

# TEACHERS SERVICE COMMISSION



## Teacher Performance Appraisal and Development Tool (Heads of Primary & Secondary Schools)

TSC NO.	
NAME	
DESIGNATION	
INSTITUTION	
SUBCOUNTY	
COUNTY	

Period of Appraisal: From 1<sup>st</sup> January \_\_\_\_\_ To 31<sup>st</sup> December \_\_\_\_\_

## **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 in all public institutions.
- ii. To give teachers opportunity to improve on their performance competencies.
- iii. To analyze teachers' 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 teacher evaluation.
- vi. To protect rights and safety of learners.

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

- i. All Heads of Institution 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 Heads of Institution and information uploaded to the TPAD online system.
- iii. The Head of Institution shall keep the original in the appraisal file and a copy retained at the sub county level for future reference.
- iv. Every Head of Institution is required to analyze termly evaluations which will cumulatively constitute the annual appraisal report.

- v. 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.
- vi. The performance in the competency areas shall form the basis of the appraisal and development plan.
- vii. The appraisee and appraiser shall discuss, agree on the targets and evaluate performance.
- viii. The content of the appraisal shall only be shared between the appraisee, appraiser and countersigning officer/arbitrator.
- ix. The appraisal reports for all teachers shall be tabled before the school Board of Management by the secretary for consideration
- x. The TSC County Director will analyze the heads of institution appraisal reports and submit the summary to the TSC headquarters.

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

- i. A 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.
- iii. A Head of Institution in a primary educational institution shall be appraised by the Curriculum Support Officer and the appraisal report confirmed by the Sub County Director.
- iv. A teacher, tutor or lecturer in a 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 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 post-primary institution shall be appraised by the principal and the appraisal report confirmed by an officer assigned by the Sub County Director.
- vii. A principal in a post primary 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 the Code of Regulation for Teachers, 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.

### **1.6 TPAD Operationalization tools**

The Head of Institution will be required to use the following TPAD operationalization tools provided by the Commission in the TSC website:-

- i. Lesson Attendance Register
- ii. Lesson Observation Form
- iii. Check list of the documents to be kept by the head of an institution
- iv. Checklist of teacher professional documents
- v. Lesson Recovery Schedule
- vi. Template of TPAD Calendar

### **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 Sub County Directors/Curriculum Support Officers shall monitor and support the implementation and evaluation of TPAD in all schools in their areas of jurisdiction. In particular, they will appraise the head teachers and principals and plan for their development.

The Heads of Institution are required to provide 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 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 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 accumulate 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 Head of Institution'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

### What is a "standard"?

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

Performance Competency Areas		Performance Indicators	Performance Targets	T/L Outcomes	Rating Scale ( 1-5) for each Target								
					Appraiser Rating			Appraiser Rating			Agreed Rating		
					Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
<b>1</b>	<b>Professional knowledge and Application (30 marks, maximum 5 Targets)</b>												
	<p><b>Ability to prepare and supervise:</b></p> <ul style="list-style-type: none"> <li>• Preparation, maintenance and use of professional documents</li> <li>• Learners internal evaluation through development of a testing policy for the school &amp; management of national exams</li> <li>• -maintenance and tracking of learners value added progress (VAP)records, Individualized Education Programs (IEP).</li> </ul>	<p><b>Availability and use of:</b></p> <ul style="list-style-type: none"> <li>• Schedules of Lesson observation for all teachers.</li> <li>• Copies of completed lesson observation form indicating professional gaps.</li> <li>• Current syllabi.</li> <li>• Approved schemes of work, Lesson plans, Lesson notes, Records of Work, text books teaching/learning aids.</li> <li>• Test/examinations, marking scheme, learners marked exercise book/marked test papers and learners progress records; mark sheet, records of feedback to learners and parents.</li> <li>• Individualized Education Programs.</li> <li>• Identification of weak or talented learners.</li> </ul>	<ul style="list-style-type: none"> <li>i. Be observed and ensure all teachers undertake lesson observation.</li> <li>ii. Supervise and endorse professional documents.</li> <li>iii. Oversee the development and implementation of a school testing policy and ensure timely feedback to learners and parents.</li> <li>iv. Ensure coverage of syllabus through checking teachers' records of work weekly.</li> <li>v. Organize, document and implement individualized learning programs to cater for all learners' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Teacher preparedness to teach</li> <li>• Effective curriculum delivery</li> <li>• Improved scores in testing and examination by individual learners</li> <li>• Effective syllabus coverage</li> </ul>									

2 Time Management (10 marks, maximum 2 Targets)												
	<p><b>Ability to ensure effective time management through monitoring:</b></p> <p>i. Teacher presence and attendance to duty</p> <p>ii. Teacher lesson attendance</p> <p>iii. Adherence to school timetable</p> <p>v. Attendance to all other school activities e.g staff meetings, AGMs, academic clinics, co-curriculum activities.</p>	<ul style="list-style-type: none"> <li>• Staff attendance register (clock in and out register)</li> <li>• Block/Master time table</li> <li>• Teachers permission records</li> <li>• Analyzed Lesson Attendance Register(LAR)</li> <li>• Recovery of lessons missed schedules</li> <li>• Confirmed staff meeting minutes</li> <li>• Teacher duty Rota.</li> </ul>	<p>i. Ensure adherence to the school time table and maintenance of teacher permission records.</p> <p>ii. Monitoring maintenance of Lesson Attendance Register and re-scheduling of lessons not taught.</p>	<ul style="list-style-type: none"> <li>• Increased pupil-teacher contact hours</li> <li>• Timely syllabus coverage</li> <li>• Improved attendance to school activities by teachers and learners</li> <li>• Improved time management skills by teachers and learners</li> </ul>								
3 Innovation and creativity in teaching (10 marks, maximum 2 Targets)												
	<p>Ability to source, provide and supervise the use of locally available resources for effective teaching and learning.</p>	<p>Availability of:</p> <ul style="list-style-type: none"> <li>• Inventory of teaching materials developed</li> <li>• Variety of teaching and learning aids</li> <li>• Digital learning materials</li> </ul>	<p>i. Establish a Learning Resource Center with a variety of both locally prepared and outsourced teaching and learning materials.</p> <p>ii. Integrate information, communication and technology in teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Active learners participation</li> <li>• Enhanced teachers and learners creativity in teaching and learning processes</li> <li>• Improved ICT skills for both teachers and learners</li> </ul>								



4 Learner Protection, Safety, Discipline and Teacher Conduct (15 marks, maximum 3 Targets)										
Knowledge of: -Child protection and safety legal provisions -Handling learners discipline and teacher conduct	<ul style="list-style-type: none"> <li>• Child friendly and safe environment i.e evidence of safety measures put in place e.g fire extinguishers, spacing, no grills, first aid box, proper disposal of waste materials, proper and adequate sanitation facilities</li> <li>• Evidence of compliance with legal provisions e.g Children's Act, Sexual Offence Act, TSC Act, COURT, COCE</li> <li>• Sensitization meetings for teachers and stakeholders/induction of new teachers</li> <li>• Letters of appointment to the membership of the disciplinary committee</li> <li>• Minutes of Disciplinary Committee, BoM and</li> <li>• parental involvement records</li> <li>• -School rules displayed</li> <li>• Suggestion boxes</li> <li>• Guidance and Counselling programmes</li> </ul>	<ol style="list-style-type: none"> <li>i. Avail legal documents pertaining learner protection and safety.</li> <li>ii. Enforce adherence to child protection and safety legal provisions.</li> <li>iii. Ensure safe and child friendly environment conducive for teaching and learning.</li> <li>iv. Demonstrate understanding of and adherence to legal disciplinary procedures in dealing with learners discipline and teacher conduct.</li> <li>v. To maintain updated discipline records of learners and teachers as well as involvement of parents and Boards of Management.</li> </ol>	<ul style="list-style-type: none"> <li>• Improved learners performance</li> <li>• Improved learners attendance and retention rate</li> <li>• Improved learners and teachers discipline</li> <li>• Enhanced professionalism among teachers</li> </ul>							

5	<b>Promotion of Co-Curricular Activities (10 marks, maximum 2 Targets)</b>											
	Ability to: -Support and Coordinate Co-curricular activities and life skills education for nurturing of talents among learners	<ul style="list-style-type: none"> <li>• Appointment letters for clubs and societies patrons</li> <li>• Calendar of co-curricular activities</li> <li>• List of club and societies memberships</li> <li>• Timetabling of games, clubs and societies</li> <li>• Trophies, certificates and other awards</li> <li>• Games store and inventories</li> <li>• Records of participation by both learners and teachers</li> </ul>	<ol style="list-style-type: none"> <li>i. Ensure provision of facilities for the various co-curricular activities.</li> <li>ii. Develop structures to identify learner's talents and participation in at least one co-curricular activity.</li> <li>iii. Supervise the implementation of life skills education curriculum.</li> </ol>	<ul style="list-style-type: none"> <li>• Improved teachers and learners participation in co-curricular activities</li> <li>• Identification and nurturing of individual talents</li> <li>• Enhanced life skills awareness and development of a holistic learner (all rounded individuals)</li> </ul>								
6	<b>Professional Development (15marks, maximum 3 Targets)</b>											
	Ability to manage the appraisal process, identify performance gaps and based on these gaps develop and implement a school base teacher professional development (TPD) plans	<ul style="list-style-type: none"> <li>• Availability of Teachers appraisal files</li> <li>• Termly and annual appraisal reports/analysis</li> <li>• Evidence of online uploading TPAD data</li> <li>• Calendar of appraisal activities</li> <li>• Minutes on feedback to teachers</li> <li>• School based teacher professional development plan and records of activities undertaken</li> <li>• Certificates of courses</li> </ul>	<ol style="list-style-type: none"> <li>i. Be appraised and supervise termly and annual appraisal process, analyze ratings and submit reports for all teachers</li> <li>ii. Hold meetings and prepare school TPAD calendar of activities before the beginning of every term.</li> <li>iii. Prepare and implement school based teacher professional</li> </ol>	<ul style="list-style-type: none"> <li>• Timely appraisal and submission of analysis/reports for teachers</li> <li>• Improved teachers competence and learner performance</li> <li>• Improved level in curriculum delivery</li> <li>• Effective learners assessment</li> <li>• Increased level of professionalism in</li> </ul>								

		<p>attended</p> <ul style="list-style-type: none"> <li>• Staff meetings minutes</li> <li>• BOM meetings minutes</li> <li>• Evidence of participation in education programs</li> <li>• Evidence of cluster training/networking with educational bodies e.g KNEC, KICD,MOE etc</li> </ul>	<p>development plan to address professional performance gaps through appraisal process.</p>	<p>teaching service</p>											
<b>7</b>	<b>Collaboration with Parents/Guardians and Stakeholders (10 marks, maximum 2 Targets)</b>														
	<p>Ability to establish and maintain collaborative relationships with government agencies, educationist, parents/guardians and the local communities</p>	<ul style="list-style-type: none"> <li>• Records of parental involvement.</li> <li>• Evidence of involvement in community development based activities.</li> <li>• Records of involvement in exchange programmes and national initiatives e.g tree planting, advocating against FGM,drug and substance abuse, HIV and AIDS prevention Evidence of involvement and networking with educational bodies' e.g KNEC, KICD, MOE.</li> </ul>	<ol style="list-style-type: none"> <li>Plan and convene teachers, parents and learners meetings.</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.</li> </ol>	<ul style="list-style-type: none"> <li>• Learner ability to recognize individual abilities, limitations and values.</li> <li>• Holistic learners (all rounded individuals)</li> <li>• Improved school-community relations</li> </ul>											
				<b>TOTAL</b>											
	<b>ANNUAL SCORE (AVERAGE OF AGREED SCORE FOR TERM 1,2 &amp; 3)</b>														

## Annual Learners' Progress Record for all Subjects (Value addition and improvement index)

Subject	Class/ Form	Entry Grade/ Mean Score from previous year	Annual Target	Term 1		Term 2		Term 3	
				Grade/Mean score	Deviation (-/+)	Grade/Mean score	Deviation (-/+)	Grade/Mean score	Deviation (-/+)
1.									
2.									
3.									
4.									
5.									
6.									
7.									

**Lesson Attendance**

**NB: Total number of lessons should exclude public holidays/mid-term and lessons recovered should not be counted as missed lessons**

	<b>Total number of lessons to be taught</b>	<b>Actual number of lessons taught</b>	<b>Percentage of lessons taught</b>	<b>Actual number of lessons not taught</b>	<b>Percentage of lessons not taught</b>	<b>Number of lessons recovered</b>	<b>Number of lessons not recovered</b>	<b>Remarks</b>
<b>Term 1</b>								
<b>Term 2</b>								
<b>Term 3</b>								
<b>Total</b>								

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

	<b>Appraisee's Remarks</b>	<b>Sign /date</b>	<b>Appraiser's Remarks</b>	<b>Sign /date</b>
<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 of the term and generate a teacher support and development plan to be implemented during the following term

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

**Appraiser's Overall Comments for the Appraisal year.**

**4.0. COUNTERSIGNING**

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

**Countersigning officer’s Remarks on the appraisal process and appraisees’ suitability for promotion**\_\_\_\_\_

\_\_\_\_\_

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

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

**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

\_\_\_\_\_

**5.2. Arbitrator**

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

\_\_\_\_\_

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

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

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