

## A Study for Development of Korean Teacher Competency Index

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The purpose of this study is to examine the competency of Korean teachers and identify its policy implications on teacher training. To measure teachers' competency, this study develops an assessment tool, teacher competency index, through the following methods: 1) A literature review on the concept of teacher and teachers' required competency as of now and for the future; 2) determining concepts and definition of teacher competencies through consulting experts; 3) data collection through analysis of related indicators, index, and statistics; 4) conducting delphi survey twice, 63 experts participated, to check the validity of the teacher competency concept model and the indicator system; 5) conducting the AHP analysis, having 37 experts participated, to determine the importance of teacher competency by domain; and 6) examining competency of 3,217 teachers at secondary educational level. The teachers' index are composed of four main domains- teaching competency, competency of self-development and management, competency of understanding students and counselling, and competency of educational community formation and participation.

This study analyzes Korean teachers' total competency level by types of institution, size of region where school is located, gender, age, teaching subject, teacher's educational attainment, and working years. The result shows that Korean teachers' total competency level is satisfactory. For instance, total competency index scores are 87.91 for middle school teachers and 83.49 for high school teachers, where 100 is the maximum index score. The traditionally valued 'teaching competency' is found to be very excellent. On the other hand, teachers' 'competency of educational community formation and participation' is found to be a domain to improve, as similar results were found in Teaching and Learning International Study. Based on the findings, this study suggests seven policy implications on pre-service teacher education programs and teacher in-service training programs.

The contribution of this study may be that it is the first Korean study that attempts to assess teacher competency based on a comprehensive teacher competency assessment framework. Moreover, the significance of this study is in developing teachers' competency indicators for society we face in 10 years later, so this study identifies teachers' new competency that are needed for the future. The difference from other research lies in developing indicators based on the new paradigm of the needed teachers' competency in the perspective of improving students' competency.

\* Key words : Student competency, competency-based teacher training, teacher competency, teacher competency indicator, teacher competency index