

# TEACHERS SERVICE COMMISSION



## Teacher Performance Appraisal and Development Tool (Special Needs Education-SNE)

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 teachers in the teaching service. In this regard, the Commission has introduced an open performance appraisal system for teachers 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 teachers 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 take 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 teachers' performance and promote professional development for enhanced learning outcomes.

### **1.2. Objectives**

- i. To provide quality education to learners with special needs and disabilities in all public institutions.
- ii. To give SNE teachers opportunity to improve on their performance competencies.
- iii. To analyze SNE teachers' performances 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 SNE teacher evaluation.
- vi. To protect the rights and safety of learners.

### **1.3. General Guidelines/ Instructions**

- i. All SNE teachers are advised to read and understand the Teacher Performance Appraisal and Development (TPAD) tool before they undertake the appraisal process.
- ii. The appraisal tool must be completed by all SNE teachers teaching in special schools/special units and information uploaded to the TPAD ONLINE SYSTEM. The hard copy of the TPAD tool for each SNE teacher shall be retained in the SNE teacher's appraisal file at the institutional level for future reference.
- iii. Every Head of Institution is required to analyze termly evaluations which will cumulatively constitute the annual appraisal report.

- iv. Every Head of Institution shall submit an annual staff appraisal report to the TSC County Director through the Sub-County Director, by 10<sup>th</sup> January of the subsequent year.
- v. The performance in the competency areas shall form the basis of the appraisal and development plan.
- vi. The appraisee and appraiser shall discuss, agree on the targets upon which teachers will be appraised.
- vii. The content of the appraisal shall only be shared between the appraisee, appraiser and countersigning officer/arbitrator.
- viii. The appraisal reports for all SNE teachers shall be tabled before the school Board of Management by the Secretary for deliberation.
- ix. The TSC County Director will analyze the SNE teachers' appraisal reports and submit a summary to the TSC headquarters.

#### **1.4. Appraisal Procedure**

- i. A Special Needs Education teacher in a primary educational institution shall be appraised by the deputy Head of Institution and the appraisal report confirmed by the Head of Institution.
- ii. A deputy Head of Institution in a primary educational institution shall be appraised by the Head of Institution and the appraisal report confirmed by the Curriculum Support Officer SNE.
- iii. A head teacher in a special primary educational institution shall be appraised by the Curriculum Support Officers/SNE and the appraisal report confirmed by the TSC Sub County Director.
- iv. A Special Needs Education teacher, tutor or lecturer in a special post-primary institution shall be appraised by the head of department or in his/her absence, the deputy principal and the appraisal report confirmed by the principal.
- v. A head of department in a special post-primary institution shall be appraised by the deputy principal and the appraisal report confirmed by the Head of Institution.
- vi. A deputy principal in a special post-primary institution shall be appraised by the principal and the appraisal report confirmed by the officer assigned by the TSC Sub County Director.
- vii. A principal in a post primary institution shall be appraised by the TSC Sub County Director and the appraisal report confirmed by the TSC County Director.

#### **1.5. Failure to Comply with Appraisal Requirements**

Pursuant to Regulation 54 of the Code of Regulation for Teachers (2015), the Commission may take disciplinary action against a teacher 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 teacher who consistently displays poor performance or adverse appraisal ratings may after due process have his/her services terminated.

Further, the Commission may take similar disciplinary action against-

- i. A supervisor/appraiser who fails to appraise the teacher as required.
- ii. An appraiser/head teacher who manipulates or falsifies appraisal records and reports.
- iii. A head teacher 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 term)**

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 school TPAD Calendar of Activities.

**b) Continuous Observation and Assessment:**

The Heads of Institution are required to provide an oversight role in the performance appraisal for the teachers in their respective institutions.

Further, they are required to continuously monitor and evaluate the appraisal process and submit termly reports to the TSC County Director through the TSC 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 Curriculum Support Officers SNE / Curriculum Support Officers/ Sub County Directors to provide professional guidance.

**c) Appraisal Rating Meeting**

Though the rating is done at the end of the term, the appraisee self-appraisal must be continuous within the term. Both appraisee and appraiser must cumulate evidence to be used during the appraisal rating meeting. These individual rating scores lead to the negotiations for the agreed termly rating.

This is the last appraisal activity of the term where:-

- i. The appraisee and the appraiser discuss observations, assessment and complete the termly appraisal.
- ii. The teacher's performance for the term is evaluated against the Performance Competency Areas and appraisal rating for the term is agreed upon.
- iii. Areas that require support and development during the following term are identified and a development plan is generated.
- iv. A report on learners' achievements is discussed with a view to improve learning outcomes.
- 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 teacher 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

A standard is an agreed way of doing something. It could be about making a product, managing a process or delivering a service. Standards can cover a huge range of activities undertaken by an organization. The point of a standard is to provide a reliable basis for people to share the same expectations about a product or service.

Teaching Standards in this tool are the clear expression of the baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in Kenya. Teachers are expected to use the Teaching Standards to support their own professional development, planning teaching and learning programs, and for assessing learners' progress. Teachers will find the Standards useful in reviewing their practice and inform their plans for continuous professional development since they provide shared understanding of the essentials of great teaching.

Quality teaching occurs when the teacher's ongoing analysis of the context, decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students. The Standards should help teachers set targets and monitor achievement and develop programs that support and improve student learning.

## TEACHING STANDARDS

				Rating Scale ( 1-5) for each Target											
Performance Competency Areas		Performance Indicators	Performance Targets	Teaching/Learning Outcomes			Appraiser Rating			Agreed Rating					
							Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
<b>1 Professional knowledge and Application (30 marks, maximum 5 Targets)</b>															
<p><b>Ability to prepare;</b></p> <ul style="list-style-type: none"> <li>Schemes of work, Lesson plans and Lesson notes based on current curriculum and syllabi.</li> <li>Ability to prepare <b>IEP</b> for all SNE learners and incorporate in the schemes of work.</li> <li>Records of work, Teaching/learning aids, assessment for learners.</li> <li>Provide feedback and prepare and maintain learners' progress records.</li> </ul>		<p><b>Availability and use of:</b></p> <ul style="list-style-type: none"> <li>Approved schemes of work, Lesson plans, Lesson notes, Records of Work, text books/ teaching/learning and individualized Education Programs.</li> <li>Test/examinations, marking scheme, learners marked exercise book/ marked test papers and learners progress records; mark sheet</li> <li>Timely syllabus coverage.</li> <li>Lesson observation rating.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake individual lesson observation at least once a term ( <b>compulsory target</b>)</li> <li>Prepare and maintain (10 marks): <ul style="list-style-type: none"> <li>schemes of work for approval by the 1st day of the term; personal timetable; lesson plans; lesson notes</li> <li>Mark books; marked and checked learners exercise books; improvement index/value addition; Teaching aids based on current curriculum before the beginning of each lesson; Use of current syllabi in preparation for teaching; Copies of departmental /subject panel meetings; Records of work covered checked weekly.</li> </ul> </li> <li>Organize, document and implement Individualized Education Programmes (IEP) to cater for all learners' needs.</li> <li>Evaluate SNE learners on mastery of content covered in line with the school testing policy and maintain</li> </ul>	<ul style="list-style-type: none"> <li>Performance Index – enhanced knowledge in subject and IEP focus area.</li> <li>Improved scores in tests and examinations depending on curriculum outcomes and disability area.</li> <li>Ability to apply knowledge and skills learnt in solving practical problems.</li> <li>Effective Syllabus coverage.</li> </ul>											

				Rating Scale ( 1-5) for each Target											
Performance Competency Areas		Performance Indicators	Performance Targets	Teaching/Learning Outcomes			Appraiser Rating			Agreed Rating					
							Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
			student progress records. v. Cover the syllabus within the stipulated time.												
<b>2</b>	<b>Time Management (10 marks, maximum 2 Targets)</b>														
	<b>Ability to manage teaching time through;</b> <ul style="list-style-type: none"> <li>Consistent class attendance,</li> <li>Adherence to the school time table,</li> <li>Attendance of other school activities and staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuality in reporting for duty and Lesson attendance.</li> <li>Teacher presence, Lesson taught/ missed, records of lessons recovered, records of remedial lessons, staff meeting attendance.</li> <li>Timely preparation of professional records.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain punctuality in reporting for duty and lesson attendance.</li> <li>Meet deadlines on preparation of professional records and participation in all other school programmes.</li> <li>Ensure all lesson are taught as per the school timetable, exams set and marked and feedback given as per the deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Improved compliance to contact hours.</li> <li>Learners improved time management skills.</li> <li>Improved learners' performance.</li> <li>Improved attendance of school activities by learners.</li> <li>Acquisition of wide knowledge and skills.</li> </ul>											
<b>3</b>	<b>Innovation and Creativity in Teaching (10 marks, maximum 2Targets)</b>														

				Rating Scale ( 1-5) for each Target										
Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Appraisee Rating			Appraiser Rating			Agreed Rating				
				Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3		
	<b>Ability to;</b> <ul style="list-style-type: none"> <li>• Improve and use locally available resources for effective teaching and learning outcomes.</li> <li>• Integrate technology in teaching and learning process.</li> </ul>	<b>Evidence of use of;</b> <ul style="list-style-type: none"> <li>• Teacher prepared teaching/learning aids.</li> <li>• ICT to access Educational Resources.</li> <li>• ICT integration in teaching and learning in order to improve knowledge content and curriculum delivery.</li> <li>• Use of any other relevant approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare and use appropriate teaching and learning aids</li> <li>• Integrate ICT in teaching/Learning.</li> <li>• Access and use appropriate ICT learning/teaching materials to improve knowledge and stimulate learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved learners' knowledge in ICT.</li> <li>• Active learner participation.</li> <li>• learners ability to; develop their own learning materials,</li> <li>• Enhance learners' creativity in applying ICT in their learning.</li> <li>• Enhance creative thinking.</li> <li>• Development of new concepts.</li> </ul>										
<b>4</b>	<b>Learner Protection, Safety, Discipline and Teacher Conduct(15marks, maximum 3 Targets)</b>													
	<b>Knowledge of matters related to;</b> <ul style="list-style-type: none"> <li>• Sexual, mental/ psychological, physical harassment/ abuse and the appropriate solutions.</li> <li>• Adherence to legal and professional provisions governing provision of education.</li> </ul>	<b>Evidence of;</b> <ul style="list-style-type: none"> <li>• Compliance with CORT, COCE, and Children's Act and other statutory regulations regarding children's rights and Persons with Disability Act.</li> <li>• use of teaching/learning aids that support learners safety and promote self-awareness</li> <li>• create child friendly learning environment</li> <li>• Sensitization Programmes.</li> <li>• Records of learners discipline cases</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of legal provision in education and disability and the implication on non-compliance.</li> <li>• Ensure the learning environment is child friendly, disability friendly, safe and conducive by promoting self-awareness through sensitization and use of appropriate teaching/learning aids.</li> <li>• Maintenance of updated records of learner discipline cases, challenging behaviour and interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved learners performance,</li> <li>• Improved learner attendance.</li> <li>• High retention rate.</li> <li>• Improved professional teacher/learner relationships</li> <li>• Decreased learner discipline cases.</li> </ul>										



				Rating Scale ( 1-5) for each Target													
Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Appraiser Rating			Appraiser Rating			Agreed Rating							
				Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3					
		and interventions. • Evidence of parental involvement in learner discipline.	• Maintenance of updated records of parental involvement in management of learner behaviour.														
<b>5</b>	<b>Promotion of Co-curricular Activities (10 marks, maximum 2 Targets)</b>																
	<b>Ability to organize and guide;</b> • Co-curricular and life skills learning activities. • Learners to realize/nurture unique talents and develop them to their full potentials	<b>Records of ;</b> • Approved co-curricular schedules, membership lists. • Commendation letters • Certificate of participation at different levels. • Awards, officiating, coaching, and training in co-curricular activities.	• Identify and nurture learners' talents in at least one co-curriculum activity. • Maintain up to date records on learner's participation in co-curricular activities including certificates, trophies and awards.	• Learners' improved participation in co-curricular activities. • Individual talents identified and developed. • Physical fitness and enhanced learners' health. • Improved learners' independence and confidence.													
<b>6</b>	<b>Professional Development (15 marks, maximum 3 Targets)</b>																
	<b>Ability to ;</b> • Identify individual performance gaps. • Detect training needs. • Seek solutions through professional development courses.	<b>Records of ;</b> • Appraisal reports. • Enrolment for teacher professional development courses. • Certificates for courses attended. • Involvement in peer learning at school, zonal and or cluster levels. • Involvement in subject panels in different levels. • Participation in training and marking	• Engage in termly appraisal process and be evaluated. • Be involved in teacher Professional Development activities at school level and/or enroll in recognized/relevant professional courses. • Engage in peer learning at zonal, cluster levels and interact with educational specialist and	• Extent of improved learner performance. • Improved level in curriculum delivery. • Effective learner assessment. • Improved teacher confidence.													

				Rating Scale ( 1-5) for each Target														
Performance Competency Areas	Performance Indicators	Performance Targets	Teaching/Learning Outcomes	Appraisee Rating			Appraiser Rating			Agreed Rating								
				Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3						
		of exams at different levels.	networking with educational bodies e.g. KNEC, KICD, MOEST, KISE,CEMASTE.A.															
<b>7</b>	<b>Collaboration with Parents/Guardians and Stakeholders (10 marks, maximum 2 Targets)</b>																	
	<b>Establish and maintain collaborative relationships with;</b> <ul style="list-style-type: none"> <li>educationalists,</li> <li>parents/guardians,</li> <li>Local communities.</li> <li>Well-wishers and donors.</li> </ul>	Records of; <ul style="list-style-type: none"> <li>Parental involvement.</li> <li>Evidence of involvement in community based activities.</li> <li>Involvement in exchange programmes and national initiative eg tree planting, advocating against FGM, freedom from hunger walk, involvement in disability related activities such as Autism day, white can day, CP awareness week.</li> <li>participation and networking with educational bodies e.g KNEC, KICD, MOEST, KISE, CEMASTE.A</li> </ul>	<ul style="list-style-type: none"> <li>Plan and participate in teachers, parents and learners meeting.</li> <li>Organize Education community based activities that involve learners.</li> <li>Develop linkages and participate in programmes organized in conjunction with other educational bodies, well wishers and donors.</li> </ul>	<ul style="list-style-type: none"> <li>Improved learner exposure and performance.</li> <li>Learner ability to recognize individual abilities, limitations and values.</li> <li>Holistic learners (all rounded individuals).</li> </ul>														
				<b>TOTAL</b>														
	<b>ANNUAL SCORE (AVERAGE OF AGREED SCORE FOR TERM 1,2 &amp; 3)</b>																	

**Individual SNE Learner's progress record: All subjects the individual SNE learner is taking**

<b>Subject/Skill area</b>	<b>Class/Level</b>	<b>Objective(s)</b>	<b>Activities</b>	<b>Assessment Mode</b>	<b>Level of achievement</b>
1.					
2.					
3.					
4.					
5.					

**Annual Academic Learners' Progress Record for all Subjects**

Subject Mean Score	Class/Form	Term 1	Term 2	Term 3
1.				
2.				
3.				
4.				
5.				

**Lesson Attendance**

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

**2.4. Appraisee/Appraiser's Remarks**

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

**PART 3.0: TEACHER DEVELOPMENT****3.1. Teacher Support and Professional Development Planning**

Review of progress for the term and generate a teacher support and development plan to be implemented during the following term

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

**Appraiser's overall comments for the appraisal year.**

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**PART 4.0. COUNTERSIGNING**

**A countersigning officer is an officer who is senior to both appraisee and appraiser in the teacher appraisal process. This will be the head of the institution.**

**Countersigning officer's Remarks on the appraisal process and appraisee's suitability for promotion**

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

**PART 5.0. ARBITRATION**

**This part need not be filled unless there is a disagreement arising from appraisal process between the appraisee and appraiser.**

Section 53 of the Code of Regulation for Teacher 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

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**5.2. Arbitrator**

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

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**Arbitrator Name ..... TSC No. ....Designation.....Sign..... Date.....**

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

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