



## Announcement of Assumption College Nakhonratchasima

No. 28/2023

### The Criteria and Regulations of Annual Salary Increment for Foreign Teachers



This announcement is issued by the director to praise, promote and to boost morale of foreign teachers. These announcements are designed to promote and incentivize teachers to perform their duties to the very best of their abilities. These announcements are as follows;

#### **No. 1) Criteria to qualify for salary increase;**

1.1 Teachers need to complete their contract for 1 academic year. (Start working in May and finish on 14<sup>th</sup> March of the following year)

1.2 Teachers need to follow the school policies and regulations strictly throughout the academic year.  
(No serious warning)

1.3 Teachers need to complete all their work and submit it to school before the due dates.

1.4 Teachers need to participate in at least 80% of the school's activities as follows:

1.4.1 Seminars

1.4.2 Up-skill Trainings

1.4.3 Monthly meetings

1.4.4 Academic Day

1.4.5 Sport Day

1.4.6 ACN Night/Family Run

1.4.7 Christmas Fair

1.4.8 Parents – Teachers Meeting

1.5 Teachers must not be absent for more than 12 days (including the 7 days of sickness and personal leave) throughout the academic year.

**Note:** If teachers are absent for 5 consecutive days just before or after a holiday (including weekends, public, and school holiday), their salary will be automatically deducted based on the number of school days they were out. However, this period of absence will not be included in the count of the 12 maximum days of absence, if and only if, the Director approves the request letter. The letter should be submitted in advance for the approval.

1.6 Teachers' salary increment based on their educational degree and number of years worked.  
(Attachment no. 1: Annual Salary Increment Table)

## No. 2) Assessment

2.1 Teachers will be evaluated on their performance which is divided into

### 2.1.1 Teachers' Academic Performance 50% which is divided into

- Classroom observation 20% (Attachment no. 2: Classroom Observation)
- Academic Competency 30% (Attachment no. 3: Academic Competency)

### 2.1.2 Students' Feedback 10% (Attachment no. 4: Feedback on Foreign Teachers' Teaching and Learning Management from Students)

### 2.1.3 Teacher Competency Index 40% which is divided into

- Student Affairs 20% (Attachment no. 5: Teacher Competency Index - Student Affairs)
- Human Resource 20% (Attachment no. 6: Teacher Competency Index - Human Resource)

## No. 3) Grade Level of Annual Salary Increment

| Points   | Level        | Percentage   |
|----------|--------------|--------------|
| 90-100   | A            | Not over 20% |
| 80-89    | B            | -            |
| 70-79    | C            | -            |
| 60-69    | D            | -            |
| Below 60 | No Increment |              |

## No. 4) Salary Cap

| Teachers Classification                | Salary Cap |
|--|------------|
| Native Speakers                        | 50,000     |
| Non-Native Speaker (Western Countries) | 45,000     |
| Non-Native Speaker (Asian Countries)   | 35,000     |

The annual salary increment depends on the director. If there is an abnormal situation in teaching and learning or there is an unusual event in the school's finances, school can refrain or adjust as deemed necessary.

This announcement is effective from 4<sup>th</sup> May 2023 onwards.

(Bro. Witthaya Thepkorn)

Director





## Annual Salary Increment Table

| Educational Degree  | Number of years worked |     |     |     |            |     |     |     |             |     |     |     |             |     |     |     |             |     |     |     |             |      |      |     |
|---|------------------------|-----|-----|-----|------------|-----|-----|-----|-------------|-----|-----|-----|-------------|-----|-----|-----|-------------|-----|-----|-----|-------------|------|------|-----|
|   | 1-5 years              |     |     |     | 6-10 years |     |     |     | 11-15 years |     |     |     | 16-20 years |     |     |     | 21-25 years |     |     |     | 26 years up |      |      |     |
| Grade Level   | A                      | B   | C   | D   | A          | B   | C   | D   | A           | B   | C   | D   | A           | B   | C   | D   | A           | B   | C   | D   | A           | B    | C    | D   |
| Native Speakers (Canadian, British, American, Australian, New Zealander, Irish) |                        |     |     |     |            |     |     |     |             |     |     |     |             |     |     |     |             |     |     |     |             |      |      |     |
| Master of Education   | 775                    | 750 | 725 | 700 | 800        | 775 | 750 | 725 | 850         | 825 | 800 | 775 | 900         | 875 | 850 | 825 | 975         | 950 | 925 | 900 | 1050        | 1025 | 1000 | 975 |
| Bachelor of Education   | 725                    | 700 | 675 | 650 | 750        | 725 | 700 | 675 | 800         | 775 | 750 | 725 | 850         | 825 | 800 | 775 | 925         | 900 | 875 | 850 | 1000        | 975  | 950  | 925 |
| General Bachelor +<br>Teacher License   | 675                    | 650 | 625 | 600 | 700        | 675 | 650 | 625 | 750         | 725 | 700 | 675 | 800         | 775 | 750 | 725 | 875         | 850 | 825 | 800 | 950         | 925  | 900  | 875 |
| General Bachelor  | 650                    | 625 | 600 | 575 | 675        | 650 | 625 | 600 | 725         | 700 | 675 | 650 | 775         | 750 | 725 | 700 | 850         | 825 | 800 | 775 | 925         | 900  | 875  | 850 |
| Non-Native Speakers (Western Countries)   |                        |     |     |     |            |     |     |     |             |     |     |     |             |     |     |     |             |     |     |     |             |      |      |     |
| Master of Education   | 700                    | 675 | 650 | 625 | 725        | 700 | 675 | 650 | 775         | 750 | 725 | 700 | 825         | 800 | 775 | 750 | 900         | 875 | 850 | 825 | 975         | 950  | 925  | 900 |
| Bachelor of Education   | 650                    | 625 | 600 | 575 | 675        | 650 | 625 | 600 | 725         | 700 | 675 | 650 | 775         | 750 | 725 | 700 | 850         | 825 | 800 | 775 | 925         | 900  | 875  | 850 |
| General Bachelor +<br>Teacher License   | 600                    | 575 | 550 | 525 | 625        | 600 | 575 | 550 | 675         | 650 | 625 | 600 | 725         | 700 | 675 | 650 | 800         | 775 | 750 | 725 | 850         | 825  | 800  | 775 |
| General Bachelor  | 575                    | 550 | 525 | 500 | 600        | 575 | 550 | 525 | 650         | 625 | 600 | 575 | 700         | 675 | 650 | 625 | 775         | 750 | 725 | 700 | 825         | 800  | 775  | 750 |
| Non-Native Speakers (Asian Countries)   |                        |     |     |     |            |     |     |     |             |     |     |     |             |     |     |     |             |     |     |     |             |      |      |     |
| Master of Education   | 675                    | 650 | 625 | 600 | 700        | 675 | 650 | 625 | 750         | 725 | 700 | 675 | 800         | 775 | 750 | 725 | 875         | 850 | 825 | 800 | 950         | 925  | 900  | 875 |
| Bachelor of Education   | 625                    | 600 | 575 | 550 | 650        | 625 | 600 | 575 | 700         | 675 | 650 | 625 | 750         | 725 | 700 | 675 | 825         | 800 | 775 | 750 | 900         | 875  | 850  | 825 |
| General Bachelor +<br>Teacher License   | 575                    | 550 | 525 | 500 | 600        | 575 | 550 | 525 | 650         | 625 | 600 | 575 | 700         | 675 | 650 | 625 | 775         | 750 | 725 | 700 | 850         | 825  | 800  | 775 |
| General Bachelor  | 550                    | 525 | 500 | 475 | 575        | 550 | 525 | 500 | 625         | 600 | 575 | 550 | 675         | 650 | 625 | 600 | 750         | 725 | 700 | 675 | 825         | 800  | 775  | 750 |





| Items  | 1 <sup>st</sup> Observation |   |   |   |   | 2 <sup>nd</sup> Observation |   |   |   |   |
|--|-----------------------------|---|---|---|---|-----------------------------|---|---|---|---|
|  | Date.....                   |   |   |   |   | Date.....                   |   |   |   |   |
|  | 5                           | 4 | 3 | 2 | 1 | 5                           | 4 | 3 | 2 | 1 |
| <b>1. Learning Activities are aligned with the lesson plan</b>   |                             |   |   |   |   |                             |   |   |   |   |
| 1.1 Learning Goal  |                             |   |   |   |   |                             |   |   |   |   |
| 1.2 Learning Activity Design   |                             |   |   |   |   |                             |   |   |   |   |
| 1.3 The material used is appropriate to the subject matter and students  |                             |   |   |   |   |                             |   |   |   |   |
| 1.4 Assessment &Evaluation   |                             |   |   |   |   |                             |   |   |   |   |
| <b>2. Teaching and learning Process</b>  |                             |   |   |   |   |                             |   |   |   |   |
| 2.1 Asking Questions to encourage students to be involved in class discussion.   |                             |   |   |   |   |                             |   |   |   |   |
| 2.2 Using different teaching techniques in the teaching Profession to promote and support individual student's ability   |                             |   |   |   |   |                             |   |   |   |   |
| 2.3 Learning Activities enable the students to experiences many things /apply the wisdom to part of their daily life and understand the importance of environmental conservation ,Resources are appropriate and related to the subject matter (and also other subject) |                             |   |   |   |   |                             |   |   |   |   |
| 2.4 Students have the opportunity to ask or share their ideas  |                             |   |   |   |   |                             |   |   |   |   |
| 2.5 Summarize the major point at the end of the lesson   |                             |   |   |   |   |                             |   |   |   |   |
| <b>3. Code of conduct and Classroom management</b>   |                             |   |   |   |   |                             |   |   |   |   |
| 3.1 Self -confidence   |                             |   |   |   |   |                             |   |   |   |   |
| 3.2 The material used is appropriate to subject-matter   |                             |   |   |   |   |                             |   |   |   |   |
| 3.3 Classroom management   |                             |   |   |   |   |                             |   |   |   |   |
| <b>4. Post-teaching Note</b>   |                             |   |   |   |   |                             |   |   |   |   |
| 4.1 Post-teaching notes reflect the goals of the learners' competencies and desirable characteristics  |                             |   |   |   |   |                             |   |   |   |   |
| 4.2 Identify the problems and approach the students development  |                             |   |   |   |   |                             |   |   |   |   |
| <b>Frequency</b>   |                             |   |   |   |   |                             |   |   |   |   |
| <b>Average</b>   |                             |   |   |   |   |                             |   |   |   |   |
| <b>Total Average</b>   |                             |   |   |   |   |                             |   |   |   |   |





Teachers' Academic Performance  
(Academic Competency)

Teacher's name: ..... Position .....

Teaching subject: ..... Class: .....

Start working: ...../...../..... Date of evaluation:...../...../.....

| No           | Content   | Marks     | Obtained Marks |
|--------------|---|-----------|----------------|
| <b>A</b>     | <b>Effective Teaching and Learning Practices (10)</b>   |           |                |
| 1            | <b>Lesson planning and curriculum:</b> Possess the ability to create lesson plans that align with the curriculum's content and context and can assess and evaluate learning outcomes within the relevant lesson content and learning environment. | 2         |                |
| 2            | <b>Teaching Efficiency:</b> Able to follow the lesson plans and conduct classes efficiently.  | 2         |                |
| 3            | <b>Teaching Adaptability:</b> Capable of adjusting teaching techniques and integrating technology and teaching aids to enhance the learning experience according to students' needs.  | 2         |                |
| 4            | <b>Student Engagement and Motivation:</b> Can effectively motivate students to learn and demonstrate visible success in their learning outcomes.  | 2         |                |
| 5            | <b>Assessment and Improvement:</b> Proficient in consistently measuring and evaluating learning outcomes and production, while also skillfully analyzing student evaluations to apply necessary improvements in the learning process.             | 2         |                |
| <b>B</b>     | <b>Professionalism and Punctuality (10)</b>   |           |                |
| 1            | Treats all students fairly and with an even hand.   | 2         |                |
| 2            | Is patient, responsible, honest and professional.   | 2         |                |
| 3            | Follows the instructions of Academic Affairs.   | 2         |                |
| 4            | Follows deadlines for submitting all teaching and academic documents.   | 2         |                |
| 5            | Helps cover classes when necessary.   | 2         |                |
| <b>C</b>     | <b>Self-Development (10)</b>  |           |                |
| 1            | Regularly seeks to learn more about the teaching profession.  | 2         |                |
| 2            | Participate in projects, activities, training, and seminars relevant to education.  | 2         |                |
| 3            | Organize academic projects, workshop, camps or activities to further develop their student's abilities.   | 2         |                |
| 4            | Support and encourage students to participate in academic competitions inside and outside school.   | 2         |                |
| 5            | Has positive feedback from their students, the parents and their colleges.  | 2         |                |
| <b>Total</b> |   | <b>30</b> |                |

Performance scale: 2 – Outstanding    1.5 – Proficient    1 – Satisfactory    0.5 – Needs Improvement



แบบสำรวจ

ผลตอบรับจากนักเรียนเกี่ยวกับการจัดการเรียนการสอนของครูชาวต่างชาติ

Attachment no. 4

Feedback on Foreign Teachers' Teaching  
and Learning Management from Students

ชื่อครูผู้สอน: ..... รายวิชา: .....

ระดับชั้น: ..... วันที่: ...../...../.....

ตอนที่ 1: ความคิดเห็นของนักเรียนเกี่ยวกับสภาพจริงในการจัดการเรียนการสอนในห้องเรียนของครูชาวต่างชาติ (9 คะแนน)

คำชี้แจง ให้นักเรียนพิจารณาการจัดการเรียนการสอนในห้องเรียนของครูชาวต่างชาติ ว่ามีการปฏิบัติจริงอยู่ในระดับใด และใส่เครื่องหมาย

✓ ลงในช่องได้หมายเลขที่ระบุแทนระดับการปฏิบัติจริง

5 หมายถึง มากที่สุด                      4 หมายถึง มาก                      3 หมายถึง ปานกลาง                      2 หมายถึง น้อย

1 หมายถึง น้อยที่สุด                      0 หมายถึง ไม่มีการปฏิบัติ

| ที่  | การจัดกิจกรรมการเรียนรู้ในห้องเรียน  | ระดับการปฏิบัติจริง |   |   |   |   |   |
|------|--|---------------------|---|---|---|---|---|
| 1    | ด้านการสอน   | 5                   | 4 | 3 | 2 | 1 | 0 |
| 1.1  | ครูชาวต่างชาติแจ้งจุดประสงค์การเรียนรู้ และเกณฑ์การวัดผล ประเมินผล ให้นักเรียนทราบก่อนเรียน                      |                     |   |   |   |   |   |
| 1.2  | ครูชาวต่างชาติมีรูปแบบการสอนที่หลากหลาย และมีเทคนิคต่าง ๆ ที่ช่วยทำให้นักเรียนเข้าใจง่ายขึ้น                     |                     |   |   |   |   |   |
| 1.3  | ครูชาวต่างชาติลำดับขั้นตอนการจัดกิจกรรมการเรียนการสอนได้เป็นอย่างดี และเข้าใจง่าย                                |                     |   |   |   |   |   |
| 1.4  | ครูชาวต่างชาติเปิดโอกาสให้นักเรียนรู้จักคิดค้น วิเคราะห์และวิจารณ์ เพื่อหาคำตอบด้วยตนเอง                         |                     |   |   |   |   |   |
| 1.5  | ครูชาวต่างชาติสามารถจัดสรรเวลาในการจัดกิจกรรมการเรียนรู้อย่างลงตัว   |                     |   |   |   |   |   |
| 1.6  | ครูชาวต่างชาติมีความพยายามในการอธิบาย หรือเลือกใช้คำ ที่ช่วยทำให้นักเรียนเข้าใจเนื้อหาง่ายขึ้น                   |                     |   |   |   |   |   |
| 1.7  | ครูชาวต่างชาติพูดเสียงดัง ฟังชัด และไม่พูดเร็วจนเกินไป   |                     |   |   |   |   |   |
| 1.8  | ครูชาวต่างชาติมีวิธีการสร้างแรงจูงใจให้กับนักเรียน เช่น การยกย่องชมเชย และการให้รางวัล เป็นต้น                   |                     |   |   |   |   |   |
| 1.9  | ครูชาวต่างชาติสามารถสร้างบรรยากาศการเรียนรู้ภายในห้องเรียนให้น่าสนใจ และกระตุ้นให้นักเรียนเกิดความสุข และใฝ่รู้  |                     |   |   |   |   |   |
| 1.10 | ครูชาวต่างชาติติดตามการบ้าน หรืองานที่มอบหมายให้กับนักเรียน พร้อมทั้งตรวจและแจ้งคะแนนให้นักเรียนรับทราบเป็นประจำ |                     |   |   |   |   |   |
| 1.11 | ครูชาวต่างชาติออกข้อสอบ ตรงกับเนื้อหาที่สอน และมีความยากง่าย เหมาะสม   |                     |   |   |   |   |   |







Teacher Competency Index  
(Student Affairs)

Teacher's name: ..... Position .....

Teaching subject: ..... Class: .....

Start working: ...../...../..... Date of evaluation:...../...../.....

Duties and Responsibilities

| No    | Content   | Marks | Obtained Marks |
|-------|---|-------|----------------|
| 1     | Demonstrates a positive attitude in dealing with students and teachers  | 2     |                |
| 2     | Follow the dress code as per the school regulations                     | 2     |                |
| 3     | Follow the gate duty and responsibilities regularly                     | 2     |                |
| 4     | Willingly help other teachers   | 2     |                |
| 5     | Follow the Home Room schedule and do responsibilities sincerely         | 2     |                |
| 6     | Does not get late for the class and does not leave earlier              | 2     |                |
| 7     | Willingly participate in all school activities                          | 2     |                |
| 8     | Follow the regulations with regard to leave school during working hours | 2     |                |
| 9     | Able to work as a team and lead others                                  | 2     |                |
| 10    | Follow the professionalism inside the staffroom                         | 2     |                |
| Total |   | 20    |                |

Performance Scale:

- 2 – Completely  
1.5 – Adequately  
1 – Minimally  
0.5 – Not at all  
0 – Not Applicable





Teachers Competency Index  
(Human Resource)

Teacher's name: ..... Position .....

Teaching subject: ..... Class: .....

Start working: ...../...../..... Date of evaluation:...../...../.....

**School's Policy and Regulations**

| No    | Content  | Marks | Obtained Marks |
|-------|--|-------|----------------|
| 1     | <p>Have no late and absence</p> <p><u>A: Late/No scan-out (5 Marks)</u></p> <ul style="list-style-type: none"> <li>• Never = 5</li> <li>• 1-3 times = 4</li> <li>• 4-7 times = 3</li> <li>• 8-10 times = 2</li> <li>• More than 10 times = 1</li> </ul> <p><u>B: Absence (5 Marks)</u></p> <ul style="list-style-type: none"> <li>• Never = 5</li> <li>• 1-3 times = 4</li> <li>• 4-7 times = 3</li> <li>• 8-10 times = 2</li> <li>• More than 10 times = 1</li> </ul> | 10    |                |
| 2     | <p>Proper submitting of leave forms when taking leaves</p> <ul style="list-style-type: none"> <li>• Always submit a leave form before and after taking leaves (1-3 days) = 3</li> <li>• Submit a leave form later than 3 days = 2</li> <li>• Submit a leave form later than 7 days = 1</li> </ul>  | 3     |                |
| 3     | <p>Promptly inform HR before 8 am. when late or absent</p> <ul style="list-style-type: none"> <li>• Always inform HR before 8 am. when late or absent = 2</li> <li>• Sometimes inform HR before 8 am. when late or absent = 1</li> </ul>   | 2     |                |
| 4     | <p>Efficient preparation and management of documents to be used by HR</p> <ul style="list-style-type: none"> <li>• Prepare documents properly and submit them to HR on time = 2</li> <li>• Improper preparation of documents and submit them to HR late = 1</li> </ul>   | 2     |                |
| 5     | <p>Inform HR at least 45 days before the expiration date of passport, teaching license, visa and work permit</p>   | 1     |                |
| 6     | <p>Able to personally arrange for their own lease agreement, 90 days and residence notifications</p> <ul style="list-style-type: none"> <li>• Lease agreement is complete and correct = 0.5</li> <li>• Notify of staying longer than 90 days and residence to the immigration office on time. = 0.5</li> </ul>   | 1     |                |
| 7     | <p>Easy to contact and promptly replies</p> <ul style="list-style-type: none"> <li>• Able to contact in various ways and promptly replies = 3</li> <li>• Sometimes not answering calls or late for reading messages and reply = 2</li> <li>• Difficult to contact and very late to reply = 1</li> </ul>  | 3     |                |
| 8     | <p>No complaints/No warnings</p> <ul style="list-style-type: none"> <li>• No complaints/No warnings = 3</li> <li>• Complaints/Warnings from the head of EP = 2</li> <li>• Verbal warnings from HR = 1</li> <li>• Written warnings from HR = 0</li> </ul>   | 3     |                |
| Total |  | 20    |                |



# THE STRUCTURE OF FOREIGN TEACHERS ASSESSMENT

## 1<sup>st</sup> Assessment

30<sup>th</sup> September 2023

### Assessment Tools

- Teachers' Academic Performance (50%)
  - Classroom Observation (20%)
  - Academic Competency (30%)
- Students' Feedback (10%)
- Teacher Competency Index (40%)
  - Student Affairs : Duties and Responsibilities (20%)
  - Human Resource : School's Policy and Regulations (20%)

### Assessors

- Academic Affairs
- Students
- Student Affairs
- Human Resource

## 2<sup>nd</sup> Assessment

5<sup>th</sup> January 2024

### Assessment Tools

- Teachers' Academic Performance (50%)
  - Classroom Observation (20%)
  - Academic Competency (30%)
- Students' Feedback (10%)
- Teacher Competency Index (40%)
  - Student Affairs : Duties and Responsibilities (20%)
  - Human Resource : School's Policy and Regulations (20%)

### Assessors

- Academic Affairs
- Students
- Student Affairs
- Human Resource

## 3<sup>rd</sup> Assessment (Result Confirmation)

28<sup>th</sup> February 2024

### Assessment Tools

- Academic Competency (60%)
- Teacher Competency Index (40%)
  - Student Affairs : Duties and Responsibilities (20%)
  - Human Resource : School's Policy and Regulations (20%)

### Assessors

- Academic Affairs
- Student Affairs
- Human Resource

Note : If teachers' score in February is 70% or higher, their grade will remain as stated in January. If however the score is less than 70%, the grade stated in January will be reduced in rank by 1 grade.