

TEACHER SERVICE COMMISSION



Teacher Performance Appraisal and Development Tool Primary and Secondary Institutions

TSC NO.	
Name	
Designation	
Institution	
Zone	
Sub County	
County	

Period of Appraisal: From _____ To _____

1.0 Instructions

All teachers are advised to read and fully understand the Teacher Performance Appraisal and Development (TPAD) Manual before they undertake the appraisal process. The TPAD Manual can be accessed from the TSC website www.tsc.go.ke

2.0 Performance Appraisal Rating Scale

The rating will be used to establish the extent to which the teacher has met the targets set in each of the Teaching Standards and final annual performance. When undertaking appraisal rating, the appraiser and appraisee shall use a scale of 1 to 5 where; 5 represents the best performance and one(1) represents lowest performance. Each standard has been assigned a weight (Wt) which after evaluation will earn the appraisee a score. This shall then be converted into a rating using the scale below

TPAD Rating Scale		
Rating Grade	Rating Descriptions	Rating
Excellent	Fully met and exceeded the targets; exemplary or outstanding performance	5
Very Good	Fully met the targets; above average performance	4
Good	Met most of the targets; adequate performance	3
Need Improvement	Met some of the targets; insufficient performance	2
Needs Significant Improvement	Did not meet the targets; poor performance	1

3.0 Teaching Standards

This section provides Teaching Standards against which teachers are appraised. The standards are in three categories, which are Instructional Delivery (Teaching), Teacher Conduct and professionalism and Community of Practice. Teaching standards refer to a set of requirements in the TPAD process that define minimum level of competence expected of a teacher. The standards form the basis for a teacher's performance appraisal as provided in section 3.1 of this tool. The teacher will be required to show evidence of performance in order to have an objective rating (*for more details on standards and verified evidence, refer to the TPAD manual*).

3.1 TPAD Teaching Standards

Standards			Targets			Performance Indicators			Termly Rating Scale (12-5) for each Target								
									Appraisee Rating			Appraiser Rating			Agreed Rating		
									T1	T2	T3	T1	T2	T3	T1	T2	T3
	Part A - Instructional Delivery (Teaching) (Wt - 45)																
1	Professional Knowledge and Practice	i. Prepare professional documents based on the current syllabus/designs (Wt-3)	• Schemes of work, lesson plans, record of work and teacher’s lesson notes.														
		ii. Demonstrate mastery of the subject content and use of appropriate instructional methods	• Pedagogical Content Knowledge (PCK) demonstrated by use of different instructional methods during lesson delivery.														
		iii. Undertake lesson observation at least once a term (Wt-3)	• Professional gaps identified, teaching methods used, number of lesson observation undertaken.														
		iv. Utilize teaching/learning resources effectively (Wt-3)	• Teaching/learning resources; improvised or procured														
		v. Ability to identify learners; capability and learning styles (Wt-3)	• Learner study records/Individualized Education Programs (IEP) based on different capabilities and learning styles														

Standards		Targets	Performance Indicators	Termly Rating Scale (1-5) for each Target								
				Appraisee Rating			Appraiser Rating			Agreed Rating		
				T1	T2	T3	T1	T2	T3	T1	T2	T3
		vi. Ability to identify and nurture learner's talents (Wt-3)	<ul style="list-style-type: none"> Talents identified and nurtured among learners 									
		vii. Ability to access, retrieve and integrate ICT in teaching and learning (Wt-3)	<ul style="list-style-type: none"> ICT digital content developed or downloaded from the internet for teaching and learning 									
		viii. Ability to carry out learner assessment, feedback and reporting on learners learning (Wt-3)	<ul style="list-style-type: none"> Analyzed learner progress, provision of timely and appropriate feedback to learners about their achievement in learning, strategies put in place to improve learner's performance. 									
		Sub Total										
		Aggregate Score for this standard										

Standards		Targets	Performance Indicators	Termly Rating Scale (1-5) for each Target								
				Appraisee Rating			Appraiser Rating			Agreed Rating		
				T1	T2	T3	T1	T2	T3	T1	T2	T3
	Part A - Instructional Delivery (Teaching) (Wt-45)											
2	Comprehensive Learning Environment	i. Ability to create a stimulating classroom environment (Wt-3)	<ul style="list-style-type: none">Enriched and inviting classroom environment									
		ii. Ability to create child friendly school/class environment through planned activities to demonstrate respect, equity, inclusion and moral values (Wt-3)	<ul style="list-style-type: none">Environmental that is clean, physically safe, emotionally secure and psychologically enabling									
		iii. Ability to ensure safety of learners (Wt-3)	<ul style="list-style-type: none">Compliance with the regulations on child protection; safety, health, rights and security									
		iv. Ability to manage learners conduct and behavior(Wt-3)	<ul style="list-style-type: none">Management of learners with challenging behavior and parental involvement									
		Sub total										
		Aggregate Score for this standard										

Standards		Targets	Performance Indicators	Termly Rating Scale (1-5) for each Target								
				Appraisee Rating			Appraiser Rating			Agreed Rating		
				T1	T2	T3	T1	T2	T3	T1	T2	T3
Part A - Instructional Delivery (Teaching) (Wt-45)												
3	Teacher Professional Development	i. Identify of professional gaps (Wt-3)	• Professional gaps identified									
		ii. Prepare Self-Professional Development Support Plan (Wt-3)	• Self-Professional Development Support Plan prepared									
		iii. Engage in continuous and relevant career growth and development activities (Wt-3)	• TPD activities/programmes/course undertaken									
		Sub total										
		Aggregate Score for this standard										
Part B – Teacher Conduct and Professionalism												
4	Teacher Conduct & Professionalism	i. Ability to act in the best interest of the learner and maintain high standards of ethics and professional requirements within and outside the institution(Wt-6)	• Compliance with the requirement of Chapter two (Article 10) on national values and principles of governance; and Chapter six (Leadership & Integrity) of the Constitution of Kenya 2010 and other laws									
		ii. Demonstrate knowledge on the legal requirements in education (Wt-6)	• Compliance with legal provisions governing education									

Standards		Targets	Performance Indicators	Termly Rating Scale (1-5) for each Target								
				Appraisee Rating			Appraiser Rating			Agreed Rating		
				T1	T2	T3	T1	T2	T3	T1	T2	T3
		iii. Comply with the professional requirements in teaching and learning (Wt-6)	<ul style="list-style-type: none"> Adherence to policies and regulations governing the teaching service 									
		iv. Ability to observe punctuality in lesson attendance, performance of duty and preparation of professional documents (Wt-36)	<ul style="list-style-type: none"> Punctuality in attendance of lessons as per the school timetable, professional documents prepared , submitted and approved on time 									
		vii. Timely syllabus coverage and meeting of deadlines (Wt-60)	<ul style="list-style-type: none"> Syllabus covered within the stipulated time and compliance with set deadlines 									
		Sub total										
		Aggregate Score for this standard										

Standards		Targets	Performance Indicators	Termly Rating Scale (1-5) for each Target								
				Appraise Rating			Appraiser Rating			Agreed Rating		
				T1	T2	T3	T1	T2	T3	T1	T2	T3
		Part a – Instructional Delivery (Teaching) (Wt – 45)										
		Part C – Community of Practice – (Wt-25)										
5	Participation in Professional Learning Community	i. Join Professional Learning Community (PLC) (Wt-5)	• Membership to a professional learning community/cluster/group/ associations/ virtual peer learning									
		ii. Collaborate with colleagues and the broader professional learning community to support teaching and learning (Wt-5)	• Teacher initiated PLC activities in his/her school and joint activities beyond the school									
		iii. Collaborate with parents/guardians and other stakeholders (Wt-5)	• Parents/guardians involvement in the learning of their children									
		iv. Establish linkages with the community (Wt-5)	• Involvement of learners in community service, joint activities with stakeholders.									
		v. Participate in programs organized in collaboration with other educational bodies; KNEC,MOE, KICD etc (Wt-5)	• Involvement in collaborative programs with educational bodies									
		Sub total										
		Aggregate Score for this standard										
	ANNUAL SCORE (AVERAGE OF AGREED RATING FOR TERM 1,2 & 3)											

4.0 Appraisee/Appraiser's Remarks

Term	Appraisee	Sign/Date	Appraiser Name Designation TSC No.	Sign/Date
1				
2				
3				

5.0 Overall Annual Appraiser's Remarks

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Sign Date

6.0. Countersigning

Countersigning officer's remarks on the appraisal process and appraise suitability for assignment to position of higher responsibility.

Designation:

CD/DCD/SCD/CSO/HEADNameTSC No.

Sign Date

NB: A countersigning officer is one who is in a senior position than the appraisee and the appraiser in the appraisal process