

Ministry of Education, Youth & Information

Teacher Performance Appraisal Descriptors

Teaching Standards	Performance/Evidence	Max Credit	Descriptors					
			10	9	8	7	6	
GP # 1: Teacher knows the subject(s) that he/she teaches Item 1: Demonstrated knowledge of subject content								
	1.		Teacher attains additional Professional level certification above that prescribed by the MoEY&I, in the subject area being delivered (6 credits)					
			Teacher attains an additional Professional level certification at the bachelors level in the subject area being delivered (4 credits)					
			Teacher attains an additional Professional level certification at the certificate level in the subject area being delivered . (3 credits)					
			Teacher attains an additional professional level certification but not in the subject area being delivered. (2 credits)					
			Teacher is registered in a programme and is in the process of completing an additional level certification (1 credit)					
1.2 Understands the curriculum that embodies the subject(s) and sees its relationship to the attainment of educational and national goals	2. Demonstrated relationship between the subject’s curriculum and national goals	4	Teacher demonstrates linkages between curriculum content and national goals (90% of times (4 credits)					
			Teacher demonstrates linkages between curriculum content and national goals 75% of times (3 credits)					
			Teacher demonstrates linkage between curriculum content and national goals 50% of times (2 credits)					
			Teacher demonstrates linkages between curriculum content and national goals less than 50% of times (1 credit)					
1.3 Knows how to integrate subjects to deepen understanding, being able to identify related concepts in other subjects and uses such concepts to strengthen the subject being taught	3. Knew philosophical underpinning of subject areas and was able to identify and link and interpret concepts across subject areas	4	Lesson Planning demonstrates integrative approaches to facilitate better understanding of concepts all the time .(4 credits)					
			Lesson planning demonstrates integrative approaches to facilitate better understanding of concepts most of the times (3 credits					
			Lesson planning demonstrates integrative approaches to facilitate better understanding of concepts some of the times (2 credits)					
			Lesson planning demonstrates integrative approaches which rarely facilitate better understanding of concepts (1 credits)					
1.4 Accesses and keeps abreast of knowledge and developments in the subject	4. Demonstrated mastery of up-to-date subject content –	6	Lesson plans/ portfolio /delivery of content reflects a deliberate effort to remain current with new developments in the subject area using technology and a variety of sources 90-100% of times(6 credits)					
			Lesson plans/ portfolio /delivery of content reflects a deliberate effort to remain current with new developments in the subject area using technology and a variety of sources. 75-89% of times%(4- 5 credits)					

area, using technology and other sources of information	logical sequence and strategic practice, building knowledge from simple to complex.		Lesson plans/ portfolio /delivery of content reflects a deliberate effort to remain current with new developments in the subject area using technology and a variety of sources 60-74% of times.(3 credits)						
			Lesson plans/ portfolio /delivery of content reflects a deliberate effort to remain current with new developments in the subject area using technology and a variety of sources. 50-60% of times (2 credits)						
			Lesson plans/ portfolio /delivery of content reflects a deliberate effort to remain current with new developments in the subject area using technology and a variety of sources less than 50% of times(1 credits)						
	5. Identified and utilized supplementary content or resources – research, reflection, collaboration	7	100% of lessons and/or portfolio submissions are augmented with supplemental resources to include research relevant to the content (7 credits)						
			90%lessons and/or portfolio submissions are augmented with supplemental resources to include research relevant to the content . (5-6 credits)						
75% of lessons/or portfolio submissions are augmented with supplemental resources to include research relevant to the content. (3-4 credits)									
50% of lessons and/or portfolio submissions are augmented with supplemental resources to include research relevant to the content (2 credits)									
		Less than 50% lessons and/or portfolio submissions are augmented with supplemental resources to include research relevant to the content. (1 credit)							
Section Credits		30							
Source of evidence: lesson plans, action plans, academic certificates, teaching portfolio, scope and sequence of subject taught, reference list of sources									
GP #2: Teacher knows how to teach the subject(s) for which he or she is responsible									
Item 2: Demonstrated the following evidence through knowledge and application of pedagogy									
2.1 Knows and is able to apply theories of learning, in particular, differentiated instructions and incorporate such understanding in the practice of teaching	1. Interpreted, adapted and paced the curriculum to meet students’ learning needs	10	Knows and applies curriculum content and appropriate theories to meet students’ learning needs 100% of time (10)						
			Knows and applies curriculum content and appropriate theories to meet students’ learning needs 80% of time (7-9)						
			Knows and applies curriculum content and appropriate theories to meet students’ learning needs 60% of time (4-6)						
			Knows and applies curriculum content and appropriate theories to meet students’ learning needs less than 60% of times (1-3)						
2.2 Develops in the learners, critical thinking and ways to identify and solve their own problems	2. Used a variety of strategies to promote the development of critical thinking in students –	4	Teacher utilizes a variety of strategies that enable the learners to develop problem solving and critical thinking skills in more than 90% of lessons (4 credits)						
			Teacher utilizes a variety of strategies that enable the learners to develop problem solving and critical thinking skills in 75% of lessons (3 credits)						

	appropriate questioning, techniques, case study, problem solving, conflict resolution and projects		Teacher utilizes strategies that enable the learners to develop problem solving and critical thinking skills in 50% of lessons (2 credits)
			Teacher utilizes strategies that enable the learners to develop problem solving and critical thinking skills in less than 50% of lessons (1 credit)
2.3 Engages in reflective teaching and classroom investigative action (action research) to evaluate the impact of his or her instructional choices, actions and interactions on the achievements of the learners	3. Undertook investigative qualitative and quantitative approaches to assess teaching methods and students' learning (e.g. action research, reflection, evaluation) to advance students' achievement.	4	More than 90% of the monthly/termly plans /portfolio reflect teacher engagement in reflective practice and self-evaluation which results in modification of approaches, strategies and methodology to promote the students' learning experience. (4 credits)
			More than 75% of monthly/termly plans reflect teacher engagement in reflective practice and self-evaluation which results in modification of approaches, strategies and methodology to promote the students' learning experience. (3 credits)
			More than 50% of monthly/termly plans reflect teacher engagement in reflective practice and self-evaluation which results in modification of approaches, strategies and methodology to promote the students' learning experience. (2 credits)
			Less than 50% of monthly/termly plans reflect teacher engagement in reflective practice and self-evaluation which results in modification of approaches, strategies and methodology to promote the students' learning experience. (1 credits)
2.4 Use effective verbal and non-verbal communication techniques as well as a variety of instructional media and technology to ensure that learners receive the intended message	4. Used a variety of instructional technologies and class organization to improve student participation and learning outcomes.	4	Teacher fully utilizes and integrates a variety of ICT in the delivery of instructions 100% of times . (4 credit)
			Teacher fully utilizes and integrates a variety of ICT in the delivery of instructions 75% time.(3 credits)
			Teacher fully utilizes and integrates a variety of ICT in the delivery of instructions 50% of time. (2 credit)
			Teacher fully utilizes and integrates a variety of ICT in the delivery of instructions less than 50% of times. (1 credit)
2.5 Foster competence, self-confidence and a desire for	5. Built students' confidence and desire to learn through	4	Incorporates strategies/approaches that promotes collaboration, inclusion and student interaction all the time.
			Incorporates strategies/approaches that promotes collaboration, inclusion and student interaction most the time.

his/her role as facilitator of learning	performance incentive and rewards programme	3.	some of the time (2)
			Designs and implements effective performance incentive and rewards programme that are responsive to independent learning a few times (1)
3.3 Stays on track with individual student's progress, assessing the various learning outcomes of the subject areas, and utilizing such outcomes to diagnose and address learning needs in a holistic manner	4. Demonstrated competency in adapting instructions to meet the diverse learning needs of students with exceptionalities	4	Incorporates differentiated strategies to meet the specific learning needs of all students with exceptionalities (4)
			Incorporates differentiated strategies to meet the specific learning needs of most students with exceptionalities (3)
			Incorporates differentiated strategies to meet the specific learning needs of some students with exceptionalities (2)
			Incorporates differentiated strategies to meet the specific learning needs of a few students with exceptionalities (1)
3.4 Knows the background knowledge that learners from various groups bring to their education and adjust learning methods to take advantage of early positive learning experiences of all learners	5. Provided differentiated tasks in Assessment Plan to enable meaningful assessment for all students	3	Selects and utilizes informal and formal, diagnostic, formative and summative assessment strategies to assess student learning across the full range of abilities 100% of time (3)
			Selects and utilizes informal and formal, diagnostic, formative and summative assessment strategies to assess student learning across the full range of abilities 75% time (2)
			Selects and utilizes informal and formal, diagnostic, formative and summative assessment strategies to assess student learning across the full range of abilities 50% times (1)
	6. 5.Used a variety of assessment strategies to promote growth and progress of individual students	2	Employs a variety of assessment strategies responsive to the growth and progress of individual learners 100% of the time (2)
			Employs a variety of assessment strategies responsive to the growth and progress of individual learners 50% of the time (1)
3.5 Sets the foundation for lifelong learning in building student capabilities for problem-solving, self-assessment, research and	7. Used project /STEM approach and research to build students' capacity to investigate, self-	4	Applies knowledge of relevant ministry programmes that enhances students' investigative and life-long learning skills all of the time (4)
			Applies knowledge of relevant ministry programmes that enhances students' investigative and life-long learning skills most of the time (3)
			Applies knowledge of relevant ministry programmes that enhances students' investigative and life-long learning skills some of the time (2)

self-learning	assess and to successfully manage independent learning		Applies knowledge of relevant ministry programmes that enhances students’ investigative and life-long learning skills a few times (1)						
3.6 Participates in exploratory and in co-curricular activities to assist various dimensions of the development of learners	8. Enabled students’ exploration and ideas for development of available resources? and to actively participate in co-curricular activities.	4	Engages students’ exploratory skills through active participation in co-curricular activities 100% of the time (4)						
			Engages students’ exploratory skills through active participation in co-curricular activities 75%of the time (3)						
			Engages students’ exploratory skills through active participation in co-curricular activities 50% of the time (2)						
			Engages students’ exploratory skills through active participation in co-curricular activities less than 50% of times (1)						
3.7 Encourages social interaction and character development through a variety of group structures	9. Promoted self-discipline and leadership qualities in students	3	Encourages self-discipline and leadership qualities in students through inclusive and positive group interactions all of the time (3)						
			Encourages self-discipline and leadership qualities in students through inclusive and positive group interactions some of the time (2)						
			Encourages self-discipline and leadership qualities in students through inclusive and positive group interactions a few times (1)						
3.8 Knows, understands and executes responsibilities concerning child welfare, respect for all learners and abide by the relevant legislations and policies (for example, Sexual Offences Act, 2009 and the Security and Safety Guidelines of the MoEY&I, Child Care and Protection Act).	10. Managed/monitored student behaviour effectively – followed regulatory guidelines	3	Manages challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully according to regulatory guidelines 100% of times (3)						
			Manages challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully according to regulatory guidelines 50% of times (2)						
			Manages challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully according to regulatory guidelines less than 50%of times (1)						
Section Credits		30							
Sources of evidence: Continuous assessment records, assessment strategies; action research, brief anecdotal records – training kit, log of co-curricular activities, student register, critical incident report, lesson plans, photographs, videos, observation, action plan, samples of students work, behavioural modification techniques									
GP #4 Teacher sharpens his or her professional skills									

Item 4: Demonstrated continuous professional development			
4.1 Continuously assesses one’s performance in the teaching and learning process and creates an individual development plan for improvement.	1. Undertook self-assessment and on the basis of outcomes pursued professional development and undertook research relevant to identified needs	5	Undertakes at least 5 professional development programmes and research designed to address identified needs (5 credit)
			Undertakes 4 professional development programmes and research designed to address identified needs almost all of the time (4 credit)
			Undertakes 3 professional development programmes and research designed to address identified needs most of the time (3 credit)
			Undertakes 2 professional development programmes and research designed to address identified needs some of the time (2 credit)
			Undertakes 1 professional development programmes and research designed to address identified needs few of the time (1 credit)
	2. Created opportunity for assessment by students and used feedback	2	Uses student assessment data for self-evaluation to create interventions and modify teaching practice all of the time (2 credits)
			Uses student assessment data for self-evaluation to create interventions and modify teaching practice some of the time (1 credit)
4.2 Seeks out and pursues opportunities for attaining mastery of skills to improve student learning and management - use of information technology and other creative approaches to advance student learning and management	3. Improved learning outcomes using information technology – showed mastery of content and practice acquired through various means – peer collaboration, online programmes and participation in in-service development programmes.	3	Consistently integrates IT into teaching and learning programme to show mastery of content and skill acquired through the pursuit of various opportunities (3 credits)
			Occasionally integrates IT into teaching and learning programme to show mastery of content and skill acquired through the pursuit of various opportunities. (2 credits)
			Rarely integrates IT into teaching and learning programme to show mastery of content and skill acquired through the pursuit of various opportunities. (1 credit)

4.3 Maintains higher order functioning through strengthening abilities to reason, reflect, make fair judgment, evaluate, analyze and interpret	4. Active membership in a community of learners or professional body, e.g. participate in QEC activities/ subject-based associations, to promote learning and exchange of ideas	2	Holds membership in professional body and participates in association activities to broaden knowledge, improve practice and exchange ideas. (2 credit)					
			Holds membership in professional body but rarely participates in association activities to broaden knowledge, improve practice and exchange ideas (1 credit)					
4.4 Collaborates with peers to critically examine one’s performance and create a framework for improvement – share successful strategies with peers	5. Shared with peers, experiences obtained from professional development sessions (days) and personal practice, peer observation of class(es)	3	Shares successful strategies with colleagues garnered through professional development sessions and personal practice 100% of the time. (3 credit)					
			Shares successful strategies with colleagues garnered through professional development sessions and personal practice 75% of the time. (2 credit)					
			Shares successful strategies with colleagues garnered through professional development sessions and personal practice 50%(1 credit)					
	6. Published in newsletters/ magazines/mass media at QEC, regional or national levels.	3	Publishes articles on teaching and learning strategies, anecdotes and/or best practices at the regional and or national level.(3 credits)					
			Publishes articles on teaching and learning strategies ,anecdotes and or best practices at the QEC level. (2 credits)					
			Publishes articles on teaching and learning strategies , anecdotes and/or best practices at the school level. (1 credit)					
Section Credits		18						
Sources of evidence: certificates, written documents, Self-assessment instruments /checklists, observation instruments/checklists completed by Supervisors/ other observers. Professional body membership record. Report of knowledge								

sharing, Peer assessment, evidence of students' work, class progress report and analyses of assessment								
<p align="center">GP #5 Teacher interact with parents and community</p> <p align="center">Item 5: Engagement of parents and community members to advance student outcome</p>								
5.1 Communicates with parents/caregivers to stimulate their interest in their children's progress and reinforce learning, always giving priority interest to the learner	1. Communicated with parents/guardians on students' performance.	2	Provides timely, effective and appropriate feedback to parents/guardians about students' performance relative to their learning goals all the time (2)					
			Provides timely, effective and appropriate feedback to parents/guardians about students' performance relative to their learning goals some of the time (1)					
5.2 Engages community members to build trust, to foster open communication and to work collaboratively with parents to benefit students' achievement levels	2. Involved community in activities that promoted student development e.g. community member assisted student learning /care/support	3	Initiates appropriate and contextually relevant opportunities for community members/parents to be involved in their children's learning and achievement all the time (3)					
			Initiates appropriate and contextually relevant opportunities for community members/parents to be involved in their children's learning and achievement some of the time (2)					
			Initiates appropriate and contextually relevant opportunities for community members/parents to be involved in their children's learning and achievement a few times (1)					
5.3 Engages parents and community in promoting values and attitudes that are consistent with national educational goals	3. Participated in/organized parent teachers association meetings, celebratory community events linked to national development	2	Participates in local PTA and community events that promote national development all the time (2)					
			Participates in local PTA and community events that promote national development some of the time (1)					

5.4 Puts professional responsibility at the forefront in face of challenges involving the community	4. Demonstrated initiative in addressing issues related to the well-being of students or the progress of the school – commitment to overall student development	3	Addresses issues related to student, school and community well-being towards promoting overall student development all of the time (3)							
			Addresses issues related to student, school and community well-being towards promoting overall student development some of the time (2)							
			Addresses issues related to student, school and community well-being towards promoting overall student development a few times (1)							
Section Credits		10								
Sources of evidence: Records of communication with parent/guardians – use of social media to contact parents, parent conference, parent log; consultation log, evidence of community involvement – photographs of projects, students work signed by parents.										
GP #6: Teacher conducts himself or herself in a manner that uplifts the profession. Item 6: Demonstrated high levels of professional conduct										
6.1 Acts with the knowledge that teaching is a public activity and teachers are constantly being scrutinized and assessed by members of the public	1. Respected time - being on time for classes, for school, school events and meeting deadlines	4	Reports to school, school-related events and classes on time all of the time (4)							
			Reports to school, school-related events and classes on time most of the time (3)							
			Reports to school, school-related events and classes on time some of the time (2)							
			Reports to school, school-related events and classes on time a few times (1)							
			2	Adheres to codes of ethics and dress code established by regulatory authorities and local school management all of the time (2)						

	2. Complied with agreed dress code and code of conduct		Adheres to codes of ethics and dress code established by regulatory authorities and local school management some of the time (1)					
6.2 Commits to the success of learners as individuals and of the institution as a whole	3. Worked effectively in teams/ or with colleagues – contributed to team work, cooperated with peers, accepted and gave constructive criticisms in order to improve learning outcomes	4	Maintains respectful collaborative relationships with colleagues, contributes to collegial discussions and applies constructive feedback from colleagues to improve learning outcomes all of the time (4)					
			Maintains respectful collaborative relationships with colleagues, contributes to collegial discussions and applies constructive feedback from colleagues to improve learning outcomes most of the time (3)					
			Maintains respectful collaborative relationships with colleagues, contributes to collegial discussions and applies constructive feedback from colleagues to improve learning outcomes some of the time (2)					
			Maintains respectful collaborative relationships with colleagues, contributes to collegial discussions and applies constructive feedback from colleagues to improve learning outcomes a few times (1)					
6.3 Accepts that teachers have a moral responsibility to themselves and those whom they serve, demonstrating leadership and a commitment to improvements	4. Acted as a leader and a role model for students and community. Took pride in achieving excellence	2	Demonstrates leaderships skills and acts as a positive role model for students and community all of the time (2)					
			Demonstrates leaderships skills and acts as a positive role model for students and community some of the time (1)					
Section Credits		12						
Sources of evidence: students questionnaires/interviews, attendance register, peer interviews, rewards for excellent teacher performance, log book, board reports, student interviews)								
Total Number of Credits		130						

Performance Summary

Guiding Principles	Max credits 130	Exemplary	Teacher profile		Unsatisfactory
		No. of credits over 92% in all domains	Acceptable (71-91% credits)	Weak (70-60% credits)	Below 60%
			No. of credits	No. of credits	No. of credits
GP. 1 - Teacher knows the subject that he or she teaches.	30				

GP. 2 - Teacher knows how to teach the subject(s) for which he or she is responsible.	30				
GP. 3 - Teacher is committed to the children in his or her care- managing the learning process through addressing diversity and promoting character development.	30				
GP. 4 - Teacher sharpens his or her professional skills.	18				
GP. 5 - Teacher interacts with parents and community.	10				
GP. 6 - Teacher conducts himself or herself in a manner that uplifts the profession.	12				