professional Standards Framework (UKPSF) by The Higher Education Academy, an independent national agency of the United Kingdom established in 2011, aims to develop a framework for developing teachers to become professional teachers in 3 dimensions, which include Scholar, Teacher, and Person. It consists of 3 dimensions including Core Knowledge, Area of Activity, and Professional Values. The academic qualifications certified by HEA are divided into 4 levels: 1) Associate Fellow, 2) Fellow, 3) Senior Fellow, and 4) Principal Fellow. In Thailand, the Professional Standards Framework for teaching and supporting learning in higher education, known as Thailand-PSF, had been developed according to the Higher Education Standards Committee's announcement regarding guidelines for faculty quality development to promote learning outcomes aligned with the Higher Education Qualifications Framework, A.D. 2023. This framework supports the Association of Professional and Organizational Development Network of Thailand for Higher Education (ThaiPOD) to serve as the primary organization for providing training, enhancing faculty quality, and certifying faculty competencies in teaching and learning management (ThaiPOD, 2025). Furthermore, several higher education institutions in Thailand have developed their own professional standards frameworks for faculty, such as Prince of Songkla University (PSU-PSF), King Mongkut's University of Technology Thonburi (KMUTT-PSF), University of Phayao (UP-PSF), and Sripatum University (SPU-PSF), which was the first private university to establish its own institutional standards. SPU-PSF was implemented in 2018 and has since developed over 150 faculty members within its standards framework (SPU-PSF, 2024). Notably, the standards of all the institutions were primarily synthesized from the UK and Australian standards, thus comprising three core dimensions of Knowledge, Competencies/Areas of Activities, and Professional Values. However, SPU-PSF uniquely incorporates an additional dimension, namely, Student Achievement.

The Professional Development of Higher Education Teachers through Mentoring: A Phenomenological Study (Vitayacheeva and Noparit, 2018) was a qualitative research study using transcendental idealism. The research results showed that 1) the core of the mentoring experience involves 4 phases of relationship building, comprising the initial relationship-building phase, the learning phase, the separation phase, and the creating bonds to new friendships phase. The results also showed 2) Conditions affecting mentoring included relationship period, mentoring systems, and mentoring role. This also had positive consequences for new teachers, mentors, and organizations. Finally, 3) the nature of professional development includes the development and transfer of professional skills, being a learning organization and community of learning exchange. This research studies the Professional Standard Framework at universities in Thailand as well as internationally, then designs a teacher development system to meet the professional teacher standards and further develop professional teachers at the higher education level.

Objectives

1) To design a coaching system to develop teachers to reach professional teaching standards.

2) To study the results of reflective thinking of teacher development following the coaching system

3) To study the teacher development results from a case study of the Sripatum Professional Standards Framework

Literature Review

Professional Standards Framework

The UK Professional Standards Framework, the PSF 2023 was established by The Higher Education Academy in 2011, an independent national agency of the United Kingdom, aiming to construct a framework for developing teachers to become professional teachers in 3 dimensions, namely, Scholar, Teacher, and Person**.** It consists of 3 dimensions including Core Knowledge, Area of Activity, and Professional Values**.** The academic qualifications certified by HEA are divided into 4 levels of descriptor, including 1**)** Associate Fellow, 2**)** Fellow, 3**)** Senior Fellow, and 4**)** Principal Fellow **(**Advance HE, 2023**)**.

The Framework for Professional Teacher Standards (Thailand-PSF)

The framework for professional teacher standards (Thailand-PSF), aligned with the approach to developing teacher quality to promote the attainment of learning outcomes according to higher education qualifications, comprises three components, namely, 1) Knowledge, with two sub-components including 1.1) Knowledge of one's subject matter, and 1.2) Knowledge of pedagogy and learning, 2) Competencies, comprising four sub-components including 2.1) Designing and planning learning activities effectively, 2.2) Implementing learning activities effectively, 2.3) Fostering a learning environment and support for student learning, and 2.4) Assessing and evaluating student learning as well as providing constructive feedback, and 3) Values, comprising two sub-components including 3.1) Value professional development and continuous self-improvement, and 3.2) Uphold the ethics of the teaching profession (ThaiPOD, 2025).

The Coaching Model

Whitmore (2010) developed the GROW model, which is a framework for coaching and conversation. The project was the best-known coaching model across 4 dimensions, as follows: Goal is at the beginning of each session and referred to from time to time. The focus is on moving forward, as some questions ex: "What do you want?", "How could you explain your goal in a few words?", "Which part of that is the real focus?", "How will you know when you have achieved it?" Reality is an exploration of the teaching world at the moment, which includes the time spent to help people get clarity about what is happening, what affects themselves and others, as some questions ex: "What is happening at the moment?", "What impact is this having on you/how do you feel?", "What are you doing that's working towards your goal?", "Who else is affected?". Options is a stage as reality becomes clearer and shows a new energy or a lighter tone of voice, then it uses questions, "What could you do?" "What has worked in the past?" "Who could help you with this?", "Where could you find out the information?". Wrap-up comprises the psychological factors within individuals. This model aimed to bolster the required competencies of an organization. In the context of education, developing the abilities of educators was essential for educational advancement and responsiveness to change (Sadewo et al., 2025).

Reflective Thinking

Abrouq (2024) examined the development of reflective thinking skills in university, leading to successful outcomes in both study and work. Choy and San Oo (2012) investigated the link between reflective thinking and the integration of critical thinking skills in the classroom. This research demonstrates a potential relationship between reflective thinking and the development of critical thinking skills. The study revealed that teachers often cannot engage in deep reflection on their teaching methods. The researchers propose promoting critical thinking among teachers to improve the quality of lessons, particularly through collaborative efforts in critical thinking teams.

The coaching system was structured around a professional standards framework, whether international, national, or institutional, encompassing 3 core dimensions. Faculty members seeking professional standards certification were required to thoroughly understand the criteria and receive guidance and encouragement from coaches to facilitate their self-development in alignment with the standards. Upon successful certification, faculty members engaged in reflective thinking, considering the benefits of their teaching development, opportunities for continuous professional growth, and their potential to mentor other faculty members in navigating the professional standards development system, as in Figure 1.

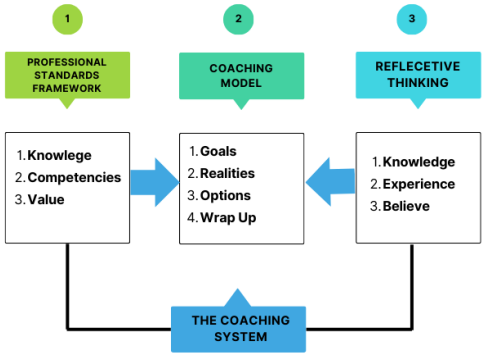


Figure 1 Conceptual framework

Methodology

The research was certified by approval COA No. SPUIRB-2023-011. An interview invitation letter with response form of approval for consent to be interviewed was given, and data recorded. If they were not comfortable with the interview, they could withdraw from it. The research procedures consisted of 3 phases as follows:

Phase 1

Designing a coaching system to develop teachers to reach professional teaching standards. Key Informants included expert professionals in higher education faculty development, who were qualified as higher education administrators with atleast 5 years of experience in faculty development and coaching processes for faculty to achieve professional standards. Also used were 8 individuals, purposive collection data with triangular data collection from public universities, autonomous public universities, and private universities with established faculty development systems.

The research instruments used in this study were semi-structured interview forms for the coaching system design process to develop teachers to the professional teaching standards according to the GROW MODEL concept on 4 issues: 1) Goal, 2) Reality, 3) Options, and 4) Wrap up (Sadewo et al., 2025; Whitmore, 2010) The content validity of the interview questions was examined. Pilot interviews were conducted to refine the questions (Maxwell, 2013). In terms of modification, the results of the trial were used to improve the interview questions (Saldaña, 2016). *Data were collected* by contacting experts in the field of teacher development according to the specified conditions to schedule interviews for the process of designing a coaching system to achieve professional teacher standards. Data were analyzed using thematic analysis.

Phase 2

Studying the results of reflective thinking of teacher development following the coaching system, consisting of Knowledge, Experience, and Belief. The key informants were 7 faculty members who had passed the professional teaching standards at Level 3. This included 3 faculty members who had passed the UK-PSF from public, autonomous public, and private universities, 1 faculty member who had passed PSU-PSF, and 3 faculty members who had passed the SPU-PSF. The research instrument was a semi-structured interview form for requesting the assessment of professional teaching standards resulting from reflective thinking by clearly stating the purpose of the interview (Creswell & Poth, 2018), developing interview questions, and creating open-ended questions that were consistent with the objectives (Brinkmann & Kvale, 2015). The content validity of the interview questions was evaluated by experts, and the interview questions were trialed (Maxwell, 2013) and revised. Data were collected by contacting and making appointments with the key informants to request and conduct the interviews according to the designed interview form and then summarizing the results of the interviews according to the specified framework. Data were analyzed using thematic analysis.

Phase 3

For the study of the evaluation report, a case study of the Sripatum University- Professional Standard Framework (SPU-PSF, 2024) was researched using data from the evaluation report documents of teachers who had passed the evaluation according to SPU-PSF at level 3-2-1, totaling 15 cases, from various faculties comprising the College of Tourism and Hospitality, the School of Liberal Arts, the School of Business, the School of Engineering, the School of Design and Architecture, and the College of Logistics and Supply Chain. The researchers compiled reports on the evaluation results of teachers who applied for evaluation according to the professional teacher standard framework of Sripatum University in 4 domains, including 1) Knowledge, 2) Professional Practice, 3) Professional Values, and 4) Student Achievement. Data analysis utilized content analysis.

Results and Discussion

The discussion of the research results is presented in 3 parts as follows:

Part 1

The results of designing a coaching system to develop teachers to reach professional teaching standards.

According to the interviews with experts in teacher development at the higher education level and the process of designing a coaching system based on the Grow Model concept, the results could be summarized as follows.

The Coaching System consists of 4 steps, including 1) Goal, 2) Reality, 3) Options, and 4) Wrap-Up, as shown in Figure 2. The details are given below:

1. Goal had the following steps: 1.1) Drawing experience: Coaches should talk to teachers to draw on their experiences and synthesize knowledge according to the specified criteria; 1.2) Writing and explaining: Teachers should write about and explain their own experiences and knowledge for each criterion. Teachers should write notes summarizing the main points of each criterion; 1.3) Summarizing as a story: Teachers should take notes and compile them into a story or create a story about their experiences and self-development according to the criteria; 1.4)



Figure 2 Coaching system for professional teacher development

Discussing and exchanging: Coaches should have discussions with teachers about the stories they had written, along with other coaches who come to discuss and provide additional advice and guidance; 1.5) Setting goals: Clear, measurable goals should be set so desired results can be achieved.

2. Reality had the following steps: 2.1) Being a role model: Teachers should be good examples for their colleagues and students, demonstrating the benefits of self-development; 2.2) Sharing knowledge: Sharing teaching experiences and knowledge with colleagues through seminars, conferences or social media; 2.3) Thought-provoking: Encouraging teachers to think of ways to develop themselves by using open-ended questions, brainstorming activities or exchanging knowledge; 2.4) Giving feedback: Providing honest positive and negative feedback, highlighting strengths, weaknesses and opportunities for development; 2.5) Assessing needs: Assessing the developmental needs of individual teachers, possibly through behavioral observation, discussion and evaluation; 2.6) Developing weaknesses: Supporting teachers to develop their weaknesses, providing training or giving advice on areas that teachers want to develop; 2.7) Supporting Policy: Supporting university policies that encourage teachers to develop themselves, such as attending training or competitions.

3. Options had the following steps: 3.1) Writing about experiences helps teachers review their teaching, analyze strengths and weaknesses, learn from experiences, and develop themselves; 3.2) Case writing helps teachers tell stories effectively, communicate clearly about experiences, reflect on teaching, and share experiences; 3.4) Mentors' perspectives help teachers develop themselves by learning from others' experiences and receiving inspirational advice; 3.5) Defined as KPI encourages teachers to develop themselves in a results-oriented manner to achieve goals, support innovation, promote research and improve teaching skills; 3.6) Video recording helps teachers present their work, share experiences, inspire, drive development, promote quality work and expand on the results.

4. Wrap-Up had the following steps: 4.1) Understand the benefits: It was important to start by understanding the benefits of teacher development, both for teachers and students. When all parties had the same understanding, it would help them move in the same direction. Teachers would feel motivated to develop themselves, resulting in students receiving higher-quality instruction; 4.2) Emphasis on informal discussion: Creating a relaxed, collaborative atmosphere facilitates an open exchange of ideas. Teachers would feel comfortable and ready to share their experiences. This allows administrators to better understand teachers' needs; 4.3) Pointing out common goals: Establishing common goals keeps everyone focused on the same thing. Teachers will feel involved, and administrators can support teachers effectively; 4.4) Adjusting the teaching methods: Adjusting teaching methods to suit students is

important to solving problems. Teachers need to review their current teaching methods and identify areas for improvement. In this regard, administrators can provide advice and support to teachers in terms of developing teaching methods; 4.5) Reviewing standards: Reviewing international standards and comparing them to their standards is important for teachers' development. Teachers need to understand the standards. Administrators could help teachers understand and apply them to their personal contexts. Teachers would feel involved, and administrators could follow up on teachers' progress; 4.6) Adjusting mindset: Adjusting the teacher's mindset was important for development. Teachers need to believe in their personal potential. Administrators could inspire and support teachers in their development; 4.7) Understanding approach: Understanding approaches to problem-solving and development was important in teachers' development. The teacher needs to know what should be done. In this regard, administrators could provide knowledge and advice to teachers.

The Coach System summary was as follows: 1) Goals consisted of drawing experience, writing and explaining, summarizing as a story, discussing and exchanging and setting goals; 2) Reality comprised being a role model, sharing knowledge, being thought-provoking, giving feedback, assessing needs, developing weaknesses, and supporting policy; 3) Options involved writing about experiences, case writing, mentors' perspective, defined as KPI, and video recording; 4) Wrap-up comprised understanding the benefits with an emphasis on (open) informal discussion, pointing out common goals, adjusting the teaching methods, reviewing standards, adjusting mindset and understanding the approach. Successful coaching requires the coach and teachers to establish a rapport and understand the teacher's potential. The primary focus should be on using open-ended questions to inquire about the teacher's past actions and to provide explanations that align with the goals and criteria of professional teaching standards. This includes providing encouragement for writing reflections on the learning outcomes resulting from their teaching and the impact on students. Furthermore, institutional support significantly enhances teachers' motivation to pursue professional standards. This is consistent with Kamarudin et al. (2020), who presented three main theories and models on coaching and mentoring, including the Zone of Proximal Development (ZPD), Biggs's Presage-Process-Product Model, and the GROW Model. These models demonstrate the role of the coach and supervisor, as well as their participation in the process of bringing out the highest potential of the teacher, through the technique of asking questions and accepting answers to create the best in the coach and the teacher. Meanwhile, mentors and coaches need to be able to demonstrate the actions they want their teachers to achieve, and these theories and models can be understood and applied to improve quality. In addition, Jittrasopin & Pilanthananond (2022) developed a coaching system using the GROW Model to develop the competence of university teachers in designing research. Coaches were assigned to three volunteer teachers from the Faculty of Business Administration and Accountancy, the Faculty of Nursing, and the Faculty of Education, who were selected through stratified random sampling. The data were collected from the observation records of coaching methods, opinions and satisfaction, and teacher self-evaluations. Data were analyzed using descriptive statistics. The research results found that the coaches followed the GROW Model at every step. All teachers were able to design research to achieve their goals. The coaches felt that the teachers had improved their behavior and had the highest levels of satisfaction.

In addition, the teachers had developed themselves in terms of asking questions for understanding and building relationships with coaches at the highest level. Regarding communication skills, commitment to knowledge exploration, and completing tasks were largely developed.

Part 2

Studying the results of reflective thinking for teachers' development following the coaching system

Information from teachers who had been developed with the professional teacher standards and trained with the reflective thinking approach can be summarized as follows:

From Figure 3, ideas could be found about reflective thinking from 7 key informants who had previously written to request an assessment according to the professional teaching standards. Based on the principles of reflection, it could be divided into 3 aspects, including Knowledge, Experience, and Belief. In this regard, Knowledge consisted of 4 items including self-development, writing challenges, path to success, and results. Experience consisted of 4 items including value for development, development opportunities, self-transformation, and value-added results. Lastly, belief consisted of 4 items including teaching development, applying knowledge and experience, teachers, students and professional outcomes, and inspiration for development. Reflective thinking facilitated the evaluation of teachers' development following the use of the professional standards framework. This process highlights areas for further improvement, leading to continuous development, which serves as a positive inspiration and enhances student learning outcomes.

Reflective thinking results in relevance to the research of Roeksamut (2022), who studied the development of a teacher's professional experience training model through action research

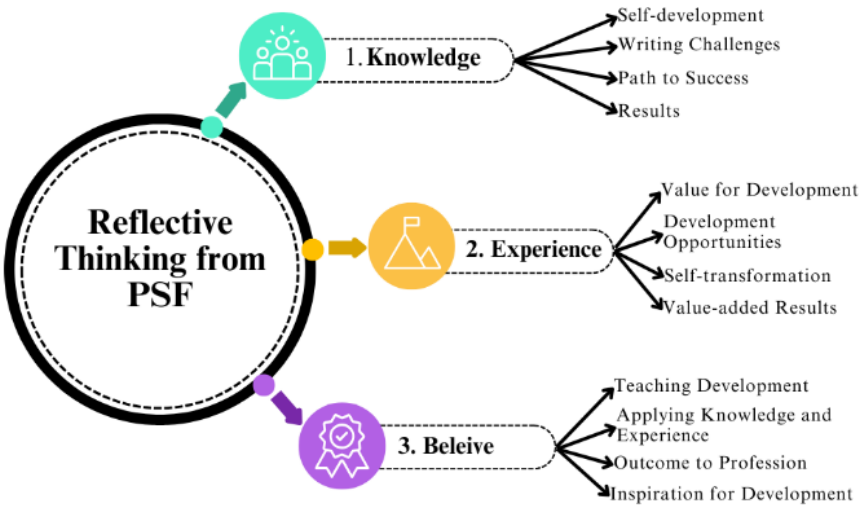


Figure 3 Diagram showing a summary of reflective thinking from teachers who applied for professional teaching assessment

and the effectiveness of using the developed model. The sample consisted of 265 students, 9 mentors, and 9 supervisors. One of the research tools was a reflective skills assessment of professional training experience. The research results of the developed model using the reflective learning in mentoring and supervision process to develop the learning management of practice teachers found that students had significantly higher learning management development results than before the experiment at a statistical significance level of .05. Moreover, Choy and San Oo (2012) studied reflection and teaching practice that connected to critical thinking in the classroom. This research demonstrated the link between reflection and teachers' ability to stimulate critical thinking. The research findings not only provided insights into how to teach effectively but also motivated teachers to think critically. From the study of 60 volunteer teachers using questionnaires on teaching practice indicating the level of critical thinking, it was found most teachers were unable to reflect deeply on the results of their teaching. From the four aspects of learning processes, including hypothesis analysis, contextual awareness, speculative imagination, and reflective curiosity, it was suggested that critical thinking was a necessary practice for teachers.

Part 3

A case study of the teacher development results from the Sripatum Professional Standards Framework

The summary of the 4 domains for the Sripatum University Professional Standards Framework (SPU-PSF) was as follows: Domain 1 is Knowledge, Domain 2 is Professional Practice, Domain 3 is Professional Values, and Domain 4 is Student Achievement from the data report of various schools submitted for PSF assessment.

Domain 1: Knowledge

1.1 Content Knowledge was summarized by subjects, including English for Business Presentation, Interior Design, Logistics and Supply Chain Management, Airline Marketing and Sales Management, Airport Business Management, Fundamentals of Aviation, Thermodynamics Engineering, and Cruise Ship Management. The summary included the following: Applying knowledge from textbooks and research to teaching, integrating additional content outside the curriculum, introducing new technologies to teaching, inviting speakers who are experts in the content, integrating knowledge from various professions, creating cooperation with external agencies, applying simulation programs, content, systems, and various equipment to teaching, and developing knowledge by attending training/ seminars in the industrial sector, including transferring experiences to teachers in the same major.

1.2 How to Teach was a summary of examples of teaching techniques that demonstrate the teacher's expertise, including discussion teaching technique, game-based teaching technique, learning management based on Bloom's theory, analytical thinking development, knowledge integration, case studies, enhancing learning experiences, and role-playing the teaching technique. The assessment included assignments, oral examinations, observation and analysis of learning behavior, case study projects, portfolios, projects, theses, and various other tests.

Domain 2: Professional practice

2.1 Design and Plan Effective Learning can be summarized as follows: Backward Design uses a variety of teaching techniques, the integration of knowledge, and the application of digital technology to enhance learning efficiency, continuously evaluating and providing feedback.

2.2 Teaching Technique includes presentation techniques using technology, blended teaching methods such as project-based approach, learning area-based approach, flipped for fun, activity-based learning techniques, group work, student-centered learning, coaching, integrated teaching techniques, demonstrative teaching techniques, practice-based teaching techniques, expository teaching techniques, etc..

2.3 Learning Environment and Communication has the following teaching strategies: 1) Promoting student participation and interaction, including language practice with foreigners, conducting workshops with companies, and creating classroom activities; 2) Inspiring and stimulating creativity, including being a coach and providing advice, inviting experts to share their knowledge, inviting seniors to exchange experiences, creating a good personality, and fostering friendly communication; 3) Promoting active learning such as using games in class, demonstrating and practicing in groups, and through field trips; 4) Using a variety of teaching media such as videos, TikTok, case study and website; 5) Creating a safe and supportive learning environment, such as personal consultation channels or meeting outside the classroom. The results of these strategies should be evaluated regularly and improved continuously.

2.4 Assessment and Provision of Feedback include a variety of assessment methods in terms of both knowledge and skills, such as using rubric assessment criteria, providing feedback that provides development guidelines, formative assessment, authentic assessment with emphasis on students' participation, analysis of students' strengths, weaknesses and needs, using technological devices, expert assessment, group and individual evaluation. However, the selected strategies should be appropriate to the context and group of students and, later, one should share the experiences with fellow teachers.

Domain 3: Professional values

3.1 Professional Ethics includes being a good role model for students, being a mentor, dedicating oneself to teaching, providing unbiased assessment, supervising intern students, continuing self-development, communicating effectively with students, dealing with situations, promoting professional understanding, becoming a researcher, publishing academic works, taking care of students, being a good role model, being punctual, taking responsibility for duties, sacrifice, being honest, presenting the opportunity to listen, and being dedicated to students.

3.2 Professional Development in Teaching and Learning includes continuous self-improvement by attending training, presenting academic work, teaching evaluation analysis, developing teaching materials, training others, conducting research, academic self-improvement, and teaching development. Teachers developed teaching methods by updating the content, implementing new teaching techniques, using a variety of teaching materials, using a student-centered approach, promoting active learning, and using a variety of measurement and evaluation methods. The result was that students' academic performance improved. Further, students were satisfied with the teaching, and teachers were recognized by their colleagues. In addition, teachers could receive awards for their academic work.

Domain 4: Student achievement

4.1 Fulfill the potential of students: Teachers played an important role in encouraging students to reach their full potential. Teachers could do this by organizing "Friends Help Friends" activities to encourage talented students to help their friends, arranging for students to select projects according to their interests, organizing an exhibition for students to showcase their work, being mentors to other teachers in integrated courses, taking turns to take care of students with different levels of knowledge, and being a coach for students to complete projects. In addition, teachers must also closely supervise students, monitor and evaluate student skills, arrange students into groups according to their ability level, care for students in every aspect, bring out students' potential, adjust teaching methods when problems are encountered, and support all students.

4.2 Enhancing Students' Success: Teachers played a key role in encouraging students to reach their full potential by organizing activities for students to learn from authentic experiences. For example, teachers took students to explore an actual workplace, organized cooperative education projects, practiced at the actual work site, and organized Tech Idea activities to present cooperative education projects. In addition, teachers also must encourage students to learn from experts, such as inviting experts to give lectures, organizing projects to provide professional knowledge, organizing learning activities outside of the classroom, and building a network with entrepreneurs. The result of the teacher's promotion was that the students could get jobs immediately after graduation. Students may receive awards from entering competitions and students also develop the skills necessary for employment.

The summary of the SPU-PSF was as follows: Domain 1 is Knowledge, which consists of content knowledge and didactics.

Teachers must have knowledge and expertise in their major, integrating knowledge, cooperation with professional organizations along with having expertise in a variety of teaching techniques to integrate knowledge and experiences for students appropriately. Domain 2 is Professional Practice, which is comprised of designing and planning effective learning, teaching technique, learning environment, communication, and assessment and providing feedback with a learning design that integrates technology in learning management, combining teaching techniques, creating a safe and supportive atmosphere for students, and includes a variety of assessments that are appropriate for the context and group of students. Domain 3 is Professional Values, which involves professional ethics and professional development in teaching and learning. Teachers must be good role models, dedicated and attentive in teaching and learning management, including developing themselves academically, modernizing teaching content, and considering learning outcomes. Domain 4 is Student Achievement, which consists of fulfilling the potential of students and boosting students' success by drawing out their potential, providing advice and close supervision, giving them opportunities to gain real experience, learning from experts, and gaining recognition or work immediately after graduation. This is consistent with Belson and Husted (2015), who studied the impact of teaching certification on student achievement. The National Board for Professional Teaching Standards (NBPTS) has been used to certify teacher teaching for more than 25 years. Previous research had found the impact of NBCTs in developing students' potential and mathematics assessment, the National Assessment of Educational Program (NAEP), which had both direct and indirect impacts. This study focused on student achievements rather than state or local measures that are related to NAEP state scores in reading and math. Furthermore, Witte and Jansen (2015) studied the guidelines for creating teaching standards in the profession from a literature review of excellent teachers in the Netherlands. In this study, a literature review was conducted and found that the educational management paradigm of the Netherlands over the past 15 years consisted of 4 areas including cultural, aesthetic, social, and personal, and has developed more structures and standards at the curriculum level. The learning paradigm has become the focus of curriculum design. The purpose of implementing professional teaching standards was that they be used in professional assessment. Factors influencing professional development found that the teaching community had ideas about what shows excellence in the profession. Nearly 40 percent of the teachers felt that their professional level was far from excellent. However, their professional growth faced external obstacles, primarily due to contextual factors. If the government wants to promote teachers' excellence, the professional development infrastructure needs to change to promote teachers' knowledge and skills to be in line with the teaching standards.

The faculty development process according to SPU-PSF has been approved by the SPU University Council and complies with the Higher Education Standards Committee's announcement regarding guidelines for faculty quality development to promote learning outcomes aligned with the Higher Education Qualifications Framework, A.D. 2023.

Conclusion and Recommendations

The coaching system consisted of 4 steps: 1) Goal involved collecting experiences, explaining, exchanging, and setting goals; 2) Being a role model who could share knowledge, stimulate thinking, provide feedback, and support policies; 3) Option was a written report about experiences, while a case study used the mentor's perspective; 4) Wrap-up was used to understand, talk openly, identify common goals, and adjust mindsets. Reflective Thinking from teachers comprises 3 components including 1) Knowledge, with self-development, challenges, and approach to success, 2) Experience, with the value of development, opportunities, self-transformation, and value-added results, and 3) Belief, with teaching development, knowledge, and experience, teachers, students, and professional outcomes. The summary of evaluation according to 4 domains of SPU-PSF comprises 1) Knowledge, meaning expertise in a field of study, and the integration of disciplines, 2) Professional Practice, involving a learning design that integrates technology, 3) Professional Values, meaning being a good role model, and 4) Student Achievement, meaning to draw out the potential of students.

Suggestions for Utilizing the Research Results

1. The research results show that the coaching and mentoring system influences teachers' self-development toward professional teaching standards. Higher education institutions should provide coaches to help teachers apply for assessments according to the framework for Professional Teaching Standards. Each institution could determine its strategies to achieve these goals, such as offering rewards, providing additional KPI points at the faculty level, or assigning mentors to guide faculty members through the professional standards framework.

2. Higher education institutions should establish cooperation in terms of exchanging knowledge on teacher

development according to the professional teaching standards framework and apply the guidelines appropriately to the context of each institution.

3. Higher education institutions should have departments that support and promote teachers to have the ability to reflect on their teaching practices as well as continuously improving and developing themselves.

4. Higher education institutions and faculty at various levels should systematically develop strategies to support and motivate teachers to achieve the quality standards of professional teaching.

Suggestions for Future Research

1. Research should be conducted to study and compare the professional teaching standards at the institutional level with those at national or international levels.

2. Research should be conducted to analyze the context of each type of higher education institution and design a process for developing and promoting teachers according to professional teaching standards that are consistent with the characteristics of the institution.

Conflict of Interest

The author(s) declare(s) that there are no conflicts of interest concerning this work.

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