

TEACHERS SERVICE COMMISSION



Teacher Performance Appraisal and Development Tool for Post-Secondary Institutions

TSC NO.	
NAME	
DESIGNATION	
INSTITUTION	
SUBCOUNTY	
COUNTY	

Period of Appraisal: From _____ To _____

PART 1.0 PREAMBLE

Pursuant to section 11 (f) and 35(i) of TSC Act 2012 the Commission is mandated to monitor the conduct and performance of lecturers/tutors/trainers in the teaching service. In this regard the Commission has introduced an open Performance Appraisal System for lecturers/tutors/trainers to strengthen supervision and to continuously monitor their performance in curriculum implementation at the institutional level. The appraisal system shall be used to provide feedback, improve communication, and clarify roles and responsibilities.

Section 52 of the Code of Regulations for Teachers 2015 stipulates that, the Commission shall in administering the performance appraisal system:-

- i. Require Heads of Institution to provide oversight role in the performance appraisal for the lecturers/tutors/trainers in their respective institutions;
- ii. Use performance appraisal reports for purposes of promotion, deployment and other rewards as may be prescribed from time to time;
- iii. Identify training needs and taking corrective measures in cases of unsatisfactory performance; and
- iv. Develop and review criteria, guidelines and tools for performance appraisal from time to time, which shall be accessible in the Commission's website or as the Commission may advise.

1.1. Purpose

To review and improve teaching standards through a systemic appraisal approach, with a view to evaluate lecturers/tutors/trainers performance and promote professional development.

1.2. Objectives

- i. To provide quality education to trainees in all public institutions.
- ii. To give lecturers/tutors/trainers opportunity to improve on their performance competencies.
- iii. To analyze lecturers/tutors/trainers performance gaps and provide support for professional development.
- iv. To maintain cumulative records of teaching and learning performance for decision making.
- v. To provide for fair, effective and consistent lecturers/tutors/trainers evaluation.
- vi. To protect the rights and safety of trainees.

1.3. General Guidelines/ Instructions

- i. All lecturers/tutors/trainers are advised to read and understand the Teachers Performance Appraisal and Development tool before they undertake the appraisal process.
- ii. The appraisal tool must be completed by all lecturers/tutor/trainers, including institutional administrators and information uploaded to the TPAD ON-LINE SYSTEM. A copy of the TPAD Tool for each lecturer/tutor/trainer shall be retained in the lecturers'/tutors'/trainers appraisal file at the institutional level for future reference.
- iii. The termly evaluations will cumulatively constitute the annual appraisal report.

- iv. The Performance Competency Areas shall form the basis of the appraisal and development plan.
- v. The appraisee and appraiser shall discuss, agree on the targets and evaluate performance.
- vi. The content of the appraisal shall only be shared between the appraisee, appraiser and countersigning officer/arbitrator.
- vii. Every Head of Institution shall submit an annual staff appraisal report to the TSC County Director through the Sub-County Director, by 10th day after the end of the academic year.
- viii. The appraisal reports for all lecturers/tutors/trainers shall be tabled before the institutional Board of Management/Trustees by the Secretary for consideration.
- ix. The TSC County Director will analyze the appraisal reports from post-secondary institutions in the county and submit the summary to the TSC headquarters.

1.4. Appraisal Procedure

- i. A lecturer/tutor/trainer in a post-secondary institution shall be appraised by the head of department or in his/her absence, the deputy Head of Institution and the appraisal report confirmed by the Head of Institution.
- ii. A head of department in a post-secondary institution shall be appraised by the deputy Head of Institution and the appraisal report confirmed by the Head of Institution.
- iii. A deputy Head of Institution in a post-secondary institution shall be appraised by the Head of Institution and the appraisal report confirmed by an officer assigned by the Sub County Director.
- iv. A Head of Institution in a post-secondary institution shall be appraised by the Sub County Director and the appraisal report confirmed by the County Director.

1.5. Failure to Comply with Appraisal Requirements

Pursuant to Section 54 of the Code of Regulations for Teachers 2015, the Commission may take disciplinary action against a lecturer/tutor/trainer who:-

- i. Fails to complete and submit an appraisal report to the supervisor; or
- ii. Refuses or neglects to discuss or sign the appraisal report with the supervisor.
- iii. Any lecture/tutor/trainer who consistently displays poor performance or adverse appraisal ratings may after due process have his services terminated.

Further, the Commission may take similar disciplinary action against:-

- i. A supervisor/appraiser who fails to appraise the lecturer/tutor/trainer as required.
- ii. An appraiser/ Head of Institution who manipulates or falsifies appraisal records and reports.
- iii. A Head of Institution who delays or fails to submit annual appraisal reports.

PART: 2.0. PERFORMANCE EVALUATION

The performance appraisal process shall include;

a) **Appraisal Targets Setting Meeting(must be held before the beginning of each Semester)**

During this meeting, the appraisee and appraiser are both required to:

- i. Share understanding of what appraisal entails and how it will work.
- ii. Share understanding of the Performance Competency Areas.
- iii. Create an understanding on performance targets as provided in part 2.2 of this document and agree on what is expected to meet the targets.
- iv. Set deadlines as per **Calendar of Activities in the TPAD Process** provided by the institution.

b) **Continuous Observation and Assessment:**

The Heads of Institution are obligated to provide oversight role in the performance appraisal for the lecturers/tutors/trainer in their respective institutions.

Further they are required to continuously monitor and evaluate the appraisal process and submit termly report to the County Director through the Sub-County Director.

Performance appraisal is a continuous interactive process between appraisee and appraiser, in which they are required to;

- i. Constantly consult and request for/offer support where necessary.
- ii. Ensure the activities calendar is adhered to.
- iii. Ensure that all the required professional records are maintained.
- iv. Plan for termly lesson observations.
- v. Involve Sub-County Directors to provide professional guidance.

c) **Appraisal Rating Meeting**

Though the rating is done at the end of the term/semester, the appraisee self-appraisal rating must be continuous within the term/semester and so the appraiser's rating. These individual rating scores lead to the negotiations for the agreed termly rating. This is the last appraisal activity of the term/semester where:-

- i. The appraisee and the appraiser discuss observations the, assessment and complete the termly appraisal.
- ii. The lecture's/tutors'/trainers' performance is evaluated against the Performance Competency Areas and appraisal rating for the term/semester is agreed upon.
- iii. Areas that require support and development during the following term/semester are identified and a development plan is generated.
- iv. A report on trainees' achievements is discussed with a view to further improvement.
- v. In the case of disagreement between appraisee and appraiser rating an arbitrator is involved to make a final decision.

2.1. EVALUATION CRITERIA AND RATING

This rating shall be used to establish the extent to which the lecturer/tutor/trainer has met the targets set in each of the Performance Competency Areas and final annual performance.

Rating Grade	Rating Indicator	Rating Scale
Very Good	Fully met and exceeded the targets	5
Good	Fully met the targets	4
Average	Met most of the targets	3
Below Average	Met some of the targets	2
Inadequate	Did not meet the targets	1

2.2. TEACHING STANDARDS

						Rating Scale (1-5) for each Target										
Performance Competency Areas		Performance Indicators		Performance Targets		Teaching/Learning Outcomes		Appraisee Rating			Appraiser Rating			Agreed Rating		
								Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3
1	Professional knowledge and Application (25 marks, maximum 5 Targets)															
	Ability to prepare; Schemes of work, lesson plans and lesson notes based on current curriculum and syllabi, records of	Availability and use of: <ul style="list-style-type: none"> Approved schemes of work, lesson plans, lesson notes, records of work, text books teaching/learning aids. Test/examinations, marking scheme, trainees marked exercise book/marked test 	i. Undertake individual lesson observation at least once a term/Semester. ii. Prepare; schemes of work for approval by the 1 st day of the term/Semester, lesson plans, notes and teaching aids based on current curriculum and syllabi before the beginning of each lesson. iii. Evaluate trainees on mastery of content covered in line with the institutions testing policy and maintain updated	<ul style="list-style-type: none"> Performance Index – enhanced knowledge in subject area. Improved scores in tests and examinations. Ability to recall learnt content. Ability to apply knowledge learnt in solving practical problems. 												

			Rating Scale (1-5) for each Target											
Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Appraisee Rating			Appraiser Rating			Agreed Rating				
				Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3		
	work, Teaching/learning aids, assess trainees and provide feedback and prepare and maintain trainees' progress records. Individualized Education Program	papers and trainees progress records; mark sheet <ul style="list-style-type: none"> Individualized education programs. Timely syllabus coverage. Lesson observation rating 	records of work covered, and student progress records. <ol style="list-style-type: none"> Organize individualized learning programs to cater for all trainees' needs. Cover the syllabus within the stipulated time and maintain updated records of work covered 	<ul style="list-style-type: none"> Effective Syllabus coverage 										
2	Time Management (10 marks, maximum 2 Targets)													
	Ability to manage teaching time through consistent class attendance, observance of the institution time table, attendance of other institution activities and staff meetings	<ul style="list-style-type: none"> Punctuality in reporting to duty and lesson attendance Records of lecturers/tutors/trainers presence, lesson taught/ missed, lesson recovered records, records of remedial lessons, staff meeting attendance. Timely preparation of professional records 	<ol style="list-style-type: none"> Maintain punctuality in reporting for duty and lesson attendance, meet deadlines on preparation of professional records and participation in all other institution programmes. Ensure all lessons are taught as per the institution timetable, exams set and marked and feedback given as per the deadline. 	<ul style="list-style-type: none"> Increased contact hours. Trainees improved time management skills. improved trainees' performance improved attendance of institution activities by trainees acquisition of wide knowledge 										

				Rating Scale (1-5) for each Target								
Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Appraisee Rating			Appraiser Rating			Agreed Rating		
				Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3
3 Innovation and creativity in teaching (10 marks, maximum 2 Targets)												
	Ability to improvise and use locally available resources for effective teaching and learning outcomes	Evidence of use of; <ul style="list-style-type: none"> ▪ lecturer/tutor/trainer prepared teaching/learning aids, ▪ ICT to access Online Educational Resources, ▪ ICT integration in teaching and learning in order to improve knowledge content and curriculum delivery. Use of any other relevant approach.	i. Prepare and use appropriate teaching and learning aids and integrate ICT in teaching/learning. ii. Access and use appropriate ICT learning/teaching materials to improve knowledge and stimulate learning.	<ul style="list-style-type: none"> ▪ Improved trainees' knowledge in ICT. ▪ Active learner participation. ▪ trainees ability to; develop their own learning materials, ▪ Enhance trainees' creativity in apply ICT in their learning. ▪ Enhance creative thinking. Development of new concepts.								
4 Learner protection, safety, discipline and lecturers/tutors/trainers conduct (20 marks, maximum 4 Targets)												
	Knowledge of matters related to gender, mental/ psychological, physical harassment/ abuse and the appropriate solutions. Adherence to legal and professional provisions	<ul style="list-style-type: none"> ▪ Evidence of compliance with CORT, COCE, and other statutory regulations regarding Children's Rights. ▪ use of teaching/learning aids that support trainees safety and promote self-awareness ▪ create learner friendly learning environment ▪ Sensitization programmes. 	i. Demonstrate understanding of legal provisions in education and the implication of non-compliance. ii. Ensure the learning environment is learner friendly, safe and conducive by promoting self-awareness through sensitization and use of appropriate teaching /learning aids. iii. To maintain updated records of learner discipline cases, challenging behavior and interventions.	<ul style="list-style-type: none"> ▪ Improved trainees performance, ▪ Improved learner attendance. ▪ High retention rate. ▪ improved professional lecturer/tutor/trainer/learner relationships ▪ Decreased learner discipline cases. 								

				Rating Scale (1-5) for each Target											
Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Appraiser Rating			Appraiser Rating			Agreed Rating					
				Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3			
		<ul style="list-style-type: none"> ▪ Records of trainees discipline cases and interventions. Evidence of guardian's involvement in trainee's discipline. 	iv. Maintain updated records of guardian's involvement in management of learner behaviour.												
5 Promotion of Co-curricular activities (10 marks, maximum 2 targets)															
Ability to organize and guide co-curricular and life skills learning activities to realize and nurture unique talents and develop them to their full potential	<ul style="list-style-type: none"> ▪ Approved co-curricular schedules, membership lists, ▪ certificate of participation at different levels, evidence of awards, officiating, coaching, and training in co-curricular activities 	<ul style="list-style-type: none"> i. Identify and nurture trainees' talents in at least one co-curriculum activity. ii. Maintain up-to-date records on trainee's participation in co-curricular activities including certificates, trophies and awards. 	<ul style="list-style-type: none"> ▪ Trainees' participation in co-curricular activities. ▪ Individual talents identified and developed. Physical fitness and enhance trainees' health. 												
6 Professional Development (15 marks, maximum 3 Targets)															
<ul style="list-style-type: none"> ▪ . Trainees' participation in co-curricular activities. ▪ Individual talents identified and developed. Physical fitness and enhance 	<ul style="list-style-type: none"> Appraisal records. ▪ Enrollment for lecturers/tutors/trainers professional development courses. ▪ Certificates for courses attended. ▪ Evidence of involvement in 	<ul style="list-style-type: none"> i. Engage in termly appraisal process and be evaluated. ii. Be involved in Lecturers/tutors/trainers Professional Development activities at institution level and/or enroll in recognized/relevant professional courses. iii. Engage in peer learning at zonal, cluster levels and interact with 	<ul style="list-style-type: none"> ▪ Extent of improved learner performance. ▪ Improved level in curriculum delivery. ▪ Effective learner assessment. Evidence of remedial action. 												

				Rating Scale (1-5) for each Target											
Performance Competency Areas		Performance Indicators	Performance Targets	Teaching/Learning Outcomes			Appraisee Rating			Appraiser Rating			Agreed Rating		
							Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3	Semester 1	Semester 2	Semester 3
		trainees' health.	peer learning at institution, zonal and or cluster levels. <ul style="list-style-type: none"> ▪ Involvement in subject panels in different levels. Participation in training and marking of exams at different levels.	educational specialist and networking with educational bodies e.g. KNEC, KICD, MOEST, etc.											
7 Collaboration with guardians, sponsors and stakeholders (10 marks, maximum 2 Targets)															
Establish and maintain collaborative relationships with educationalists, guardians/sponsors and the local communities		<ul style="list-style-type: none"> ▪ Evidence of involvement in community development based activities. ▪ Records of involvement in exchange programmes and national initiative e.g. tree planting, advocating against FGM, etc. Evidence of involvement and networking with educational bodies.	i. Organize education community based activities that involve trainees. ii. Develop linkages and participate in programmes organized in conjunction with other educational bodies.	<ul style="list-style-type: none"> ▪ Learner ability to recognize individual abilities, limitations and values. Holistic trainees (all rounded individuals)											
				TOTAL											
ANNUAL SCORE (AVERAGE OF AGREED SCORE FOR TERM/SEMESTER 1,2 & 3)															

Annual Trainees' Progress Record for all Course Units

Course	unit	Percentage (%)	Class	Year... ..Term /Semester 1(%)	Year... ..Term/Semester 2 (%)	Year... ..Term/Semester 3 (%)
1.						
2.						
3.						
4.						
5.						

Lesson Attendance by lecturers/tutors/trainers

	Total number of lessons to be taught	Actual number of lessons taught	Percentage of lessons taught	Actual number of lessons taught	Percentage of lessons taught	Remarks
Semester/Term 1						
Semester/Term 2						
Semester/Term 3						
Total						

2.4. Appraisee/Appraiser's Remarks

	Appraisee's Remarks	Sign /date	Appraiser's Remarks	Sign /date
<u>Term/Semester</u> <u>1</u>				
<u>Term/Semester</u> <u>2</u>				
<u>Term/Semester</u> <u>3</u>				

PART 3.0: PROFESSIONAL DEVELOPMENT**3.1. Lecturer/tutor/trainer Support and Professional Development Planning**

Review of progress of the term/Semester and generate a lecturers/tutors/trainers support and development plan to be implemented during the following term/semester

Performance Gaps	Recommended Support/Development Activities	Level of Achievements	Remarks
<u>Term/Semester 1:</u>			
<u>Term/Semester 2:</u>			
<u>Term/Semester 3:</u>			

Appraiser's overall comments for the appraisal year.

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PART 4.0 COUNTERSIGNING

Appraisee Name TSC No.Designation.....Sign..... Date.....

Appraiser Name TSC No.Designation.....Sign..... Date.....

Countersigning officer's
Remarks

Countersigning Name.....TSC No.Designation.....Sign..... Date.....

5.0 ARBITRATION

This section shall only be filled in the unlikely event that the appraiser and appraise disagree. Section 53 of the Code of Regulations for Teachers 2015 outlines moderation procedures to be applied in case of a disagreement in the appraisal process.

5.1. Appraisee's/Appraiser's Comments

Where the Appraisee and Appraiser fail to agree on the ratings, they document on areas of disagreement in the space below

5.2. Arbitrator (an officer who is senior than the appraise and appraiser)

Where there is disagreement the arbitrator will assist the appraisee and appraiser to reach an agreement and complete the section below.

Arbitrator NameTSC No.Designation.....Sign..... Date.....