



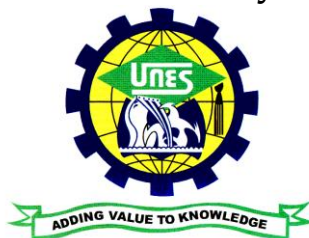
**TEACHERS SERVICE COMMISSION**

**FINAL EVALUATION REPORT**

**FOR**

**CONSULTANCY FOR TEACHER PERFORMANCE APPRAISAL AND  
DEVELOPMENT (TPAD) EVALUATION  
CONTRACT NO: MOE/GPE/CQS/01/2020/2021**

**Submitted by**



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## FOREWORD

The Government of Kenya in collaboration with Global Partnership for Education (GPE) and the World Bank (WB); and through the Ministry of Education (MoE) and Teachers Service Commission (TSC) is focused to improving the quality of education in the country. These efforts have been evidenced through strengthening teacher performance systems. Teacher Performance Appraisal and Development (TPAD) Online management system is one of those significant quality assurance measures that were introduced by Ministry of Education through the Kenya Primary Education Development (PRIEDE) project and rolled out by Teachers' Service Commission in all public primary and secondary schools' country wide in 2016 to curb teacher absenteeism; and improve the standards and quality of education in the country. The PRIEDE project objective is aligned with the Commission's mission of being a transformative teaching service for quality education and the Government of Kenya's Strategic Objective of providing quality basic education for sustainable development. As provided for in the Project Appraisal Document (PAD), the Commission is responsible in implementing sub component 2.2 on Teacher Performance Appraisal and Development (TPAD).

It is important to note that the Teachers Service Commission has legally anchored Teacher Performance Appraisal and Development (TPAD) on section 11 (f) and 35(1) of TSC Act (2012) where the commission is mandated to monitor the conduct and performance of teachers in curriculum implementation at the institutional level. The purpose of the performance appraisal is 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. TPAD measures the quality and effectiveness of teachers using seven (7) teaching standards, which include; professional knowledge and application; time management; Innovation and creativity in teaching; Learner protection, safety, discipline and teacher conduct; promotion of co-curricular activities; professional development; and collaboration with parents/ guardians and stakeholders. These seven standards have since been reviewed into five standards currently in implementation; and include; professional knowledge and practice; comprehensive learning environment; teacher professional development; teacher conduct and professionalism; and participation and professional learning community. The appraisal system is being used to provide feedback, improve communication, and clarify roles and responsibilities.

With this commitment, TSC has for the last four years, since 2016, been implementing and monitoring the teaching standards prescribed in the Teacher Performance Appraisal and Development tool to over 300, 000 teachers in all public schools including those under the PRIEDE Project (the 4,000-school supported by School Improvement Programme-SIP) in all the 47 counties in Kenya.

It is against this background that an evaluation of TPAD processes was conducted. The TPAD evaluation aimed at evaluating the TPAD process in order to generate good practices, lesson learnt and areas for improvement; and also establish the effectiveness of TPAD in improving teacher performance, accountability and promoting professional development for enhanced learning outcomes.

It is my hope that stakeholders will utilize the findings, recommendations, best practices documented from the interventions and lessons learnt from TPAD evaluation to benchmark and improve the teaching standards, teacher professional development processes, enhance teacher performance and accountability; thus, leading to enhanced learning outcomes in schools; and consequently, a better quality of education. The recommendations from this evaluation will enable the Commission to improve on the structure and coordination of the teacher appraisal system which is central to improving teacher quality.

## PREFACE

As we all are aware it is in the mandate of the Ministry of Education (MoE) and Teachers' Service Commission to provide a globally competitive and quality education to the Kenyan child. This is only possible through a quality teaching workforce. Quality education revolves around the quality of teaching, effective management, and accountability in the education system. Continual teacher professional development and appraisal measures ensures quality learning outcomes. It is in this context of strengthening teacher performance system that MoE and TSC in collaboration with World Bank, through the PRIEDE project, rolled out Teacher Performance Appraisal and Development (TPAD) Online management system in all public primary and secondary schools-country wide in 2016 to curb teacher absenteeism; and improve the standards and quality of education in the country.

It is evident from this evaluation findings, recommendations, best practices documented from the interventions and lessons learnt that TPAD process has improved teacher competency through regular coordination and supervision of teacher performance. Improved digital literacy skills among teachers is attributed to their participation on the online TPAD process. Among other areas of improvement from the findings include reduction in teacher absenteeism levels, increased teacher - learner contact hours, teacher self - assessment and identification of performance and professional gaps and improved goal and target setting processes, and institutionalization of TPAD in the commission structures for sustainability; thus, leading to enhanced learning outcomes in schools; and consequently, a better quality of education.

However, from the evaluation report, there is need for collaborative, consultative and partnership efforts among all stakeholders across relevant sectors to ensure improved user friendly TPAD ICT infrastructure to accommodate the robust volumes of practicing teachers and those joining the service country wide while putting into consideration geographical and physical diversities to enhance internet connectivity; ensure inclusion and adaptation of special needs categories; and a harmonized inclusive structured quality assurance framework guidelines for appropriate standardized monitoring measures appealing to teacher performance and quality learning. At this level, resource and financial mobilization; and budgeting initiatives, partnerships and collaborative measures should be put in place to ensure on-going capacity building, sensitization and orientations to curb exits, attitudinal pressures; and accommodate new entrants into the teaching service and inclusion of emerging educational trends influencing teacher performance and quality learning. Through these collaborative measures the Commission should be able to improve on the structure and coordination of the teacher appraisal system which is central to improving teacher quality.

Consequently, the implementation of the recommendations of this evaluation will require a sector wide approach. This will require the participation of the Ministry of Education and its partners; the Teachers Service Commission and all related agencies. On behalf of the Ministry of Education, I call upon all players in the education sector to interrogate this evaluation report and institute necessary measures towards supporting the Government in the implementation of the recommendations.

## ACKNOWLEDGEMENTS

The TPAD evaluation study aimed at evaluating the TPAD process in order to generate good practices, lesson learnt and areas for improvement; and also establish the effectiveness of TPAD in improving teacher performance, accountability and promoting professional development for enhanced learning outcomes. The specific objectives of the study were to: evaluate the TPAD process by generating good practices by; identifying best performance management practices among the teachers and learning institutions which have adopted TPAD processes; assessing how TPAD has provided opportunities for teachers to identify their strengths and areas for further development; assessing how TPAD has improved teacher competencies and accountability: Identify lessons learnt during the TPAD implementation at different levels by; indicating what worked and what did not work well; Determining opportunities for improvement; Establishing the extent to which the seven (7) TPAD teaching standards have influenced teaching and learning process; and establishing the extent to which TPAD process has promoted feedback between instructional supervision and teachers.

The study has foundations in the funding from Global Partnership for Education (GPE) with the support of the World Bank through the intervention of PRIEDE project which has greatly assisted the Commission in the TPAD implementation process. Many thanks go to the entire World Bank, Ministry of Education PRIEDE Project Coordination team, Teachers Service Commission Executive and Quality Assurance National Project Coordination team for engaging and allowing the Consultancy Firm - University of Nairobi Enterprises- to undertake this assignment on evaluation of TPAD Process. Special thanks, appreciation and recognition goes to entire TSC executive, TSC quality Assurance team - Dr. Rueben Nthamburi- Director, Quality Assurance and Standards, TSC Gabriel Mathenge - Deputy Director, Quality Assurance and Standards, TSC; Other officers from the quality assurance and standards Directorate including Dr. Tom Mboya, Kennedy Otieno, Miriam Sogo, Lilian Ndeng'era, Herman Mogusu, Esther Mathenge, and Wangari Kiiru for engagements in consultative participatory meetings on evaluation procedures, improving and validation of the evaluation tools, facilitating in understanding of the TPAD process; availing the relevant reference materials; and logistical administrative data collection processes. Martha Ekirapa, the National PRIEDE Project Coordinator, and Peter Gachathi deputy PRIEDE project team were very instrumental in coordinating MOE team for data collection.

I would like to appreciate all the respondents who accorded us the time to respond to the evaluation tools - questionnaires, key informant interviews, and checklists. At this juncture, I wish to thank all TSC Field Officers- Regional coordinators, County directors, sub county directors, curriculum support officers, and quality assurance officers. At school level I wish to appreciate all heads of institutions, the appraisers- all deputy teachers, heads of departments, senior teachers; and above all the appraisee - all

teachers and lecturers/trainers from all the targeted public primary and secondary schools – including special needs- and post-secondary school institutions. Thank you all for providing accurate and quality data that may ensure that the Commission has improved TPAD system and process.

Special recognition and appreciation go to the consultancy firm which undertook this assignment – University of Nairobi Enterprises and Services Limited (UNES) - Special gratitude is accorded to the Vice chancellor for allowing work of such magnitude to be undertaken under the auspices of the University. Much appreciation goes to the UNES Project team led by managing director Seth Abeka, project coordinator Stanley Ongache, Gertrude Surrumo and her administrative team for great administrative and logistical coordination of this consultancy. Special appreciation also goes to the data collection regional supervisors and research assistants who persevered all weather conditions to ensure data is collected from respondents.

At this juncture and in a special way, I would like to greatly appreciate and recognize the technical team without whom this evaluation project would not take shape. Much thanks and recognition go to the technical team leader and educational expert- Dr. Rosemary Khitieyi Imonje; Raymond Muteti (project administrator); Kantim Mwanik (education Expert), Joe Adero (statistician and data analyst). This team did design and develop the whole evaluation study including the evaluation tools, methodologies, data analysis, report writing and oversaw final submission and presentation of the evaluation report.

There are many other scholars who have contributed to our thinking, understanding and refinement of this evaluation study. I would like to thank all of them for their support. The insights came from all of our collaborators; any errors and omissions are regrettable.

Finally, I would like to greatly appreciate the Cabinet Secretary, Ministry of Education, and the Principal Secretary, State Department of Early Learning and Basic Education for the strategic leadership they have continuously offered in the endeavour towards the provision of equitable and relevant quality education.

## EXECUTIVE SUMMARY

Quality education revolves around the quality of teaching, effective teacher management and teacher accountability in the education system. Continual teacher professional development and appraisal measures ensures quality learning outcomes. Improving the efficiency and equity of schooling depends to large extent on ensuring that teachers are highly skilled, well resourced, and motivated to perform at their best. Therefore, assessing the quality of teacher performance is the policy direction that leads to ensuring substantial student learning achievements in education.

However, there have been challenges in providing quality learning opportunities in schools, emanating from teacher absenteeism; which have compromised the quality of teaching in the education sector (Bruns et.al.2011). Data from the Ministry of Education Baseline Survey Report (2019) in Kenya, revealed teacher absenteeism rate at 30.2% in the targeted primary schools. The highest absenteeism rate was at 21.2% for periods of 2 days and below while 6.5% of the teachers were absent for 3-5 days. This prompted the need for the introduction of various quality assurance measures like performance appraisals so as to improve the standards and quality of education.

It is in this context of strengthening teacher performance system that MoE and TSC in collaboration with World Bank, through the PRIEDE project, rolled out Teacher Performance Appraisal and Development (TPAD) Online management system in all public primary and secondary schools' country wide in 2016 to curb teacher absenteeism; and improve the standards and quality of education in the country. TPAD as a TSC quality assurance measure aims at evaluating teachers' current and past performance against set teaching standards. Teachers Service Commission has legally anchored Teacher Performance Appraisal and Development (TPAD) on section 11 (f) and 35(1) of TSC Act (2012) where the commission is mandated to monitor the conduct and performance of teachers in curriculum implementation at the institutional level. The purpose of the performance appraisal is 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 out comes.

The Commission uses TPAD system as an official management performance evaluation system tool to measure the quality and effectiveness of teachers with the aim of improving learning, using seven (7) teaching standards. The seven standards have since been reviewed into five standards and are currently under implementation since 2019.

With this commitment, TSC has for the last four years, since 2016, been implementing and monitoring the teaching standards prescribed in the Teacher Performance Appraisal and Development tool to over 300, 000 teachers in all public schools including those under the PRIEDE Project (the 4,000-school supported by School Improvement Programme-SIP) in all the 47 counties in Kenya. During the project



implementation period TSC has been implementing these activities as per approved budget and work plans. Most of these activities have been accomplished while others are ongoing. The pace of implementation is also dependent with the flow of funds disbursed from the National Treasury through the Ministry of Education

It is against this contextual background that this evaluation study of TPAD processes was conducted. The TPAD evaluation study aimed at assessing the TPAD process in order to generate good practices, lesson learnt and areas for improvement; and also establish the effectiveness of TPAD in improving teacher performance, accountability and promoting professional development for enhanced learning outcomes.

The evaluation report is presented in six (6) chapters. Chapter one provides the Introduction to TPAD evaluation. The chapter discusses the background and context to the evaluation, purpose and objectives of the evaluation; scope of evaluation, significance of evaluation; conceptual and analytical framework. Chapter two provides the literature reviewed in TPAD process and evaluation based on legal and policy framework, studies and researches done on TPAD process and effectiveness. The chapter also provides comparative analysis on evaluation of TPAD from global perspective based on themes drawn from objectives of TPAD evaluation study. Chapter 3 presents evaluation design and methodology of TPAD evaluation study. This chapter discusses the evaluation questions, sampling techniques and sample size; formulation of evaluation research tools and piloting of the tools; data collection procedures; data analysis and report writing. Chapter four discusses and synthesizes the findings of the evaluation study based on the objectives and key questions of TPAD evaluation; and description of key participants and informants in the evaluation process. Chapter five presents the conclusions and recommendations on the evaluation study. Chapter six outlines the policy briefs. The report has also got references and appendices.

The purpose of TPAD evaluation study was to evaluate the TPAD process and generate good practices, lesson learnt and areas for improvement; and to establish the effectiveness of TPAD

The evaluation study was guided by the following objectives;

- i. Identifying best performance management practices among the teachers and learning institutions which have adopted TPAD processes.
- ii. Assessing how TPAD has provided opportunities for teachers to identify their strengths and areas for further development;
- iii. Assessing how TPAD has improved teacher competencies and accountability.
- iv. Identify lessons learnt during the TPAD implementation by indicating what worked and what did not work well; and determining opportunities for improvement

- v. Establishing the extent to which the seven (7) TPAD teaching standards have influenced teaching and learning process
- vi. Establishing the extent to which TPAD process has promoted feedback between instructional supervision and teachers.

The evaluation adopted a descriptive survey design. Quantitative and qualitative techniques were applied in data collection processes. The target population consisted of over 300,000 teachers involved in TPAD implementation from all the public primary (Regular, SNE) schools, secondary (Regular, SNE) schools; and teacher training colleges in all the 47 counties in Kenya. The 47 counties were clustered into 10 regions namely Nairobi, Coast, Lower Eastern, Upper Eastern, South Rift, North Rift, Western, Nyanza, Central and North Eastern; Among these targeted number of teachers; there were teachers from 4000 SIP primary schools under the PRIEDE Project. Therefore, the sampling framework for the target population was drawn with consideration to both SIP Project schools and the rest of the schools from the 47 counties. In order to sample the schools, a multistage sampling technique was applied on the units of analysis. Stratified sampling technique was used to categorize the institutions as public primary/secondary regular or SNE schools or teacher training colleges.

For effective data collection four different types of evaluation tools were designed to complement and triangulate each other. The following are the evaluation tools;

- i. Key Informant interview guide for MOE (PRIEDE Project Coordination Unit)
- ii. Key informant interview guide for TSC Head Quarters
- iii. Structured interview guide for county directors
- iv. Questionnaire for sub-county directors
- v. Questionnaire for curriculum support officers
- vi. Questionnaire for heads of institutions
- vii. Questionnaire for appraiser – deputy head teachers or heads of departments or senior teachers or heads of subjects
- viii. Questionnaire for appraisees – teachers/trainer/tutor/lecturer
- ix. Questionnaire for members of School BoM
- x. Questionnaire for institutional heads associations

Piloting was conducted in four sampled counties, sub counties, zones and schools. Piloting was to establish the validity and reliability of the evaluation tools as per the objectives of TPAD evaluation assignment. Evaluation tools were reviewed as per the pilot study findings. The revised tools were validated and approved by the client in readiness for data collection. Data collection took place from February 22<sup>nd</sup> 2021 to March 5<sup>th</sup> 2021 as scheduled.

The evaluation study targeted 384 institutions out of which 128 (33.3%) were SIP PRIEDE project primary schools, 128 (33.3%) were regular primary schools, 39 (10%) were primary schools (SNE), 47 (12%) were regular secondary schools, 12 (3.1%) were secondary (SNE) schools, 30 (8.3%) were teacher training colleges. The study also targeted curriculum support officer, sub-county director and county director (1 from each of the 47 counties) and institutional heads association representatives at the county level. At the national level the study targeted officers from the TSC Head Quarters and the PRIEDE project coordination unit at the Ministry of Education.

Data analysis began by coding data from evaluation tools guided by the objectives of the assignment. Qualitative data entry and organization; content analysis and interpretation were conducted based on themes drawn from the objectives of the TPAD evaluation assignment in relation to TPAD goal, purpose and objective. The findings were presented in percentages using pie charts, figures, graphs and tables.

The key findings of the evaluation were in reference with the purpose of the TPAD evaluation are outlined. The TSC Sub County Directors gave estimates of the proportion of teachers appraised between the years 2016 to 2019. The findings revealed that in 2016 term 1, 82.93% of teachers in SIP and 84.21% of all teachers were appraised. In 2017 term 2, 88% of teachers in SIP and 87.53% of all teachers were appraised while in 2019 term 3, the percentage of teachers appraised rose highest to 91.34% in SIP and 91.53% of all teachers. This indicates that there is an increasing trend to ensure that all teachers are appraised.

The findings on objective number one on identification of the best performance management practices among the teachers and learning institutions which have adopted TPAD processes, the following performance management practices were derived;

Participatory and consultative target setting practice and activity is a product of TPAD. The findings revealed that 87.2% of heads of institution, 92.4% of appraisers and 92.6% of appraisees participated in appraisee and appraiser agreement on what the appraisal entails and how it will work; preparation of TPAD calendar of activities and agreed on performance targets and documented them; and shared about performance competency areas.

The findings indicated that introduction of Online TPAD process has put the heads of institution, the appraisers, appraisees and TSC field officers on a new wave line. All 384 (100%) appraisers had interacted with TPAD tool. A total of 88% of appraisers had interacted with both TPAD (1.0) Tool and TPAD (2.0) tool.

The study established that TPAD process has promoted feedback between instructional supervision and the teachers as reported by 63% of heads of institutions, 60% of CSOs, and 48% of appraisers. TPAD engages teachers in an on-going instructional supervision

through self-appraisal which enables them to identify gaps in student learning hence designing ways of improving instruction.

On teacher accountability TPAD stakeholders reported that teachers are more accountable during this TPAD era than before. A total of 86% of the appraisers, 76% of appraisees, 92% of heads of institutions, 98% of the curriculum officers, 98.9% of Heads of teacher associations stated that TPAD had improved teacher accountability.

On the second objective which relates to TPAD provision of opportunities for teachers' identification of strengths and areas for further development; the findings revealed that TPAD has provided opportunities for teachers to identify their strengths and areas for further development. The interactive and participatory nature in TPAD processes plays a significant role in providing opportunities for teachers and their supervisors to identify their professional strengths and areas of improvement in the teaching learning process. The following are the findings on how TPAD provided opportunities for teacher identification of strengths and areas of improvement:

The findings indicated that participation in termly targeting setting was a great opportunity of teachers. From the responses given 87.2% of heads of institution, 92.4% of appraisers and 92.6% of appraisees participated in appraisee and appraiser agreement on what the appraisal entails and how it will work; preparation of TPAD calendar of activities and agreed on performance targets and documented them; and shared about performance competency areas. The findings indicated that appraisal rating meeting was a significant opportunity for the appraisers to come to terms with actual outcomes as per work plan coverage and target attainment. Some of the aspects discussed in order to arrive at the final agreed on score during the rating meeting, as stated by both the appraisers and appraisees, finding out which targets were attained in the set target time and which ones were not attained and reasons for not attaining them.

The findings revealed that TPAD process assisted the appraisees to identify professional development gaps through self-appraisal, identify individual performance gaps, detect training needs and seek solutions through professional development courses as reported by 67% of HoIs and 89.4% of appraisees. Through self-appraisal in lesson observation, feedback and consultations from appraiser observations, appraisers were able to identify individual professional performance gaps and areas that learners may have challenges; and generated a development plan.

The findings on the third objective revealed that TPAD has improved teacher competencies and accountability. When the respondents were asked to state the ways in which TPAD has improved teacher competency. From the qualitative responses, heads of institution reported that TPAD has improved teacher competency as more teachers were now able to prepare adequately and use schemes of work, lesson plans and lesson notes based on current curriculum and syllabi had improved a great deal; similarly, also teachers manage teaching time through punctual and consistent class attendance and

keep lesson observation records more efficiently as reported from both SIP and NON SIP schools by appraisees (47.1%, 49.7%), appraisers (50.8%, 47.1%), Heads of Institution (51.8%, 47.9%), and CSOs (51.1%, 48.9%).

On teacher accountability, the findings showed that most teachers are more focussed, report to school earlier due to clog in and out system, and while in school, they concentrate more on class activities with no up and down movements and it is easier to manage schools during this TPAD era than before.

On the fourth objective which related to identification of lessons learnt during the TPAD implementation by indicating what worked and what did not work well; and determining opportunities for improvement the evaluation study findings showed that there are many lessons that are derived from what worked and what did not work since the inception of the TPAD process in Kenya. Among TPAD processes that worked are stipulated below; All activities in target setting process at the start of every term is a practice that has worked. A total of 58.8% and 61.7% heads of institutions in SIP and Non-SIP schools, 69.3% appraisers, and 65.8% of appraisees stated that preparation of TPAD calendar of activities and setting of datelines for various termly activities and tasks worked successfully. A total of 64.9% SIP and 61.8% non -SIP of heads of institution, 61.4%, of appraisers, 57.8% of CSOs, 65.9% of TSC sub county directors and (62.9%) of appraisees reported that performance appraisal as a continuous interactive process between appraisee and appraiser worked successfully.

The study further revealed that end of term rating meeting worked successfully as reported by 70.2% of heads of institutions, 54.5% of CSOs, 76.3% of appraisers, 76.7% of the TSC sub county directors, 73.8% of appraisees, who reported that continuous appraisee self-appraisal in every term was successful. The activity on accumulation of evidence to be used during the appraisal rating meeting was reported to have worked successfully by 56.3 % of heads of institution, 31.1% of CSOs, 51.5%, of appraisers, and 54.7% of appraisees.

All key respondents (heads of institutions, appraisers, appraisees, and CSOs) respondents agreed that preparation, maintenance and use of professional documents by appraisees has worked successfully in schools. The findings revealed that 97% of heads of institutions, 98.9% of appraisers, and 99.5% of appraisees had prepared, used and maintained schemes of work, work plans, lesson plans, progress records, individual timetables, training schedules and class registers among others.

It is worth noting that the activity on teacher presence, lesson, and duty attendance worked successfully as evidenced in lesson observation and maintenance of teacher attendance register. From the quantitative data analysis on TSC monitoring documents, findings revealed that teacher presence, lesson and duty attendance in schools has improved and worked successfully. Most (94.5%) of the missed lessons were recovered and remedial done to learners in need.

From the qualitative data analysis, it was reported that among the measures that have worked with TPAD implementation is the reduction in teacher absenteeism and increased learner teacher contact hours leading to improvement in the quality of teaching and learning.

Among the activities that worked in TPAD is maintenance of daily school and teacher attendance registers are important documents or records for teachers' accountability and proof of performance for both the appraisees and appraisers. A total of 99% of heads of institutions, and 93% of the appraisers acknowledged that they maintained daily school attendance register for appraisees, teacher lesson attendance register. Maintenance of these records helps to keep track of appraisee performance in lesson attendance, lessons missed and lessons recovered. From the findings of evaluation, TPAD stakeholders concurred that introduction and institutionalization of TPAD online system has worked and that changing TPAD from hard copies to online system is a great initiative, preparation and filling of TPAD template online has worked successfully thus ensuring efficiency in the whole appraisal process.

The fifth objective involved establishing the extent to which the seven (7) TPAD teaching standards have influenced teaching and learning process, The findings on this objective indicated that the seven (7) TPAD teaching standards have influenced teaching and learning process to a large extent as follows:

On Professional knowledge and Application; Interaction with and implementation of the activities in this standard were rated as very appropriate as reported by 73.8% of the heads of institution, 69.7% of the appraisers, CSOs (100%) and 69.9% of appraisees

However, the area that need improvement in this standard was individualized education program according to 11.6% of heads of institution, 13.7% of appraisers, 20% of curriculum support officers and 15.4% of appraisees. This could be due to sensitization on what is involved in individualized education program.

On Time management, a total of 74.6% of the heads of institution, 73.9% of appraisers, 69.2% of appraisees and 100% of curriculum support officers indicated that teacher presence and observance of the school timetable was very appropriate, whereas 75.7% of heads of institutions, 74.5% of Appraisers, , 66.8% of appraisees and 100% of CSOs reported that the activity on punctuality in reporting to duty and consistent lesson attendance was very appropriate, 40.3% of HOIs, 38.2% of appraisers, 39% of appraisees and 100% of CSOs reported that the activity on promotion and participation in co-curricular activities was very appropriate. 56.2% of HOIs, 58.7% of appraisers, 95.6% of CSOs and 60.5% of appraisees reported that the activity on lessons taught, missed, lesson recovery, remedial teaching was very appropriate.

On Innovation and creativity in teaching, a total of 47.3% of the heads of the institution, 47.9% of appraisers, 46.0% of appraisees, and 100% of CSOs reported that improvising

and using locally available resources for effective teaching and learning outcomes were very appropriate while 33% of HoIs, 31.8% of appraisers, 34% of appraisees and 88.9% of CSOs indicated that integrating technology in teaching and learning outcomes was very appropriate.

The findings on Learner Protection, Safety, Discipline and teacher conduct standard revealed that 54.1% of the heads of the institution, 51.3% of appraisers, 93.3% of the CSOs, and 48.3% of appraisees indicated that the activity concerning knowledge on matters related to sexual, mental/psychological, physical harassment/abuse and the appropriate solutions was very appropriate. A total of 45.9% of HOIs, 48.7% of appraisers, 51.7% of appraisees and 1.7% of CSOs indicated that the activity on adherence to legal and professional provisions governing provision of education was very appropriate.

On Promotion of Co - curriculum activities standard the findings revealed that 82.4% of heads of institution, 66.2% of appraisers, 97.8% of CSOs, and 41.3% of appraisees indicated that the activity on organizing and participation in co-curricular and life skills activities was very appropriate and well covered in schools and that the activity on nurturing unique talents and developing them to their full potentials was covered during co - curricular activities in schools. This activity is a very significant component of competency-based curriculum, and emphasis is need for all

On Professional Development, the findings show that 41.9% of heads of institution, 39.7% appraisers, 95.6% of CSOs and 39.1% of appraisees indicated that the activity on identification of individual performance gaps was very appropriate. 58.1% of HOIs, 61.3% of appraisers, 4.4% of CSOs and 61.9% of appraisees reported that the activity on Involvement and enrolment in teacher professional development courses was very appropriate.

On collaborations with parents/guardians and stakeholders, 50% of heads of institutions, 39.5% of the appraisers, 38.1% of appraisees and 100% of CSOs indicated that the activity on establishing and maintaining collaborative relationships with educationists, parents/guardians and local communities was appropriately implemented in schools.

Professional knowledge and application received more focus and attention as noted by 83.1% of the appraisers, time management (68.9%) was the second highest rated in terms of focus and attention as indicated by the appraisers. The two standards lagging behind were collaboration with guardians, parents and stakeholders and promotion of core curricular activities seconded by only 30.3% and 29.8% of the appraisers.

The findings on objective No. 6 revealed the TPAD process has promoted feedback between instructional supervision and the teachers to a large extent as reported by 85% of heads of institutions, 71% of CSOs, and 80% of appraisers. The appraisal rating was

considered objective according to 96% of the CSOs, 86% of appraisers and 82% of the appraisees.

Some of the key recommendations from the TPAD evaluation are as follows:

- i. There is need for regular review and modification of the TPAD online to ensure increased access to the TPAD system especially for users in areas with poor internet connectivity
- ii. There is need to continue conducting sensitization workshops to help the appraisers and appraisees advance their digital skills in order to be able to tackle technological challenges and integrate technology in teaching and learning process that impacts on the implementation of TPAD.
- iii. There is need to strengthen the termly TPAD teacher appraisal process in order to enable the appraisers and appraisers to affirm more with system procedures in achieving their set targets.
- iv. In the area of innovation and creativity, there is need to re-think and align locally available resourcing of materials for schools to CBC changing model in TPAD implementation process for effective teaching and learning outcomes.
- v. There is a need to train and equip teacher evaluators in subject-based skills to strengthen lesson observation assessment thus building a pool of TPAD evaluators who can evaluate in specific subject lesson delivery and give appropriate feedback especially in science and technical subjects. For example, a Chemistry teacher needs to be evaluated by someone who is knowledgeable in chemistry.
- vi. Heads of institutions and appraisers need to be continually capacity built on digital literacy changes within the TPAD system for them to acquire management skills for coordinating performance management practices to effectively sustain TPAD in schools.
- vii. With the age of most respondents being above 50 years, there is need to institute a succession and exit plan for Key TPAD stakeholders, as a support measure to steer effective implementation and sustainability of TPAD in schools
- viii. There is need to align TPAD to changing competency-based curriculum to embrace CBC Learning assessment modes with a Key TPAD school stakeholder capacity building component. This because TPAD 1.0 and 2.0 were aligned to 8:4:4 curriculum based on KCPE and KCSE evaluation modes which is being phased out.



The following teacher appraisal activities need to be integrated and strengthened through policy support guidelines:

- i. Harmonization of monitoring activities through the creation of common monitoring standard guidelines or framework to serve the education sector. The implementation of the existing teacher professional development modules should be fast tracked to address the identified professional gaps emanating from the TPAD monitoring reports and appraisal processes.
- ii. There is need for strengthening of TPAD implementation and monitoring processes in institutions such as CEMASTEIA, KIB and KISE which fall within the mandate of TSC.
- iii. With the age of most respondents being above 50 years, there is need to institute a succession and exit plan for Key TPAD stakeholders, as a support measure to steer effective implementation and sustainability of TPAD in schools
- iv. In the area of Innovation and Creativity, there is need to re-think and align locally available resourcing of materials for schools to CBC changing model in TPAD implementation process for effective teaching and learning outcomes
- v. There is need to further align TPAD teacher performance management practices to teacher career progression and promotion.
- vi. There is need to align TPAD to changing competency-based curriculum to embrace CBC Learning assessment modes with a Key TPAD school stakeholder capacity building component.
- vii. As a long-term measure, and a good practice by TSC, TPAD procedures, processes and principles can be formulated into an evaluation framework or model that can be enacted into law in order to become point of reference for other sector wide interventions.

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## LIST OF ABBREVIATIONS AND ACRONYMS

ACEE	Advisory Committee on Education Evaluation
APHRC	African Population and Health Research Centre
BESE	Board of Elementary and Secondary Education
BoM	Board of Management
CBC	Competency Based Curriculum
CD	County Director
CDE	County Director of Education
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CIPP	Context Input Process and Product
COMPASS	Clear, Overall, Measure of Performance to Analyse and Support Success
CSOs	Curriculum Support Officers
DAC	Development Assistance Committee
ITOYA	Innovative Teacher of the Year Award
ITT	Initial Teacher Training
IQMS	Integrated Quality Management Systems
LDOE	Louisiana Department of Education
MET	Measures of Effective Teaching
NBPTS	National Board for Professional Teaching Standards
KEPSHA	Kenya Primary School Heads Association
KESHA	Kenya Secondary Schools Heads Association
KTCPA	Kenya Teachers' Training Colleges Principals Association
MOE	Ministry of Education
OECD	Organisation for Economic Co-operation and Development
PCU	Project Coordination Unit
PDO	Project Development Objectives
POYA	Principal of the Year Award
PRIEDE	Primary Education Development Project
QTS	Qualified Teacher Status
SADTU	South Africa Development Teachers Union
SCOOP	Sustainable Cooperation

SIP	School Improvement Plan
SNE	Special Needs Education
SSHAK	Special Schools Heads Association of Kenya
SCD	Sub- County Director
TAD	Teachers Appraisal and Development
TEPIK	Teachers Performance Integrity Project in Kenya
TOYA	Teacher of the Year Award
ToR	Terms of Reference
TPAD	Teacher Performance Appraisal and Development
TSC	Teachers Service Commission
TTC	Teacher Training Colleges
UNES	University of Nairobi Enterprises and Services Limited
UNICEF	United Nations Children's Fund
US	United States
USA	United States of America
VAM	Value Added Model
WB	World Bank

## DEFINITION OF KEY TERMS

**Appraisee** is one being evaluated in the TPAD process

**Appraiser** is one carrying out teacher evaluation in the TPAD process

**Appraisal Target Setting Meeting** is the session where appraisee and appraiser share an understanding and agree on calendar of activities, performance targets and how they will be achieved

**Instructional Supervision** is an ongoing process of observing and providing feedback by the appraiser to appraisee based on set strategic objectives, priorities and targets in teaching /learning process in order to enhance learning outcomes and practices in schools

**NON-SIP schools** are those government public primary schools that are not under SIP PRIEDE project funding.

**Performance Management Practices** are ongoing processes and activities through which an organization (TSC/schools) aligns resources, systems and teachers in accomplishing the strategic goals, objectives, and priorities. It involves consistent provision of feedback for professional development and growth of teachers leading into improved teacher performance and student learning outcomes.

**Promote Feedback** is allowing consistent flow of information in TPAD process and implementation communication loop.

**SIP** is an acronym for School Improvement Plan. School Improvement Plan came as a result of the Government of Kenya being in partnership with the Global Partnership for Education (GPE) while implementing the Kenya Primary Education Development (PRIEDE) Project, an intervention meant to support Boards of Management and other stakeholders in public primary schools countrywide to strengthen management and accountability. The PRIEDE project selected and provided funding to 4000 targeted pilot-primary (based on poor performance - whose KCPE mean was below 243 in 2012 & 2013) to develop School Improvement Plans (SIPs); and also provided resources to

them to implement priorities, supported the school management to improve school, teacher performance and enhance student learning outcomes.

**SIP schools** refer to all pilot schools targeted and funded through the PRIEDE project.

**Teacher Accountability** refers to teacher initiative, commitment and responsibility to accept, own and take responsibility over accomplishment of set targets and student learning practices

**Teacher Appraisal** refers to the formal procedures put in place to periodically assess the teaching capacities, competencies and performance of teachers in order to make a judgement and/or provide feedback with an aim of improving teachers' own practice for further professional development and enhancement of learning outcomes.

**Teacher Competencies** refers to skills, knowledge, values, attitudes and experiences that enable the teacher to maximize student learning; and perform the assigned tasks in the subject area and school with excellence.

**Teacher Evaluation** refers to a systematic procedure or process of reviewing the performance of a teacher in a classroom and analyzing the review to provide constructive feedback for the teacher's professional growth and improved student outcomes.

**Teacher Performance Appraisal** refers to the evaluation and review of individual teacher's competencies in order to make a value judgement about his/her performance.

**Teacher Performance Appraisal Development (TPAD) Evaluation** is a study commissioned by Teachers' Service Commission to assess effectiveness of teacher performance appraisal and development process in schools. It included collecting and gathering data on teacher performance and appraisal process in order to determine its impact on learning in schools.

**TPAD Key Stakeholder** refers to key players in the implementation of TPAD in schools. These stakeholders include the TSC Quality Assurance personnel, Ministry of

Education PRIEDE project team, TSC County Director, TSC sub county director, Curriculum Support Officer, Heads of Institutions, Appraisers and Appraisees

**Performance feed-back** is an interactive process between a worker and a supervisor where information is exchanged relating to the target performance and the performance exhibited



## CHAPTER ONE: INTRODUCTION

### 1.1. Introduction

This chapter provides an understanding into the TPAD implementation and evaluation. The chapter discusses the background to TPAD evaluation, purpose and objectives of the evaluation; scope of evaluation as per the TOR, significance of evaluation; evaluation criteria and core questions.

### 1.2. Background to TPAD Evaluation

Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual's performance in accordance with an organisation's strategic goals (Aguinis, 2009). Appraisal may involve formative aspects that focus on developing performance, such as career development, professional learning and feedback. Performance appraisal is an official management system that facilitates the evaluation of individual's discharge of assigned duties within an organization in order to gain human capital advantage (Daoanis, 2012). It involves a process of creating work standards, evaluating employees' performance in relation to the work standards, and giving feedback on the performance with the aim of improving on areas of weaknesses (Yee and Chen, 2009). In the education sphere, a performance appraisal has served to evaluate teachers' current and past performance against certain set standards (Dessler, 2000). Among the aspects that it evaluates include the teacher work output, knowledge, skills, character, and individual contribution to a learning institution (Yee and Chen 2009). Teacher appraisal refers to the evaluation of individual teachers to make a judgement about their performance. Globally, teacher appraisal has two major purposes. First, it seeks to improve teachers' own practices by identifying strengths and weaknesses for further professional development – the improvement function. Second, it aims to ensure that teachers perform at their best to enhance student learning – the accountability function.

Teacher appraisal in the Czech Republic is part of the school's performance management process and has traditionally been used with a summative purpose. It aims to check teachers' performance and can be used to determine the career and salary levels of teachers. It is the responsibility of school principals to make decisions regarding teacher's career progression and pay levels (Eurydice, 2010).

Wherever there are Teacher Performance Appraisals and Development (TPAD), it is of great significance to evaluate TPAD system and process to establish its impact on the teachers; and review the process in line with the changing trends that are impacting on the TPAD stakeholders. Data from OECD 2013 Teaching and Learning International Survey indicates that monitoring and appraising teachers is central to improving schools and learning environments. If well designed, teacher appraisal and feedback systems can be used as a tool to increase teacher effectiveness and achieve better

student learning outcomes. Appraisal can help to increase the focus on teaching and teachers' professional learning. Teachers need feedback on their performance to help them identify how to improve their teaching practice and, with the support of effective school leadership, to develop schools as professional learning communities. Appraisal and feedback systems can also help to build better school organisation by allowing teachers to progress in their career and to take on new roles and responsibilities based on a solid evaluation of their performance. When used effectively, appraisal can positively influence teachers' attitudes, motivation and classroom practices and, through this, help to improve students' learning outcomes (OECD, 2013).

Teacher performance appraisal was introduced in Kenya as a quality assurance measure to improve the standards and quality of education. It is the desire of every Government in the world to provide an inclusive and equitable quality education and promote life-long learning opportunities for all learners strengthened by the supply of qualified professional teachers through teacher training as set out in Sustainable Development Goal NO. 4. However, there have been challenges such as teacher absenteeism that have compromised the quality of teaching in the education sector (Bruns et al. 2011). Data from the Ministry of Education Baseline Survey Report (2019) in Kenya, revealed teacher absenteeism rate at 30.2% in the targeted primary schools. The highest absenteeism rate was at 21.2% for periods of 2 days and below while 6.5% of the teachers were absent for 3-5 days. These rates were higher than the documented national average of 20.0% (GMR, 2015; APHRC, 2015). While these rates were relatively low, it remained high enough to impede learning and lower performance outcome rates.

Teachers Appraisal and Development (TAD) was introduced in 2013 in Kenya as a pilot study in six counties under the Teacher Performance and Integrity Project in Kenya (TePIK). Based on the findings of this pilot, the Teachers Service Commission rolled out Teacher Performance Appraisal and Development (TPAD) in 2016, in all primary and secondary schools targeting over 300,000 teachers; and has been monitoring TPAD implementation in all counties-country wide. Since 2016, the Commission uses TPAD system as a tool to monitor the conduct and performance of teachers; measures their quality and effectiveness with the aim to improve learning outcomes. For the last four years, teachers in all public schools including those under the PRIEDE Project (the 4,000 schools supported by School Improvement Programme-SIP) have been implementing the teaching standards prescribed in the Teacher Performance Appraisal and Development tool. Between 2016 -2019 the Commission was using the first version of the TPAD system as a tool to measure the quality and effectiveness of teachers using the seven (7) teaching standards as follows:

- a. Professional knowledge and application;

- b. Time management;
- c. Innovation and creativity in teaching;
- d. Learner protection, safety, discipline and teacher conduct;
- e. Promotion of co-curricular activities;
- f. Professional development; and
- g. Collaboration with parents/ guardians and stakeholders.

The Global Partnership for Education (GPE) intervention, PRIEDE project, has greatly assisted the Commission in the TPAD implementation process through the funding of monitoring exercise of TPAD uptake at the institutional and county levels; facilitating the field officers to undertake instructional supervision and conducting lesson observations in a more regular and consistent manner. The project has also funded various capacity building trainings for the TPAD implementers such as county directors, sub county directors, curriculum support officers, school Boards of Management, head teachers and teachers. Further, TPAD technical team have been trained on project management and facilitated with office equipment and a variety of Information Education and Communication (IEC) materials developed and disseminated. During the PRIEDE project period, TSC has been implementing these activities as per approved budgets and work plans. Some of these activities have been accomplished while others are on-going. The pace of implementation is also dependant on the flow of funds disbursed from the National Treasury through the Ministry of Education.

Therefore, TSC wishes to carry out an evaluation of TPAD processes with a view to evaluate the TPAD process and generate good practices, lessons learnt and areas for improvement; and also establish the effectiveness of TPAD.

### **1.3. The Goal of TPAD**

The ultimate goal of TPAD is to improve quality of education through improved teacher competencies and accountability

### **1.4. The Purpose of TPAD**

The purpose of the performance appraisal is 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

### **1.5. The Specific Objectives of TPAD**

The specific objectives of TPAD as a performance management tool by the TSC include:

- a. To provide quality education to learners in all public institutions;

- b. To give teachers opportunity to improve on their performance competencies;
- c. To analyse teachers' performance gaps and provide support for professional development;
- d. To maintain cumulative records of teaching and learning performance for decision making;
- e. To provide for fair, effective and consistent teacher evaluation and
- f. To protect the rights and safety of learners.

### **1.6. Statement of the Problem**

The Government of Kenya in collaboration with the World Bank (WB) is focused to improving the quality of education in the country. However, there have been challenges such as teachers' absenteeism that have compromised the quality of teaching in the education sector (Bruns et al. 2011). This has paved way for the introduction of various quality assurance measures like teacher performance appraisals so as to improve the standards and quality of education. The Teachers Service Commission rolled out Teacher Performance Appraisal and Development (TPAD) in all primary and secondary schools' country wide in 2016, targeting over 300,000 teachers and has been monitoring TPAD implementation in all counties since rollout in 2016. TPAD process has been in implementation for the last four years. During this period, TSC has been implementing these TPAD activities as per approved budgets and work plans. Some of these activities have been accomplished while others are ongoing. The pace of the implementation is also dependent on the flow of funds disbursed for the TPAD process. Hence, the need to conduct an evaluation of TPAD processes to establish its effectiveness, generate the good practices, lessons learnt and areas for improvement. Data generated from the findings will inform teacher appraisal and evaluation policy; and TPAD online system adjustments for better teaching and learning practices.

### **1.7. The objectives TPAD Evaluation**

The evaluation study was guided by the following objectives:

- i. Identify the best performance management practices among the teachers and learning institutions which have adopted TPAD processes.
- ii. Assess how TPAD has provided opportunities for teachers to identify their strengths and areas for further development;
- iii. Assess how TPAD has improved teacher competencies and accountability.
- iv. Identify lessons learnt during the TPAD implementation by indicating what worked and what did not work well; and determining opportunities for improvement
- v. Establish the extent to which the seven (7) TPAD teaching standards have

influenced teaching and learning process; and

- vi. Establish the extent to which TPAD process has promoted feedback between instructional supervision and teachers.

### 1.8. TPAD Evaluation Questions

- i. What are the best performance management practices that teachers and learning institutions adopted from TPAD processes?
- ii. How has TPAD provided opportunities for teachers to identify their strengths and areas for further development?
- iii. In which ways has TPAD improved teacher competencies and accountability?
- iv. What lessons can be derived from the TPAD implementation process; taking into consideration what worked and what did not work; and how can these lessons determine opportunities for improvement?
- v. To what extent has TPAD process promoted feedback between instructional supervision and teachers?

### 1.9. Key Evaluation Criteria and Core Questions

The evaluation approach was holistic, participatory, collaborative and consultative with the client and all relevant stakeholders. This approach was anchored on the following criteria and core evaluation questions drawn from the objectives of the TPAD evaluation study:

- i. **Relevance-** The extent to which the goal, purpose and objectives of the TPAD program were consistent with the needs and priorities of the relevant stakeholders especially teachers in the sector
- ii. **Efficiency-** How resources/inputs (funds, expertise, time and infrastructure.) have been converted to results
- iii. **Effectiveness-** The extent to which the goal and purpose of TPAD has been achieved.
- iv. **Sustainability-** Assess the likelihood of TPAD program achievements continuity.
- v. **Impact** of the TPAD program over the period under evaluation

Impact assessment is a part of the broader TPAD evaluation exercise since impact assessment focuses on the effects of the TPAD intervention that is within the broader TPAD evaluation that covers a wider range of aspects on TPAD process such as the appropriateness of the intervention tool, effectiveness, relevance and efficiency of the intervention, its intended effects and how to use the experience from this intervention to improve TPAD appraisal intervention in future.

In light of the above context the evaluation criteria, definitions and core evaluation questions are outlined as follows:

**Table 1.1: TPAD Evaluation Criteria, Definitions and Core Evaluation Questions**

<b>TPAD EVALUATION CRITERIA, DEFINITIONS AND CORE QUESTIONS</b>			
<b>#</b>	<b>Criteria</b>	<b>Definitions</b>	<b>Core Evaluation Questions</b>
1	Relevance (Program goals, purpose and objectives)	Teacher accountability and competency levels	How has TPAD improved teacher competencies and accountability in educational institutions in Kenya?
2	Effectiveness	The extent to which TPAD is contributing towards quality education through providing opportunities for teachers to identify their strengths and areas of improvement	In which ways has implementation of TPAD provided opportunities for teachers to identify their strengths and areas for further professional development?
3	Efficiency	Best performance management practices adopted from TPAD processes Effective promotion of feedback between instructional supervision and teachers	What are the best performance management practices that teachers and learning institutions adopted from TPAD processes?  To what extent has TPAD process promoted feedback between instructional supervision and teachers?
4	Sustainability	Measuring whether the benefits of TPAD are likely to continue and be integrated into the teaching learning processes	What lessons can be derived from the TPAD implementation process; taking into consideration what worked and what did not work; and how can these lessons determine opportunities for improvement?
5	Impact	The changes produced by TPAD, directly or indirectly, intended or unintended.	What has really worked and what has not worked as far as the purpose and objectives of TPAD are concerned?

### **1.10. Justification of the Evaluation study**

The findings of this evaluation are to assist the Commission to establish the effectiveness of TPAD by identifying the strengths, weaknesses and opportunities for improvement. Thus, the justification of this study is based on:

- i. Identification of the best performance management practices among the teachers and learning institutions which have adopted TPAD process;
- ii. Assessing how TPAD has provided opportunities for teachers to identify their strengths and areas for further development;
- iii. Assessing how TPAD has improved teacher competencies and accountability;
- iv. Indicating what worked and what did not work well and determining the opportunities for improvement;
- v. Establishing the extent to which the seven (7) TPAD teaching standards have influenced teaching and learning process; and
- vi. Establishing the extent to which TPAD process has promoted feedback between instructional supervision and teachers.

The recommendations out of synthesized findings may enable the Commission to put in place a more effective teacher appraisal system which is central to improving teacher quality. It may also provide the means of identifying and recognising best practices by teachers and institutions which can be replicated. In addition, lesson learnt would inform education evaluation and assessment framework and teacher evaluation policy. These findings have also brought out best performance management practices, areas of teacher professional improvement and recommended the interventions required. The TSC may use appraisal data from the schools to guide the development of enhanced teacher professional standards that can be linked to the scheme of service to provide a career ladder for the teaching profession in the future. This may contribute to the improvement of the existing TPAD tools and system.

### **1.11. Delimitation of Evaluation Study**

The scope of the evaluation was guided by the Terms of Reference (ToR), and the purpose and objectives of the TPAD evaluation study. These included, among others;

- a. conducting a desk review of documents/ and reports that informed the TPAD implementation process
- b. visiting sampled schools and conducting relevant stakeholder interviews and field evaluation data collection process

To assess the effectiveness of TPAD process, identify the best performance management practice, assess teacher competency and accountability; draw lessons learnt based on what worked and what has not worked; it was significant to assess the appropriateness



of the tool used in TPAD process. Thus, appropriateness of TPAD online system (1.0 and 2.0) tool and content was assessed.

### 1.12. Scope of the Evaluation Study

TPAD evaluation was conducted in all the 47 counties which were divided into ten regions for effective data collection process. These regions include: Nairobi, Coast, Lower Eastern, Upper Eastern, South Rift, North Rift, Western, Nyanza, Central and North Eastern. Each region was managed by a supervisor during the data collection.

**Table 1.2: Regions and Counties covered During Evaluation**

Region	Counties
Nairobi	Nairobi
Coast	Mombasa, Kwale, Taita Taveta, Kilifi, Lamu and Tana River
Lower Eastern	Machakos, Kitui and Makueni
Upper Eastern	Meru, Embu, Tharaka-Nithi and Isiolo
South Rift	Nakuru, Kajiado, Kericho, Narok and Bomet
North Rift	Baringo, Turkana, Samburu, West Pokot, Laikipia, Uasin Gishu, Elgeyo-Marakwet, Trans Nzoia and Nandi
Western	Kakamega, Busia, Vihiga and Bungoma
Nyanza	Kisumu, Nyamira, Siaya, Migori, Homa Bay and Kisii
Central	Nyeri, Nyandarua, Kirinyaga, Murang'a and Kiambu
North Eastern	Garissa, Mandera, Wajir and Marsabit

The evaluation targeted key TPAD stakeholders in all public primary schools, secondary schools, primary and diploma teacher training colleges and special needs institutions in the 47 counties in Kenya. The key TPAD stakeholders included TSC Directorate of Quality Assurance, MoE PRIEDE project team, TSC county directors, TSC sub county directors, curriculum support officers, heads of institutions, boards of management, appraisers, and appraisees. The targeted population at institutional level is indicated in table 1.3 below:

**Table 1.3 Target Population at the Institutional level**

#	Category	Total Population
1	Teacher Training Colleges	32
2	Secondary Schools (Regular)	8,905
3	Secondary Schools (SNE)	2
4	Primary Schools (Regular)	2,2694
5	Primary Schools (SNE)	237
<b>Total</b>		<b>31,870</b>



The data collection process took place from Monday, 22<sup>nd</sup> February 2021 to Friday 5<sup>th</sup> March 2021.

### **1.13. Limitations of the Evaluation Study**

TSC rolled out TPAD in all public primary and secondary schools targeting over 300,000 teachers and has been monitoring TPAD implementation in all the 47 counties. Among these teachers, there are those under the PRIEDE Project (the 4,000-school supported by School Improvement Programme-SIP sponsored by World Bank). The size and nature of the targeted population to presents inherent challenges in terms of coverage during the evaluation. Thus, the sampling techniques applied targeted a representation of a SIP and Non-SIP schools, secondary schools, special school and a teacher training college from the target institutional and respondent population in each county.

In almost all regions county TSC directors lead in filling the TPAD evaluation questionnaires, while the head of institutions lead the respondents within the sampled institutions. It was also helpful that most of the respondents were aware of the TPAD process so they were comfortable with the contents of the questionnaires.

However, the TPAD evaluation process coincided with many other TSC and MOE educational programs in schools; and which involved teachers (CBC capacity building workshops) who were key unit of analysis for TPAD evaluation. In some counties there were simultaneous TSC activities such as training of teachers on TPAD and TSC promotion interviews which occasioned delayed responses or lack of respondents. This was reported in Western, Central, Upper Eastern, Nyanza and Lower Eastern regions.

In some parts of Central region, especially Nyandarua and North Rift- Nandi, rainfall interrupted fieldwork activities especially in the afternoon sessions. In the North Rift, Upper and North Eastern regions (Elgeyo Marakwet, Garissa, Marsabit, Wajir, Isiolo and Mandera Counties), insecurity was reported as a major threat. For instance, there were tribal skirmishes between the Meru and Borana which disrupted a work day in Isiolo because on the scheduled day, the TSC County Directors offices were closed. Between Marsabit and Moyale road the environment was a bit hostile; while between Garissa and Mandera there were increased insecurity concerns due to warring communities. The evaluation research team, Consultancy Firm management, technical team, regional co-ordinators and research assistants; (in few cases and only where necessary, in consultation with TSC Quality assurance coordination team) made several repeat visits counties and reached out to the affected TPAD stakeholders to administer evaluation tools and conduct interviews for the TPAD evaluation.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1. Introduction

This chapter analyses existing literature and studies on teacher performance appraisal and development. The chapter presents literature on global overview on TPAD; contextualizing TPAD in Kenya; teacher performance appraisal methods; performance management practices adopted from TPAD processes; TPAD provision of opportunities on identification of teacher strengths, TPAD promotion of instructional supervision; TPAD evaluation theoretical model, TPAD conceptual framework and TPAD evaluation framework. Literature reviewed included extensive and in-depth review of secondary data, studies undertaken and policy documents to understand the existing practices, institutional and legal framework for the implementation of TPAD. Data gathered from this desk analysis research informed designing and appropriate formulation of TPAD evaluation tools; and the comparative synthesis of the findings, recommendations and conclusions of TPAD evaluation reporting.

For appropriate understanding of TPAD implementation process and evaluation, in depth desk literature review was conducted in the enlisted documents in table 2.1; and other related documents;

**Table 2.1 Documents studied in desk literature review for TPAD Evaluation**

#	Legal Framework Document
1	Teacher Service Commission Act 2012
2	Teacher Service Commission Strategic Plan 2019-2023
3	Teacher Service Commission Code of Regulations for Teachers 2015
4	Code of Conduct and Ethics for Teachers 2015
5	Categories of various stakeholders and their role in TPAD as provided by TSC officials
6	TPAD Tools for Teachers, Heads of Primary & Secondary Schools, Head of Post-Secondary Institutions and Special Schools
7	Checklist of Professional Documents Maintained by Teachers
8	Checklist of Professional Documents Maintained by Heads of Institutions
9	Lesson Observation Form TPAD Teacher Lesson Attendance Register TPAD Lesson Recovery Schedules
10	TPAD Operational Manual (2016)
11	TPAD Teaching Standards Handbook (2019)
12	TPAD Online (2.0) Operational Manual (2019)
13	TPAD Operational Manual (2019)
14	TPAD Calendar of activities at the institutional level

#	Legal Framework Document
15	Internal TPAD monitoring reports by TSC Quality Assurance
16	PRIEDE Project Appraisal Document (2015)
17	<ul style="list-style-type: none"> <li>• Kenya National Education Frameworks - Kenya Vision 2030, The Constitution of Kenya 2010, Education Act 2013, Kenya</li> <li>• Global Education Frameworks – Sustainable, Development Goal</li> <li>• Global Teacher Evaluation and Accountability frameworks – OECD surveys on Teacher Evaluation, Teacher evaluation models</li> <li>• Global - Country teacher evaluation frameworks</li> </ul>

## 2.2. Global Overview on Teacher Performance Appraisal and Professional Development

An overview on global perspectives and understanding of TPAD processes and practices is significant in examining and adopting the best practices, lessons learnt and areas of improvement on evaluation of TPAD process across various countries around the globe. This comparative analysis is key in sharing TPAD best practices with implementation of TPAD in Kenya.

Teacher appraisal is a key lever for increasing the focus on teaching quality and hence understanding of the various aspects of successful performance appraisal is essential (OECD, 2013). Teacher Performance appraisal can be defined as the ongoing process used for identifying, measuring and developing an individual teacher's performance following an organization's strategic goals (Elliott, 2015). Moorhead and Griffin, (1992) describe performance appraisal as a process of evaluating work behaviours by measurement and comparison to previously established standards, recording the results, and communicating them back to the employee. It is an acting between a manager and employee. Performance appraisal system can be defined as the process of determining and communicating to an employee how he or she is performing on the job in line with organizational strategic plans.

Teacher Evaluation anchors on teacher performance appraisal and development implementation processes and interventions. The evaluation of a teacher's performance and competence is usually based on teacher practice as defined in professional teaching standards. In its broadest interpretation, teacher evaluation refers to the processes of assessment of a teacher's performance and competence and includes both formative and summative components. Formative evaluation is aimed at the personal growth of a teacher, and is designed to provide a teacher with information that can be used to improve his/her practice by identifying the professional development needs. Summative evaluation is usually undertaken as part of a performance review and focuses on teacher accountability (Centre for Development and Enterprise, 2015).

According to UNICEF Education Think Pieces for Teacher Performance (2018), the performance of teachers – as measured through improved learning of children – will only significantly improve if all aspects affecting that performance are addressed. Performance needs to be actively managed and a cycle of continual improvement of teacher performance should be built into a teacher’s career path. Teacher performance should be a school-based function managed by head teachers or their senior staff. Improving performance should bring with it extra responsibility and accountability, which should be aligned to rewards and incentives available in the teacher’s career pathway. Thus, evaluating TPAD process helps to establish the extent to which teacher performance is managed at school level.

Research has identified effective teachers as the most critical factor in determining student achievement. Countries around the world have focused on teacher evaluation as a process that can be used to both assess and improve teaching quality. It is true that a well-designed performance-based assessment, which assesses on-the-job teaching based on multiple measures of teaching practice and student learning, measures teacher effectiveness. An integrated teacher evaluation model which combines these assessments with productive feedback and professional learning opportunities then increases teacher effectiveness and so will raise student achievement. There are many factors that affect teacher effectiveness: the poor education and training of most teachers, resulting in severe deficits in their subject and pedagogical content knowledge; inadequate teaching and learning conditions in many schools; ineffective professional development; a lack of professionalism; and a lack of effective accountability (Johannesburg: CDE, 2015).

Many performance appraisal systems are weighted heavily toward accountability rather than the growth and development of teachers and their teaching practices (Bartlett, 2000). Many performance appraisal systems have failed to inform teachers about what needs to be improved or supported their development to do so. A study by Weisberg, Sexton, Mulhern and Keeling (2009), *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* reported that of the 15,176 teachers surveyed, 75 per cent believed that nearly all teachers received high ratings (good or great) during the appraisal process and that poor performance rarely led to teacher dismissal. Less than half (43 per cent) believed that performance appraisal practices actually helped teachers to improve and that professional learning was rarely tied to the process (Weisberg et al., 2009). Other teacher-based surveys yielded similar results, with 69 per cent of respondents in one study claiming performance appraisal was ‘just a formality’ (Duffet, Farkas, Rotherham, & Silva, 2008) and in another 63 per cent believing that appraisals were undertaken largely to meet administrative requirements (OECD, 2009)

Effective appraisal focuses on how well teachers are supporting the learning of all students. It provides teachers with support and incentives to continually develop their teaching competencies. When used effectively, appraisal can positively influence teachers' attitudes, motivation and classroom practices and, through this, help to improve students' learning outcomes (OECD, 2013). Countries combine different types of appraisals at different moments of a teacher's career to inform ongoing learning, professional development, and career progression.

Robert (2014) carried out a study to examine the views of administrators on teacher performance appraisal among schools in Ontario, Canada. The study found out that administrators were not extensively trained to carry out the exercise of teacher appraisal. The few who were trained also did not find the exercise useful. Most of the administrators also indicated that teacher performance appraisal has not substantially contributed to effective teacher performance in class.

Kerry (2013) reported that to increase the focus on teaching quality, teacher appraisal can be a key lever. He indicated that understandings of the various aspects of successful performance appraisals are essential and equally highlighting the importance of an enhanced understanding of performance appraisal as a discursive approach to building teaching quality

Countries like Finland, Singapore and Netherlands joined the search and have developed their in-built teacher performance appraisal processes. Teacher evaluation in South Korea incorporates three different elements, each operating independently from one another, and each with a different purpose. Performance management appraisal is used for teacher accountability and feeds into decisions about promotion and career opportunities. Professional development appraisal, which relies on multiple measures (classroom observation by peers and school leaders, as well as student and parent surveys), is used for individual and school-wide teacher professional development. In addition, there is an incentive scheme that is performance-based that reward teachers for achievement of specific deliverables or roles.

In China, Japan and Singapore, teacher self-appraisal is used as one of the measures of teacher performance. Student results from another measure for teacher evaluation; and commonly used in Singapore and China; and a teacher's contribution to school development and the community, amongst other aspects of performance, is evaluated in China and Japan. Jensen (2011) studied effects of teacher appraisal on effective curriculum implementation among teachers in Australia and discovered that teachers were delaying in fundamental areas of curriculum implementation. The study revealed that student performance had fallen sharply in reading and stagnated in Mathematics. The study further revealed that more effective teachers are the key to producing higher performing students.

According to Larson (1984), one of the major responsibilities of the school administrator is to measure the performance of their staff members. When teachers' performance appraisal takes place, the process involves an assessment of their individual competencies, performance and professional needs by either the principal, the deputy principal or the senior teacher (Nyatera, 2011). The process may also be conceptualized as one of those interventions that lead to professional development through in-service training, and focused on developing the teachers' knowledge, skills and confidence for the sake of better performance to benefit both the teacher and the school (Monyatsi, et al., 2006).

Jensen, (2011) through a research conducted in Australia demonstrates further that the learning systems linked to an effective teacher's appraisal process can improve the effectiveness of a teacher by 20-30% and therefore improving the performance of the students. Teachers themselves find increased job satisfaction assured job security and professional growth and all which have positive impact on their work productivity (OECD, 2010)

According to Mathis and Jackson (1998), many organizations conduct performance appraisal to gather information that will provide clarity of work expectations, improve employee's professional development and effectively link pay with performance. An effective performance appraisal according to them is expected further to provide feedback that will guide a worker to eliminate performance deficiencies.

Teacher performance appraisal and development in the Netherlands is under the jurisdiction of the competent authority of each school. National regulations specify that schools should have regular performance interviews with all staff, including teachers, at least once every four years in primary education and once every three years in secondary education (OECD, 2013). The collective agreements between the employers' organisations and the teaching unions also specify that regular teacher appraisal should take place. As the employing authorities for teachers, school boards are free to establish their own frameworks for teacher appraisal.

Many school boards in the Netherlands delegate the responsibility for personnel matters, including teacher appraisal, to the school leaders. While practice varies across schools, teacher performance reviews and interviews typically take the form of an annual or biannual conversation between the school leader and the individual teacher, in which issues related to teachers' responsibilities, working conditions, career and professional development are discussed. More regular formative observation, feedback and coaching for teachers are typically delegated by the school principal to other members of the school leadership team, department heads or team leaders (Netherlands, OECD 2014).

In 2010 survey in Netherlands conducted among education professionals found that 73% of teachers had participated in performance interviews with their school leader. Key themes addressed in such interviews included observation visits with other teachers, different approaches to keep competencies up to date, participation in coaching, and career and salary development (Bokdam et al., 2011). The Education Professions Act (2006) for Dutch schools includes a description of expected teacher competencies and requires school boards to establish human resource policies for their schools and maintain competency files for each teacher. These files should describe the teacher's competencies and how these competencies will be maintained. The competency files should also help create greater transparency about each teacher's career development and potential, and ensure that all teachers meet minimum competency requirements. When there are indications that a school's quality of educational provision may be at risk, the Inspectorate examines whether the school board has fulfilled this obligation.

The Education Cooperative, a teacher professional organization created in 2011 in the Netherlands, launched a teacher peer review project, which provides a new form of institutionalized feedback for teachers. Based on the idea that teacher peers are best placed to evaluate teaching practice and provide constructive feedback, the peer review project comprises teams of teachers visiting each other's schools and developing tools to observe and evaluate teaching practice. The intention is to use these collegial visitations to observe teaching practice, discuss issues of concern, draw up an observation report and provide professional feedback for improvement. The project is subsidized by the Ministry of Education, Culture and Science (De Bruin et al, 2013).

In the Netherlands - the Dutch Action Plan Teaching 2020 stresses that the involvement of teachers and their representative bodies in designing teacher appraisal approaches and wider teacher policy is essential for ensuring that such policies are effective and make sense for the teaching profession. Such participation recognises teachers' professionalism, the importance of their skills and experience, and the extent of their responsibilities (Hess and West, 2006). If teacher appraisal, and teacher policy is developed in close cooperation with teachers and their professional organisations, teachers are more likely to feel ownership of the appraisal cycle and be open to receiving feedback when being evaluated. There are a range of formal and informal channels for regular school -based teacher appraisal visitations through which the majority of teachers receive appraisal and feedback. The target frequency for such classroom visitations varied from several times a year to once every two years, even though team leaders reported that they often lacked the time to conduct observations systematically for all the teachers in their team or department.

Nevertheless, there are challenges facing TPAD implementation and evaluation in the Netherlands. Most reviewers (team leaders, department heads, and principals) involved

in teacher appraisal have not received any specific training to appraise teachers in relation to the competency requirements, and the requirements provide only limited guidance for appraisal processes. Hence, the point of reference for teacher appraisal tends to be the reviewers' own teaching experience rather than a deep understanding of the level of performance that can be achieved by the most effective teachers in relation to the dimensions set out in the competency requirements. The lack of a common framework of reference for evaluating teaching quality in the Netherlands is likely to weaken the capacity of schools to appraise teachers effectively. There is an expectation in the Netherlands that all teachers go through processes of regular performance appraisal. However, while most teachers seem to benefit from regular appraisal conversations, there are concerns that not all teachers have opportunities to receive appropriate professional feedback and have their competencies recognised. There is also evidence that the use of competency files to monitor teacher competencies has not been widely adopted. Bokdam et al. (2011) found that in 2010 only about 20-30% of teachers were familiar with the new competency regulations and 25% of teachers reported having a competency file. In primary schools, about two-thirds of principals were aware of the competency demands. Many of the stakeholders interviewed by the OECD review team saw the competency files as a mere bureaucratic requirement with little impact on actual practice in schools.

According to Monyatsi Styne and Kamper (2006), stakeholders cannot overemphasize the importance of appraisal in public schools. In their study "teacher perceptions of the effectiveness of teacher appraisal in Botswana" Monyatsi, et. al. (2006) observed that for schools to complete the prescribed syllabus in time there was need to improve on teacher performance appraisal system. The study pointed out that many schools in rural locales had not come up with tools to check curriculum implementation.

### **2.3. Contextualization of Teacher Performance Appraisal process and Evaluation in Kenya**

Review of TPAD legal frameworks revealed that the overall policy goal of TSC is to improve the quality of education and protect the rights of the Kenyan child within a conducive child friendly classroom learning environment as created by the teachers; and that are inclusive of learners who are enabled differently (TSC Strategic Plan 2019-2023, Constitution of Kenya 2010; The Children Act 2001; the Basic Education Act 2013; TPAD Teaching Standard No. 2). The review further revealed that TPAD design, development, implementation and monitoring anchors firmly on section 11 (f) and 35(i) of TSC Act (2012) where the commission is mandated to monitor the conduct and performance of teachers in curriculum implementation at the institutional level.

According to TSC (Kenya) monitoring report (2017) the trend of the percentage of teachers' compliance with appraisal process has been increasing with majority getting appraised each term. Term Two (2) 2017 recorded the highest number of teachers



appraised at 90.94% (all teachers) and 110.12% among teachers in School Improvement Plan (SIP) PRIEDE schools) while term 3 2016 had the lowest with 78.06% 51.18% among all teacher and SIP school teachers respectively. It is worth noting that in the 4,000 SIP primary schools all teachers were appraised and in most of the terms surpassed the targeted number to be appraised. Despite this report, in most countries, teacher evaluation reports indicate that teachers have not been willing to engage in evaluation due to lack of “productive outcomes such as professional skill improvement, responsiveness to change, and accountability to constituencies that must be kept informed” (Wolf, 1971; Shinkfield & Stufflebeam,1995).

The teaching standard No. 4 in TPAD which measures teachers’ attributes, behaviour, performance and adherence has its foundations regulations and policies governing teaching profession as issued by TSC; and the provisions of law as per chapter two Article 10 on National values and governance; and chapter six on leadership and integrity of the constitution of Kenya 2010; section 11 and 12 of Teachers’ Code of Conduct and Ethics (2015) and Code of Regulations for Teachers ; and provision of an inclusive and equitable quality education and promotion of life-long learning opportunities for all learners strengthened by the supply of qualified professional teachers through teacher training as set out in Sustainable Development Goal No. 4.

The Commission (TSC) is mandated to facilitate professional development of teachers and their career progression as stipulated in the provisions of TSC ACT (2012) section 11(e), section 35 (2) (a) and (b); for TPAD Standard No. 3. Further regulation 49 (3) of Code of Regulation for Teachers (CORT) provides for the necessary action to be undertaken by the Commission on teachers who may fail to take out a teaching certificate as provided by the TSC ACT (2012). For the TPAD implementation process in Kenya, section 52 of the Code of Regulations for Teachers (2015) stipulates that, the Commission shall in administering the performance appraisal system require Heads of Institution (HoI) to provide oversight role in the performance appraisal for the teachers in their respective institutions. HoI should use performance appraisal reports for purposes of promotion, deployment and other rewards as may be prescribed from time to time. They also should identify training needs and take corrective measures in cases of unsatisfactory performance; and 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.

Credible teacher performance appraisal, however, requires an effective system of appraisal. According to KESI (2010), a body responsible for the training of school managers in Kenya, among others, an appraisal system should be reliable and consistent such that anyone using the tool is able to come up to the same conclusion on performance of an appraisee based on availed data. It should be capable of differentiating individuals according to their performance, easy to administer,

comprehensive in coverage of all performance areas; relevant to the function of the school and above all acceptable to those whose performance is being assessed in this case the teacher.

All HoIs are expected to read and understand the Teacher Performance Appraisal and Development (TPAD) tool before they undertake the appraisal process. The appraisal tool is completed by all HoIs and information uploaded to the TPAD online system. The HoI keeps the original in the appraisal file and a copy retained at the sub county level for future reference. Every Head of Institution analyses termly evaluations which cumulatively constitutes the annual appraisal report. According to TSC/QAS/TPAD-HPSS/03 every Head of Institution submits an annual staff appraisal report to the TSC County Director through the Sub County Director by 10th January of the subsequent year. The performance in the competency areas forms the basis of the appraisal and development plan. The appraisee and appraiser discuss and agree on the targets and evaluate performance. The content of the appraisal is shared between the appraisee, appraiser and countersigning officer/arbitrator. The appraisal reports for all teachers are tabled before the school Board of Management by the secretary for consideration. The TSC county director analyses the heads of institution appraisal reports and submits the summary to the TSC headquarters. This was actively done in the first set of the seven teaching standards.

The structure of appraisal takes a systematic form. A teacher in a public primary school is appraised by the deputy head of institution and the appraisal report confirmed by the head of institution. A deputy head of institution in a primary educational institution is appraised by the head of institution and the appraisal report confirmed by the curriculum support officer. A head of institution in a primary educational institution is appraised by the curriculum support officer and the appraisal report confirmed by the sub county director. A teacher, tutor or lecturer in a post-primary institution is appraised by the head of department or in his/her absence, the deputy principal and the appraisal report confirmed by the principal. A head of department in a post-primary institution is appraised by the deputy principal and the appraisal report confirmed by the Head of Institution. A deputy principal in a post-primary institution is appraised by the principal and the appraisal report confirmed by an officer assigned by the Sub County Director. A principal in a post primary institution is appraised by the Sub County Director and the appraisal report confirmed by the County Director.

The performance appraisal process follows a specific set pattern to ensure effectiveness. Appraisal Targets Setting Meeting is held before the beginning of each term. During this meeting, the appraisee and appraiser share understanding of what appraisal entails and how it will work; share understanding of the performance competency areas; create an understanding on performance targets and agree on what is expected to meet the targets; set deadlines as per school TPAD Calendar of Activities. There is continuous

observation and assessment in the teacher appraisal process. The sub county directors/curriculum support officers monitor and support the implementation and evaluation of TPAD in all schools in their areas of jurisdiction. In particular, they appraise the head teachers and principals and plan for their development. The heads of institution provide oversight role by continuously monitoring and evaluating the appraisal process and submitting termly to the county director through the sub-county director. Performance appraisal is a continuous interactive process between appraisee and appraiser, in which the appraisee constantly consult and request for/offer support where necessary; ensure the activities calendar is adhered to; ensure that all the required professional records are maintained; plan for termly lesson observations; involve curriculum support officers/ sub county directors to provide professional guidance.

TSC/QAS/TPAD-HPSS/03 states how the appraisal rating meeting takes place. Though the rating is done at the end of the term, the appraisee self-appraisal is done continuously within the term. Both appraisee and appraiser 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 the appraisee and the appraiser discusses observations, assessment and complete the termly appraisal. 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. Areas that require support and development during the following term are identified and a development plan is generated. A report on learners' achievements is discussed with a view to improve learning outcomes. In the case of disagreement between appraisee and appraiser rating an arbitrator is involved to make a final decision.

Throughout the appraisal process, TSC uses the cascade model to ensure effectiveness from the commission headquarters through TSC field officers to teachers (appraisee) at the school level. There is periodic continuous monitoring to ensure effective implementation of the teaching standards.

#### **2.4. Teacher Performance Appraisal Methods**

Lawler (2010) suggests that formulating performance standards and developing targets is a critical requirement in establishing effective appraisal process, but an effective evaluation and measurement of how well the objectives are accomplished is equally important. All performance appraisals consist of a performance measurement system that requires appraisers make decisions based on earlier observations, to measure an individual performance (Landy and Ferr, 1980). The 23 reasons of measuring performance are to obtain information as to whether the target set has been achieved by the designated worker (teacher) and to what extent. According to Armstrong, (2003), it would be useless to set performance standards unless there is an agreed method on

how these can be measured. Guantai (2009) says assessing performance forms the basis of providing feedback to the said organization. On performance appraisal methods in schools, Ling (2005) finds teaching and learning a sophisticated activity that occurs in different forms and contexts. It is therefore better to collect information about teachers' performance from a wide range of measuring tools.

Various schools may apply different methods of teacher appraisal but Darling – Hammond, Wise and Peace (1998) suggests 7 most common ways of carrying out teachers' performance appraisal in schools. These include; classroom assessment, self-assessment, peer review, students test results, competency tests, teachers interview, and students rating. In a study carried out by Jensen (2011) in Australia on better teacher appraisal and feedback, he suggested other best practices to include 360 degree and parents' survey. According to him, 360 – degrees method works on the basis that an effective appraisal process requires feedback from several sources; including the school administrators, senior teachers, effective and, less effective teachers, students and parents within the same cycle. Though external to the school, parents in this case may be a useful source that can be used to broaden the perspective on appraisals, on the reasons that their personal knowledge about their children education can be used to inform teacher appraisals and therefore contribute to teachers' improvement.

Murton et al., (2010) on the other hand have pointed that getting measurement that is agreeable, accurate and not subject to biases is challenging and could be a source of appraisal dissatisfaction among employees including teachers. To deal with these challenges, research done in schools indicate that highly performing system of conducting teachers' performance evaluation uses more than one instrument of data collection and assessment. Jacob and Lefgren (2008) concurs that principals and teachers should select a combination of appraisal instruments to their schools from a range available since together they can obtain an accurate view of the strength and weakness of teachers. Effectiveness of a teacher can be reinforced while individual teacher professional development can be worked on to deal with any weakness.

The mindset of a staff during the performance appraisal has a likelihood of impacting on the engagement between an employee and his or her evaluator (Wendy et al. 2000). A study by Russell and Goode (1988), confirms that there is a positive influence between fulfilments on appraisal process with satisfaction on an appraisal source.

In a research conducted in Portugal by Flores (2010), 35.7% of the teachers said their appraisers appeared not trained to perform their task effectively and thus teachers questioned the credibility of appraisal process. According to Nyatera (2011) when the qualification and work of a performance assessor to provide services or guide those under him/her looks questionable, then the results of the appraisal process is also in doubt. Elverfield (2006) says many authors in HRM agrees that performance evaluators should be trained to observe, collect and analyse information, in order to increase a

performance appraisal system effectiveness. Training makes performance appraisers to understand the appraisal process, use the appraisal tools as required, provide feedback and guide new target setting. Kirkpatrick (1986) concurs that training can eliminate misunderstanding and the inconsistencies in the appraisal process.

In Kenya, Omayo (2010) in a previous research conducted in Borabu district identified the routinely methods used to carry out the teacher's appraisal including; setting of targets 55.2%, written essay 21.05%, individual ranking 10.52% and examining of records of work (7.89%).

## **2.5. Performance Management Practices adopted from TPAD Processes**

The measurement of employees' performance is the backbone of any organization's management. Organizations usually measure employee performance by assessing how much contribution the employee is making towards its growth. Performance appraisal refers to the evaluation of employees, providing them with valuable feedback and creating a positive effect on future performance (Bohlander & Snell, 2010). Performance management focuses on managing the individual and work environment in such a manner that an individual/team can achieve set organizational goals. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, and reviewing results.

According to Yeatman, (1994) an effective performance management process sets the foundation aligning the individual's efforts with the organization's goals, objectives, standards, performance dimensions. By linking individual employee work efforts with the organization's mission and objectives, the employee and the organization understand how that job contributes to productivity in the organization. In addition, focusing attention on setting clear performance expectations (results, actions & behaviours) helps the employee know what needs to be done to be successful on the job.

Several studies have analysed the impact of the voluntary teacher appraisal process proposed by the National Board for Professional Teaching Standards (NBPTS) in the United States because it represents one of the most complex and comprehensive approaches to teacher appraisal and also leads to a formal recognition – the National Board Certification (NBC). Several authors (Bond et al., 2000; Lustick and Sykes, 2006) found that teachers applied in the classroom what they had learned from the appraisal process. Teachers seemed to have also gained new enthusiasm for the profession – regarding how long they plan to stay in teaching – as a result of going through the appraisal process (Vandervoort et al., 2004; Lustick and Sykes, 2006; NBPTS, 2007). Finally, the accomplished teachers who went through the appraisal process were more likely to contribute to school leadership by adopting new roles including mentoring and coaching of other teachers who recognise certified teachers as helpful (Petty, 2002;

Freund et al., 2005). Cohen and Rice (2005) concluded that the NBPTS provides a cost-effective opportunity for professional development through the appraisal process by requiring teachers to create portfolios and reflect about their practices, as well as helping them to focus on strong curricula and accurate assessment of student learning.

According to TSC Corporate Communications Division, 2016, in learning institutions, performance management is a systematic process of improving an institutions' performance by developing individual performance targets and those of teams. This enables heads of institutions and teachers to be involved in improving the success of their schools. Thus, teacher performance management is an ongoing process of communication between the appraiser and appraisee that occurs throughout the year, in support of accomplishing the teaching - learning strategic objectives.

Performance management practices adopted from TPAD process are revealed through behaviour changes acquired by teachers as a result of interacting and implementing TPAD, and as a result impacting on student learning outcomes. During performance appraisal processes, TPAD stakeholders have to engage, manage and oversee the development and achievement of the TPAD based processes. Such processes include target setting and attainment, development and maintenance of professional documents, implementing, assessment and evaluation of teaching standards; and creating and management of classroom learning practices - all geared towards appraisal attainment. All TPAD stakeholders take up management roles of planning expectations and targets, decision making and coordination of resource acquisition, utilization and management, assessment and monitoring procedures; and professional record keeping and maintenance.

## **2.6. Teacher Performance Appraisal Provision of Opportunities for Identification of teacher strengths**

The interactive and participatory nature in TPAD processes plays a significant role in providing opportunities for teachers and their supervisors to identify their professional strengths and areas of improvement in the teaching learning process. TPAD in Kenya begins with target setting meetings, lesson observations, self - assessments and target rating meetings are opportunities for teachers to discover their capacities and competencies and be able to identify gaps.

According to the findings of OECD (2013) survey on teachers' for 21<sup>st</sup> century: Using evaluation to improve teaching, teacher performance appraisal is meant for both teacher and learner improvement. TPAD, thus, provides feedback that aims to help improve teaching practices, largely through professional development. TPAD is usually conducted by the individual school and may not always be regulated nationally. By identifying individual teachers' strengths and weaknesses, teachers and school leaders

can make more informed choices about the specific professional-development activities that best meet teachers' needs in the context of the school's priorities.

Teacher self-assessment during appraisal enables teachers to reflect upon their practice and identify strengths and areas for further development, plan their professional learning, or set career goals. Teacher self-assessment is used in most countries as part of the performance management process and is most commonly used to guide teacher professional development. In OECD (2013) in Israel, teacher self-assessment forms part of the end of the probation process, while in New Zealand it is part of the registration process, and part of the promotion process in Estonia and Israel. Teachers in Turkey reported to the OECD 2013 review team that appraisals did not always provide them with useful feedback to improve their assessment practices.

TPAD evaluation results are only valuable if the results are used, and used effectively. Results can be used for either improvement or accountability purposes. Achieving the right balance, and making the connections between the improvement (formative) and accountability (summative) functions in teacher evaluation is seen as a key challenge. There is need to use the results to enhance teacher professionalism and job motivation. However, implementation of results has been an uphill task that has produced uneven outcomes. Results based on teacher evaluation should make use of an integrated model of teacher evaluation that balances aspects of accountability and professional development. Murphy (2013) advises that schools should separate the teacher appraisal and teacher development observations to allow the observer and teacher to have a free and frank discussion about the teacher's strengths and weaknesses without the concern of it being kept on permanent record.

Teacher appraisal results are used as a basis to inform decisions in relation to poor performance, career progression, promotion, salary increases, and performance-linked pay. OECD 2013 study indicates that the dominant international practice is to address teacher poor performance initially through remedial interventions. Where performance does not improve, progressive sanctions are implemented (Carlo 2012). Underperformance at the end of a probationary period typically results in the teacher not being employed. Researchers stress the importance of creating a continuum of appraisal approaches linked to professional learning and career advancement, starting with appraisals at the end of a probation period, moving to formative and school-based appraisals, and concluding in summative appraisals for accountability purposes. Compulsory in-service training is typically the first sanction for poor performing teachers and usually includes a further process to re-assess performance. Sanctions for poor performance can also impact on contract, career advancement or salary level.

The results of teacher appraisal should be used to give constructive feedback to teachers and linked to formal professional development and job-embedded learning opportunities, including mentoring for teachers needing assistance, coaching, and

knowledge-sharing to improve teaching quality. Effective teacher evaluation requires a productive teaching and learning environment, and a significant investment of human capital, funds and time to agree on a system, establish the necessary structures, build evaluation capacity at all levels of the system, and monitor its implementation.

Hence, this evaluation aimed at establishing how TPAD has provided opportunities for teachers to identify their strengths and areas of improvement.

## **2.7. Teacher Performance Appraisal Promotion of Instructional Feedback**

Performance feedback is an interactive process between a worker and a supervisor where information is exchanged relating to the target performance and the performance exhibited (Indiana University of Human Resource, 2011). The act of performance feedback is the activity of communicating information to an employee about their achievement on task expectations," Hillman et al, (1990). Feedback plays a significant role at work in that it avails data on people about their work performance, and also its quality. It is therefore central to performance management (London, 2003). The importance of feedback in an appraisal process, as well as to the broader management of any institution has been widely recognized, (Bernardin and Beatty, 1984). Feedback is known to direct working behaviour, influence future objectives and, an individual sense of accomplishment as well internal motivation, (Thiry, 2009). In schools, performance appraisal feedback involves providing a teacher with performance data, regarding his or her designated duties and responsibilities after undergoing performance evaluation. Performance feedback is famed for informing the teachers about the extent to which set objectives have been met, how well one has done and the improvement needed. According to Robert (2003), performance feedback gives an opportunity to an appraisee (teacher) to point the challenges related to his or her level of achievement and raise the support that is needed in order to meet expected results. It can therefore catalyse work related behavioural change and significantly impact on the performance of a teacher. Jansen, (2011) observes that, giving meaningful feedback to the teachers is the sure way to uplift teaching and learning standards. He further argues that studies have demonstrated that, the greatest impact on student learning comes when teachers have received meaningful feedback on how to better their classroom work.

Based on OECD (2012), teachers' performance appraisal feedback is critical since it motivates and direct teacher's teaching action within the school. Feedback helps them to learn their level of professional abilities and make appropriate adjustments for improved performance. Billkopt (2009) says people are grateful for information on how to deal with their professional deficiencies, especially when they are provided in a constructive way. According to him, not many administrative actions can derive satisfaction among workers, then positive confirmation of how well a person is performing. To the teachers, this means performance feedback should be provided



consistently to reduce their working deficiencies and reinforce their strengths. According to George and Jones (2004) workers cannot do better unless they are given feedback on the results of their actions.

Apart from the disciplinary process, however, Billkopt (2009) notes that appraisal interviews (feedback session) are probably the most dreaded management activity. Dessler (2008) admits that dealing with an appraisal feedback process is mostly uncomfortable moment between the appraiser and the appraisee since not many people embrace the engagement. In schools, teachers are known to become defensive for especially when their performance weaknesses are noted, instead of accepting feedback as constructive ground of possible improvement. The reactions may be all the same out of the inconsistencies sometimes found in performance appraisals feedback process. A report by OECD in 2009, for example, confirmed that teachers did not receive their feedback quite often even in developed world. In Ireland for example 27%, Portugal 33% and Australia 35% of the teacher interviewed attested to these facts.

## 2.8. Teacher Performance Appraisal and Development Evaluation Theoretical Model

The TPAD evaluation anchors on the CIPP Evaluation Model and the OECD Conceptual Framework on Teacher Evaluation

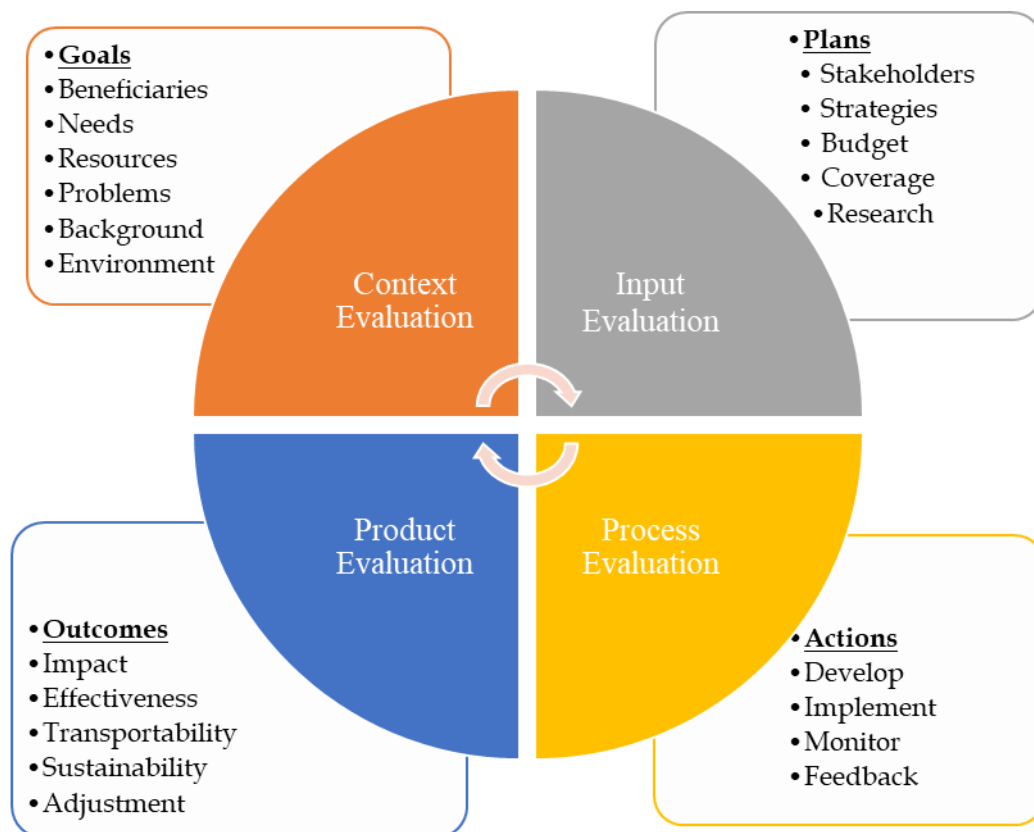
### 2.8.1. The CIPP Evaluation Model

The **CIPP model** was created in the 1960s by Daniel Stufflebeam. **CIPP is an acronym for C- Context, I-Input, P-Process and P-Product.** CIPP is an evaluation model that requires the evaluation of context, input, process and product in judging a programme's / intervention's value. It is a decision-oriented model that systematically collects information about a program to identify strengths and limitations in content or delivery, to improve program effectiveness or plan for the future of a program. It guides the conception, design, implementation, and assessment of service-learning projects, and provide feedback and judgment of the project's effectiveness for continuous improvement. The four components of CIPP evaluation; context, input, process and product; assist a decision-maker to answer four basic questions; what should we do? How should we do it? Are we doing it as planned? Did the programme /intervention work? CIPP allows evaluators to assess the program at different stages, namely: before the program commences by helping evaluators to assess the need and at the end of the program to assess whether or not the program had an effect and impact.

CIPP becomes very applicable theoretical format for evaluating the effectiveness of TPAD implementation process. For this evaluation to be conducted effectively, there was need to analyse existing TPAD purpose, objectives, inputs (teaching standards, teacher competencies, performance, and accountability) and the extent to which each of them is effective in enhancing learning outcomes. CIPP orientation guided the

designing of evaluation questions and data collection tools based on TPAD assignment evaluation objectives. CIPP framework, therefore, guided in systematic collection of data on TPAD process and effectiveness; to identify strengths and limitations in TPAD implementation and system delivery. Data collected is useful in improving TPAD effectiveness or plan for the future of TPAD system intervention and operation The CIPP evaluation model is described in the table below:

**Figure 2.1 The CIPP evaluation model**



**Table 2.2 CIPP-TPAD Evaluation Aspects**

Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation (Long term/Short term outcomes)
<ul style="list-style-type: none"> <li>• TPAD Goal and objectives</li> <li>• Policies Aligned to TPAD</li> <li>• TPAD implementers, Beneficiaries and other related</li> </ul>	<ul style="list-style-type: none"> <li>• Developed TPAD implementation strategies</li> <li>• Stakeholder role categorizations</li> <li>• Budget</li> <li>• infrastructure</li> <li>• Resource's</li> </ul>	<ul style="list-style-type: none"> <li>• TPAD orientation and sensitization workshops</li> <li>• TPAD online</li> </ul>	<ul style="list-style-type: none"> <li>• Impact</li> <li>• Effectiveness</li> <li>• Efficiency</li> <li>• Sustainability</li> <li>• defined Verifiable TPAD evidence of progress reports, plans and others</li> </ul>

Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation (Long term/Short term outcomes)
stakeholders • Appraiser/ Appraise e Needs prioritization • TPAD background situational/ Environmental analysis	prioritization – financial, material and Human; infrastructure • TPAD system tools and Materials developed	filling and reporting on process • Executing the teaching standards • . Teaching – learning and lesson observation assessment • On-going TPAD monitoring and feedback process	skills and values attained • TPAD revisions/adjustments and reviews

### 2.8.2. The OECD Conceptual Framework on Teacher Evaluation

The OECD (2009) framework was shaped by the outcomes of studies on teacher evaluation conducted by OECD (Isoré, 2009) and strengthens the whole process of teacher performance appraisal and professional development. The following is a list of the six interrelated elements proposed by OECD (2009):

**1. “Unit to be Assessed: Who?”**

Investigates whether teachers are the only subject of evaluation or are they evaluated together with students, the school, and the system.

**2. “Capabilities to assess and to use feedback: By Whom?”**

Investigates how the evaluators are chosen, the skills that are needed to be an evaluator, how the evaluators gain the skills to effectively use the results of an evaluation for feedback for stakeholders, and how the results of teacher evaluation are reviewed.

**3. “Aspects assessed: What?”**

Investigates to what extent the evaluation considers aspects related to teaching, including but not limited to, planning, preparation, the classroom environment, instruction, teachers’ contribution to school development, link to surrounding community and professional development activities.

#### 4. “Evaluation ‘technology’: How?”

Investigates the type of data collection instruments, criteria and standards, purposes, knowledge, and skills used within the evaluation.

#### 5. “Purposes: For what?”

Investigates the purpose of teacher evaluation based on how evaluation results are used (with a view to holding agents accountable, to inform policy development, etc.).

#### 6. “Agents involved: With whom?”

Investigates the involvement of other agents (parents, students, teachers (colleagues), school leaders, teacher unions, educational administrators, policy makers) in the development and implementation of teacher evaluation. (OECD, 2009)

### 2.8.3. The TPAD Conceptual Framework

A strong focus on the quality of teachers’ appraisal and assessment practices; and on school-wide policies encourages teachers to continually develop their assessment skills and even identify professional gaps for professional growth and development. TPAD processes provides valuable feedback that not only supports improvements in teaching and learning but also informs teacher evaluation policy and national education assessment and evaluation framework.

Figure 2.1 below provides a conceptual framework that summarises the aspects involved and interconnect with evaluation of TPAD process. The overarching policy objective is to ensure that teacher appraisal contributes to the improvement of student outcomes through improved teaching practices and teacher professional learning. The conceptual framework has four main interrelated aspects:

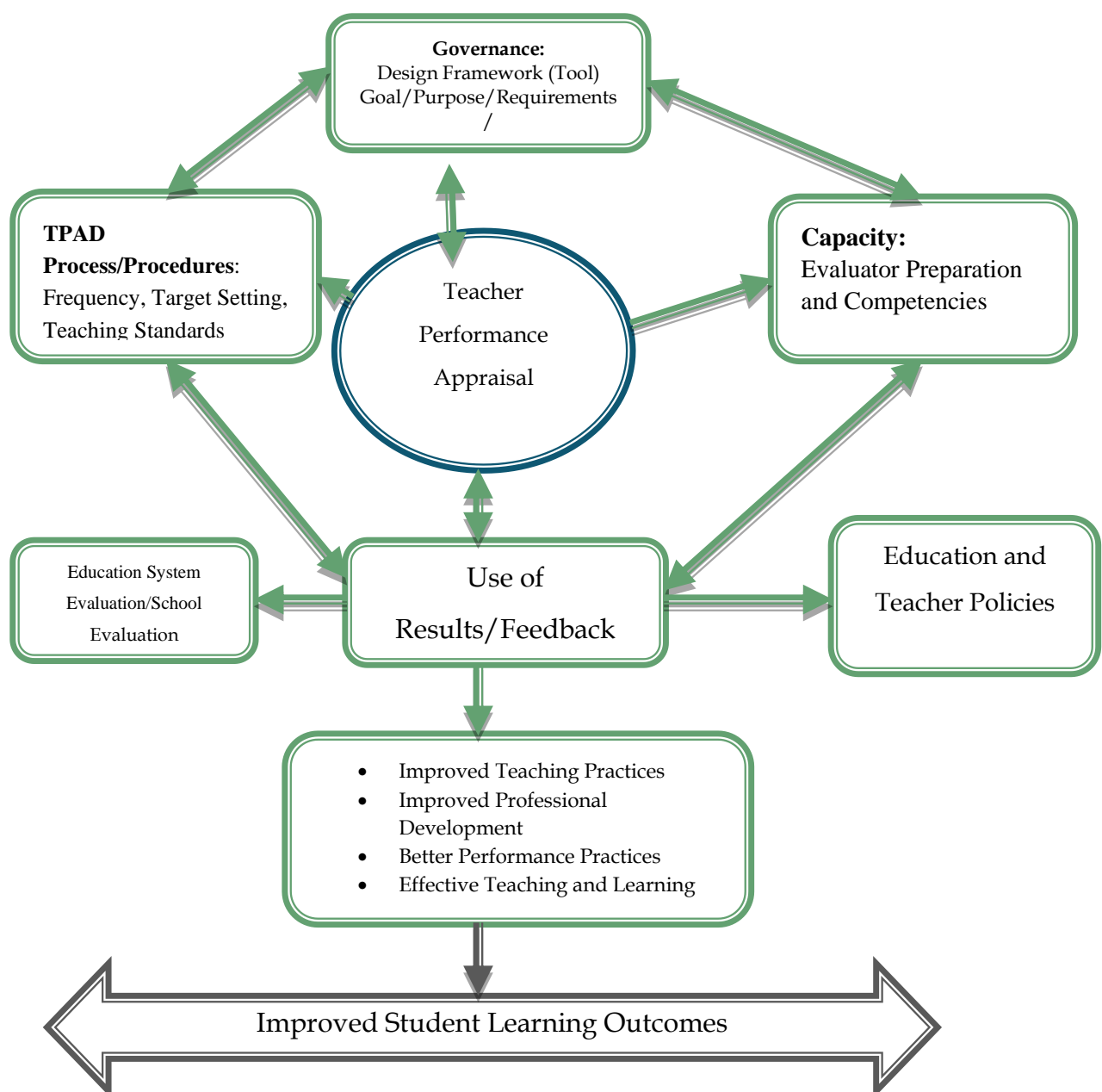
**Governance:** This aspect concerns the overall design and organisation of teacher appraisal. This encompasses the purposes of teacher appraisal and the balance between developmental and accountability functions of the appraisal process. It also includes the setting of appraisal requirements as well as the distribution of responsibilities for the design of teacher appraisal **Procedures:** This aspect refers to the features of teacher appraisal and the ways in which these are combined to create a specific appraisal model. This includes requirements for the frequency of appraisal, the development of reference standards, the definition of appraisal aspects and criteria, and the combination of instruments to gather relevant information.

**Capacity:** This aspect analyses the distribution of responsibilities for the implementation of appraisal as well as the training and support provided to appraise, to be appraised and to use the results of an appraisal. It includes issues such as: the

choice of evaluators and the development of skills to perform the appraisal of a teacher; the enhancement of teachers' skills to benefit from their own appraisal; and the development of central expertise in designing appraisal systems.

**Use of results:** This aspect is concerned with how the teacher appraisal process is followed up and how results are utilised for further decisions or actions. Examples of mechanisms to use appraisal results include performance feedback, professional development plans, career advancement and financial and other rewards.

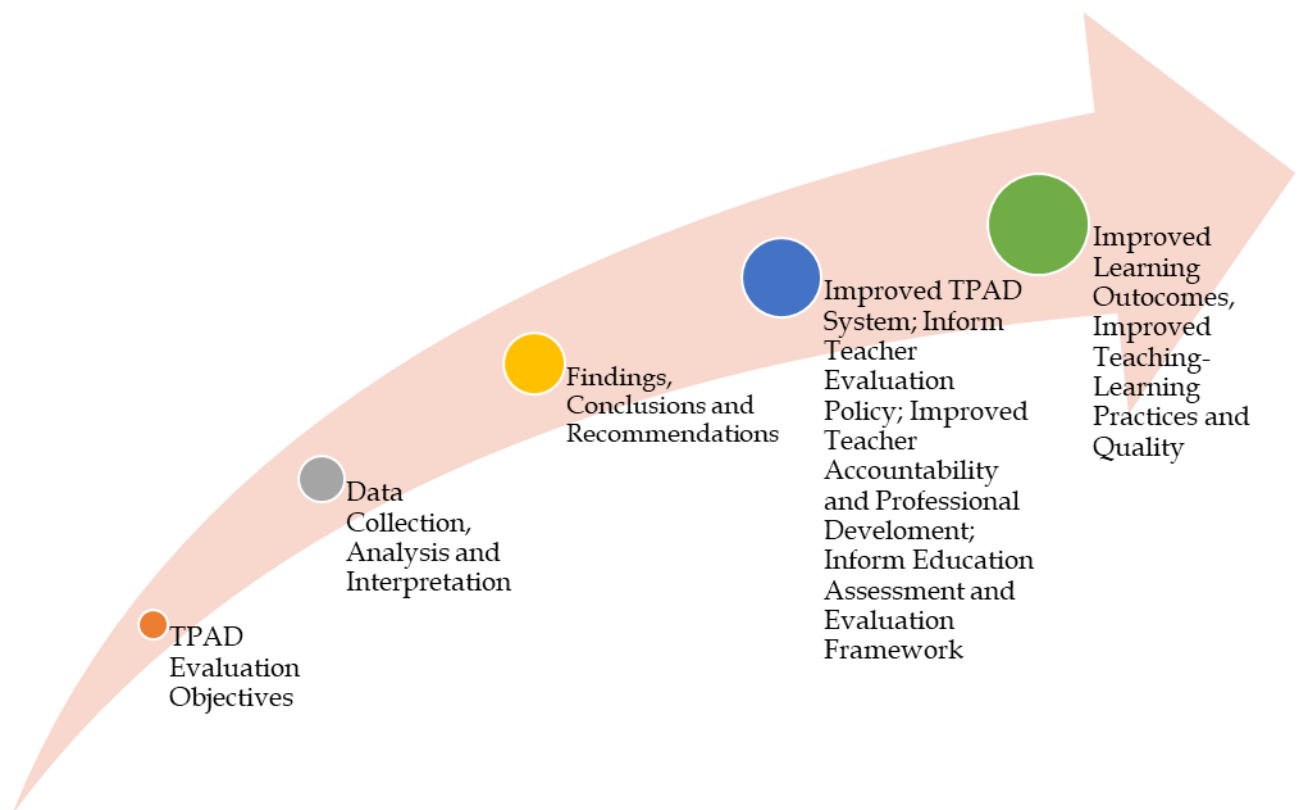
**Figure 2.2: The Conceptual Framework for Teacher Performance Appraisal**



#### 2.8.4. TPAD Evaluation Objective based Conceptual Framework

TPAD evaluation objective based conceptual framework indicates the evaluation processes as per the objectives of TPAD evaluation study. Literature reviewed anchored on the objectives of the study which included; Identification of best performance practices, lessons learnt from TPAD process; promotion of feedback on instructional supervision; creation of opportunities for identification of strengths and areas of improvement; and teacher competency and accountability. It is from these objectives that the evaluation tools were designed, piloted and reviewed for data collection processes. Data analysis, interpretation of findings, conclusions and recommendations were based on the TPAD evaluation objectives. The findings would will be applied in improving TPAD system, inform teacher evaluation policy, adapting best management processes, teacher accountability, competency and professional development; inform national education assessment and evaluation. All these interconnections are aimed at achieving the purpose of TPAD which is to improve student learning outcomes and quality teaching learning practices in schools. This is summarised in figure 2.3 below;

**Figure 2.3: TPAD Evaluation Objective based Framework**



## CHAPTER THREE: EVALUATION DESIGN AND METHODOLOGY

### 3.1. Introduction

This chapter presents the TPAD evaluation design and methodology. It highlights the target population, sampling and sampling procedure, sample size as well as the evaluation tools and pilot study. The evaluation design was drawn from the Content, Context and Process (CCP) interpretative evaluation framework which guided in formulation of evaluation questions on the what, why and how of the TPAD process, thus allowing both qualitative and quantitative data collection processes. Multistage, stratified, purposive and simple random sampling techniques were applied at different appropriate levels of selecting representative sample sizes. The Context - Input- Process - Product (CIPP) model formed the theoretical anchor for the evaluation study.

### 3.2. Evaluation Design

TPAD evaluation study design was adopted from the Content, Context and Process (CCP) interpretative evaluation framework by Pettigrew (1985). The context, content and process of evaluation framework anchors on detailed evaluation factors that address what is being evaluated, why the evaluation is being done, those that influence the evaluation, the timing of the evaluation and how the evaluation is to be carried out. This design is guided by the questions: why is the evaluation being done? What is being evaluated? Who is affecting the evaluation and how? When is the period of evaluation? And how is the evaluation to be carried out?

The use of CCP as an overarching approach to TPAD evaluation allows for questions of what is being measured, by whom and for what purpose, to be asked. The interaction and linking between context, content and process allows for the complicated procedure of evaluation to be explored in multiple ways. This flexibility encourages deeper questions that requires an understanding of why the evaluation is being conducted, who is conducting it, what needs to be measured and for what audience. Recognition of the intended outcomes of the evaluation also require explanation if effectiveness is to be achieved.

Placed within an interpretive paradigm the CCP concepts allow for the recognition of a wide scope of factors that need to be taken into account in an effective evaluation. These factors are interlinked and cannot be considered in isolation. For example, how the evaluation is to be carried out and when, (the process) is closely informed by what is being evaluated (the content). These factors are affected by the different perceptions of the TPAD stakeholders involved (the who), and the reason for the evaluation (the context). Informing the entire evaluation are the internal and external contexts of the TPAD contexts in which the evaluation is being carried out. The organisational, environmental and external context determines the reason for an evaluation and affect



the influences of the TPAD stakeholders and requires the why and who of evaluation to be considered within the context.

### 3.3. Target Population and Sampling Procedures

Teachers Service Commission rolled out Teacher Performance Appraisal and Development (TPAD) targeting over 300,000 teachers in all the public primary and secondary schools in all the 47 counties in Kenya. The 47 counties were clustered into 10 regions namely Nairobi, Coast, Lower Eastern, Upper Eastern, South Rift, North Rift, Western, Nyanza, Central and North Eastern; Among these targeted number of teachers; there were teachers from 4000 SIP schools under the PRIEDE Project. Therefore, the sampling framework for the target population was drawn with consideration to both SIP Project schools and the rest of the schools from the 47 counties. In order to sample the schools, a multistage sampling technique was applied on the units of analysis. Stratified sampling technique was used to categorize schools based on the following criteria:

- i. Public Primary Schools (Regular)
- ii. Public Primary Schools (SNE)
- iii. Public Secondary Schools (Regular)
- iv. Public Secondary Schools (SNE)
- v. Public Primary Teacher Training Colleges

The target population at institutional level was distributed as follows:

**Table 3.1: Target Population at the institutional level**

#	Category	Total Population
1	Teacher Training Colleges	32
2	Secondary Schools (Regular)	8,905
3	Secondary Schools (SNE)	33
4	Primary Schools (Regular)	2,2694
5	Primary Schools (SNE)	237
<b>Total</b>		<b>31,901</b>

### 3.4. Determining the sample size

In determining the total sample size, Krejcie and Morgan (1970) formula was used:

$$\text{Sample size } n = \frac{X^2 NP(1-P)}{e^2(N-1) + X^2P(1-P)}$$



Where:

n= Sample size

$\chi^2$  = Chi-square for the specified confidence level at 1 degree of freedom

N = Population size

P = Population proportion (0.50)

$e^2$  = Desired margin of error (0.05)

**n = 384**

Based on the sample size of 384, the targeted schools for the evaluation were proportionately sampled and distributed across the country as per the table below;

**Table 3.2 Sample Frame**

County	Primary - Regular	Primary - SNE	Sub Total	Primary Sample	Secondary - Regular	Secondary - SNE	Sub Total	Secondary Sample	TTC	Overall Total	Total Sampled
Baringo	697	6	703	8	171	0	171	2	1	875	11
Bomet	659	3	662	8	279	0	279	3	0	941	11
Bungoma	765	12	777	9	359	2	359	4	1	1137	14
Busia	429	15	444	5	155	1	156	2	0	600	7
Elgeyo Marakwet	395	2	397	5	123	0	123	1	1	521	6
Embu	383	2	385	5	193	1	193	2	1	579	7
Garissa	186	2	188	2	33	0	33	0	1	222	3
Homa Bay	870	5	875	11	319	0	319	4	1	1195	14
Isiolo	111	2	113	1	32	0	32	0	0	145	2
Kajiado	429	0	429	5	90	0	90	1	0	519	6
Kakamega	871	18	889	11	408	2	408	5	2	1299	16
Kericho	527	4	531	6	225	3	225	3	1	757	9
Kiambu	452	10	462	6	284	2	284	3	2	748	9
Kilifi	530	7	537	6	156	3	156	2	0	693	8
Kirinyaga	196	2	198	2	148	0	148	2	0	346	4
Kisii	699	4	703	8	355	1	355	4	1	1059	13
Kisumu	607	8	615	7	226	3	226	3	0	841	10
Kitui	1,351	11	1362	16	432	0	432	5	1	1795	22
Kwale	399	5	404	5	92	1	92	1	0	496	6
Laikipia	269	12	281	3	118	0	118	1	0	399	5
Lamu	104	1	105	1	27	0	27	0	0	132	2
Machakos	843	4	847	10	362	1	362	4	1	1210	15
Makueni	893	6	899	11	384	0	384	5	0	1283	15
Mandera	289	0	289	3	57	0	57	1	1	347	4
Marsabit	175	2	177	2	42	0	42	1	0	219	3
Meru	736	5	741	9	382	1	382	5	2	1125	14

County	Primary - Regular	Primary - SNE	Sub Total	Primary Sample	Secondary - Regular	Secondary - SNE	Sub Total	Secondary Sample	TTC	Overall Total	Total Sampled
Migori	615	7	622	7	274	1	274	3	1	897	11
Mombasa	92	7	99	1	46	1	46	1	1	146	2
Murang'a	509	2	511	6	313	1	313	4	1	825	10
Nairobi	211	5	216	3	95	1	95	1	0	311	4
Nakuru	715	5	720	9	343	1	343	4	0	1063	13
Nandi	749	3	752	9	236	1	237	3	1	990	12
Narok	689	3	692	8	150	0	150	2	1	843	10
Nyamira	402	6	408	5	192	0	192	2	1	601	7
Nyandarua	343	4	347	4	168	0	168	2	1	516	6
Nyeri	386	4	390	5	217	1	217	3	2	609	7
Samburu	162	1	163	2	42	0	42	1	0	205	2
Siaya	644	11	655	8	237	2	237	3	2	894	11
Taita Taveta	210	0	210	3	86	0	86	1	0	296	4
Tana River	173	2	175	2	33	0	33	0	0	208	3
Tharaka Nithi	424	4	428	5	150	0	150	2	0	578	7
Trans Nzoia	372	5	377	5	237	0	237	3	0	614	7
Turkana	347	1	348	4	52	0	52	1	0	400	5
Uasin Gishu	484	2	486	6	188	0	188	2	0	674	8
Vihiga	376	11	387	5	156	1	156	2	1	544	7
Wajir	241	2	243	3	48	1	48	1	0	291	4
West Pokot	574	1	575	7	134	1	134	2	1	710	9
<b>Totals</b>	<b>22,694</b>	<b>237</b>	<b>22931</b>	<b>276</b>	<b>8,905</b>	<b>33</b>	<b>8907</b>	<b>107</b>	<b>32</b>	<b>31870</b>	<b>384</b>

For each county the sample size included the following;

- i) One (1) Primary School (SNE) was randomly selected where they were more than 2 SNE schools.
- ii) One (1) Secondary School SNE counties; which were purposively selected
- iii) One (1) Teacher Training College (TTC) was randomly selected where there were more than 2 in a county.
- iv) One SIP school was selected from every county and one regular primary and secondary school respectively from the rest of the schools in the county. The criteria for simple random sampling were based on that school with the highest population of students and teachers according to the county education statistics profile.

- v) The distribution of the regular primary schools was 50% SIP schools and 50% non- SIP schools in public primary schools

For each school visited, the team engaged the head of institution; and either the deputy head of institution or senior teacher or head of department or subject section head (as the appraiser); and one teacher/lecturer/trainer (as the appraisee), and one member of BOM. The Heads of Institution Associations were purposively sampled. As such the number of targeted respondents at the institutional level were  $384 \times 4 = 1,536$ .

Other key respondents sampled for the study included;

- i) 5 members of the Ministry of Education PRIEDE Project Coordination Unit
- ii) 7 senior officers from TSC Head Quarters
- iii) 47 TSC county directors from each of the 47 counties
- iv) 47 TSC sub-county directors (one from the sub-county with highest number of targeted institutions including the SIP schools based on county education statistics)
- v) 47 curriculum support officers (one from the zone with the highest number of schools including the SIP schools based on county education statistics)
- vi) Two Heads of Institution Associations, one KEPSHA and one from KESSHA in the 47 counties.

### **3.5. Evaluation Tools for Data Collection**

TPAD evaluation study involved the use of different data collection tools to obtain a range of quantitative and qualitative information about the outcomes and impact of the intervention. Four types of evaluation tools were designed to complement and triangulate each other. The following are the evaluation tools;

- i) Key Informant interview guide for MOE (PRIEDE Project Coordination Unit)
- ii) Key informant interview guide for TSC Head Quarters
- iii) Structured interview guide for county directors
- iv) Questionnaire for sub-county directors
- v) Questionnaire for curriculum support officers
- vi) Questionnaire for heads of institutions
- vii) Questionnaire for Appraiser – Deputy Head teachers or Heads of Departments or senior teachers or heads of subjects
- viii) Questionnaire for appraisees – teachers/trainer/tutor/lecturer
- ix) Questionnaire for member of BOMs

- x) Questionnaire for Heads of School Associations

### 3.6. Pilot Study

Piloting was conducted in selected schools from four counties on 17<sup>th</sup> February, 2021. The four sampled counties were 10% of the 47 counties implementing TPAD, hence, a representative sample for piloting of evaluation tools for TPAD evaluation. The purpose of the pilot test was to establish the validity and reliability of the evaluation tools as per the objectives of the TPAD evaluation study. Piloting paved way for identification of gaps, ambiguities, duplication, errors, question item flow and other areas of further improvement in the designed evaluation tools before the actual data collection process. The pilot study was also done to determine whether the instructions to the respondents were clear; and whether the objectives of the evaluation study were being appropriately addressed. The schools where piloting was conducted were not included in the main survey. The tools that were piloted included the Questionnaire for head of institution, the Questionnaire for the appraiser and the questionnaire for the appraisee. The respondents targeted were those at the heart of the teacher performance appraisal process, who include, the Head of Institution, the appraiser and the appraiser. Table 3.3 following counties, sub counties, zones and schools were randomly sampled for piloting:

**Table 3.3 Pilot study Sample Frame**

#	County	Sub-County	Zone	Name of School
1	Nairobi	Makadara	Buruburu	St. Annes Girls Secondary School
2	Narok	Narok North	Ilmashariani	St. Mary's Primary School
3	Kajiado	Isinya	Kitengela	Athi River Prison Primary School
4	Machakos	Athi River	Lukenya	Katani D.E.B. Mixed Secondary School

### 3.6.1. General findings on the tools were as follows:

1. Generally, the items in the tools were very clear, well understood by the respondents and the content was relevant and valid to the TPAD implementation process.
2. Whilst the respondents felt that the tools were fairly long, they indicated that no items should be removed from the tools as it may lead to gaps in interconnectedness of aspects of TPAD during the evaluation process.
3. The maximum time taken to administer and complete all the tools per institution was two (2) hours.
4. The research team was well received in the pilot schools, this was attributed to the prior communication by TSC on the TPAD evaluation process.
5. Heads of the Institutions in the pilot schools were generally happy with the TPAD implementation process as they felt it has eased management of schools and improved teacher performance.

**Table 3.4: A summary of the specific findings on the tools from the respondents were as follows:**

#	Tools	Comments	Changes Made
1.	<ul style="list-style-type: none"> <li>• Appraiser tool</li> <li>• Head of Institution tool</li> </ul>	<ul style="list-style-type: none"> <li>• Question on average number of lessons missed</li> <li>• The number of lessons in the table were not indicative of the actual lessons missed by teachers. Respondents indicated that teachers could miss more than 30 lessons in a term</li> </ul>	The question was revised to reflect the following range of lessons missed: Below 10 lessons 10 to 20 lessons 20 to 30 lessons Above 30 lessons
2.	<ul style="list-style-type: none"> <li>• Appraiser tool</li> </ul>	<ul style="list-style-type: none"> <li>• Question on common causes of absenteeism</li> <li>• Respondents felt that domestic violence (item g) is too broad and it may give not give realistic responses.</li> </ul>	The question was revised to domestic issues (marital/family disagreements)
3.	Head of Institution tool	Respondents could not easily understand the word incarceration (item m)	The term Incarceration was simplified to confinement in police cells or prisons

The pilot study established that the content in the tools is valid and relevant for the TPAD evaluation assignment. A brief report on the pilot exercise was prepared shared with TSC for concurrence. Consequently, the consultancy team proceeded revise the evaluation tools which were approved by TSC team. The revised tools were used in

training the regional supervisors and research assistants in readiness for the actual data collection process. The training of assistant researchers took place on 18<sup>th</sup> and 19<sup>th</sup> February 2021. The final tools were printed and issued to the regional supervisors and research assistants in readiness for commencement of data collection which took place from Monday, 22<sup>nd</sup> February 2021 to Friday 5<sup>th</sup> March 2021 as per the agreed TPAD work plan.

### 3.6.2. Reliability of the Evaluation Tools

The reliability of instruments concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Orodho, 2009: 182). The evaluation tools were also tested for reliability where 8 appraisees two from each of the four (4) pilot institutions were involved. The instruments were administered to the 8 respondents and re administered (test retest) after a period of four days. The Pearson Product moment correlation coefficient was used to calculate the reliability of the instrument using the following formula;

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{[(n\sum x^2 - (\sum x)^2) (n\sum y^2 - (\sum y)^2)]}}$$

For all the instruments, the test yielded a correlation coefficient of an average of 0.865. This implies that the instruments were reliable in line with Fraenkel and Wallen, (2006) and Orodho, (2009) who established that a correlation coefficient of above 0.80 is considered to be good for reliability results.

### 3.7. Data Collection Procedures

This section describes data collection preparation and field organization during data collection process.

#### 3.7.1. Data Collection preparation

The evaluation was undertaken in the 47 counties of Kenya. To ensure familiarization, consistency and uniformity in data collection across the country; research assistants and regional coordinators were thoroughly trained through virtual mode for two days on the following:

- Overview on TPAD – Purpose, Objectives, Process, key stakeholder involvement (Head of Institutions, Appraiser, Appraisee, CSOs)
- Guidelines for fieldwork and each of the TPAD evaluation tools.

The evaluation research team was given the morning session of the third day to study, familiarize, internalize and interact with the tools; and the afternoon session was given for brain storming on areas of concern as far as the evaluation tools were concerned. This allowed for deeper conceptualization and understanding of the objectives, the scope and evaluation tools of the study. The evaluation research team was also taken through the route map for the location and scope to enable them to understand the logistical movement and regional context of the

study. To deal with regional logistical challenges during data collection, the consultancy firm recruited research assistants and regional coordinators from its research network in each of the counties; hence the team understood the locale of the study.

### 3.7.2. Field Work Organization

To ensure efficiency and effective oversight during the data collection process; the 47 counties were divided into ten regions namely Nairobi, Coast, Lower Eastern, Upper Eastern, South Rift, North Rift, Western, Nyanza, Central and North Eastern. Each region was made up of several counties and was managed by a supervisor during the data collection and entry process.

**Table 3.5: Regions and Counties Covered**

Region	Counties Covered
<b>Nairobi</b>	Nairobi
<b>Coast</b>	Mombasa, Kwale, Taita Taveta, Kilifi, Lamu and Tana River
<b>Lower Eastern</b>	Machakos, Kitui and Makueni
<b>Upper Eastern</b>	Meru, Embu, Tharaka-Nithi and Isiolo
<b>South Rift</b>	Nakuru, Kajiado, Kericho, Narok and Bomet
<b>North Rift</b>	Baringo, Turkana, Samburu, West Pokot, Laikipia, Uasin Gishu, Elgeyo-Marakwet, Trans Nzoia and Nandi
<b>Western</b>	Kakamega, Busia, Vihiga and Bungoma
<b>Nyanza</b>	Kisumu, Nyamira, Siaya, Migori, Homa Bay and Kisii
<b>Central</b>	Nyeri, Nyandarua, Kirinyaga, Murang'a and Kiambu
<b>North Eastern</b>	Garissa, Mandera, Wajir and Marsabit

Trained research assistants were posted to each of the 10 regions based on the targeted number of institutions in the regions. WhatsApp region forums were created for communication coordination. The firm released a technical team to monitor and oversee the actual data collection process. TSC mobilized the participation of TSC regional coordinators and county directors through to the zonal levels in the TPAD evaluation process; through letters of authorization and introduction granting permission to data collection team to access the institutions for the actual data collection process.

The UNES TPAD evaluation technical team ensured that matters arising on evaluation tools were addressed on time, while UNES administration ensured that the research team was well facilitated logistically to collect data. Where necessary TSC intervened on emerging issues to ensure a smooth data collection process; especially where two or more TSC activities were taking place concurrently in the counties.

### 3.7.3. Actual Data Collection

Data collection took place from Monday, 22<sup>nd</sup> February 2021 to Friday 5<sup>th</sup> March 2021 as per the approved TPAD work plan. Data collection was undertaken based on the



approved sample and data collection plan. The technical team conducted interviews to the sampled PRIEDE Project team at MOE and TSC headquarters while regional supervisors administered questionnaires to TSC County and the sub-county directors; and coordinated the research assistants in administering the questionnaire to the appraisers and appraisees in schools. The research assistants administered the questionnaire to the curriculum support officers at the zonal level as well as heads of institutions at the school level. The point of entry in all counties was the TSC County Director's offices before proceeding to sampled sub counties and zones.

### **3.8. Field Work Challenges**

The data collection process was successfully executed across the counties. However, there were some challenges experienced during field work:

1. Across board the Teacher Training Colleges (TTCs) were out of session and so getting respondents was difficult. Research assistants had to make arrangements for several visitations to interview the key respondents.
2. Insecurity and hostility were major issues in the North Rift, Upper and North Eastern regions (Elgeyo Marakwet, Garissa, Marsabit, Moyale, Wajir, Isiolo and Mandera Counties) tribal clashes between the Meru and Borana which disrupted a work day in Isiolo, because on the scheduled day, the TSC CD offices were closed. Research assistants and regional coordinators had to spend more time coordinating the situation and do several rounds of visitation in order to meet the respondents.
3. There were simultaneous TSC activities such as training of teachers on TPAD and interviews in in Western, Central, Upper Eastern, Nyanza and Lower Eastern regions; which made the key respondents to request that they be left with the questionnaires so that they could fill after their said official duties; and that the questionnaires be collected the following day. In this matter of dropping and picking of the questionnaires, the Research assistants had to seek permission from technical team and UNES project coordination team. Immediate collection of the tools had to done as agreed by respondent to avoid loss of questionnaires.

### **3.9. Data Analysis Procedures**

Data Analysis procedures commenced with the commencement of data collection process. Various techniques were applied at different levels as described in the sections below.

#### **3.9.1. Data Analysis Preparation**

Regional supervisors and research assistants collaboratively did data entry every day in the evening after field work to ensure accuracy and that no information was left behind. The research assistants handed over the hard copies of the questionnaires to their supervisors. The supervisors compared the data in the hard copy questionnaires against the data captured and addressed any discrepancies before the data was finally



transmitted for further review and analysis to data analysis team. During data analysis process the technical team randomly picked questionnaires and compared them with electronic records to verify accuracy and authenticity in the commenced data entry process. The variables in the questionnaires were coded. The codes eventually formed a code book, which contained the names and defined all relevant variables and their coding schemes. There were discrepancy checks where the datasets were verified to ensure accuracy and consistency. Verification of the data was done to establish whether non-valid codes had been entered. Verification was also done manually by checking the data captured against the duly filled questionnaires.

### **3.9.2. Data Analysis Techniques**

The coded data from various sources were triangulated and analysed quantitatively and qualitatively guided by the objectives of the assignment. All the data was harmonised by data analysis team through creating files and data analysed using Statistical Package for Social Sciences (SPSS) Version 20 and MS-Excel automated data analysis tools. The choice of these software was informed by the fact that it renders itself easy to use and has capacity to analyse large datasets. Both descriptive and inferential statistics were used in the analysis. Qualitative analysis adopted Creswell (2009) approach. Qualitative data entry was created based on themes drawn from the objectives of the TPAD evaluation study. Content analysis was used to organise, analyse and interpret the meaning of qualitative data based on themes drawn from the objectives of the TPAD evaluation assignment in relation to TPAD goal, purpose and objective. Qualitative data was drawn from key informant interviews and open-ended questions from various variables in the evaluation tools. The results were presented in percentages using pie charts, figures, graphs and tables.

### **3.9.3. Final Reporting and Presentation**

Using the analysed data, the technical team embarked on the following report writing and submission activities:

- i) Preparation and compiling the draft evaluation report as per the report writing format
- ii) Submission of the compiled draft report to TSC.
- iii) Review of the draft evaluation report based on TSC comments
- iv) Compilation of the final revised draft evaluation report and policy brief
- v) Presentation and stakeholder validation of the final revised draft evaluation report and policy brief
- vi) Revision of the draft evaluation report and policy brief based on the stakeholder validation workshop
- vii) Preparation and submission of the final evaluation report, policy brief and power point presentations

### **3.10. Ethical Considerations for TPAD Evaluation Study**

The consultants gave due considerations to the legal framework governing the conduct of academic research in Kenya. Authorization to conduct the study was obtained from the Teachers Service Commission which wrote to all County Directors informing them of the upcoming study. The evaluators had to have a copy of the introduction and authorization letter to schools. This ensured that the respondents did not mistake the evaluators for TSC officials.

The evaluators took precaution to ensure minimal interference with school programmes. Data collection processes started off by an official visit the TSC County and sub county directors' offices who in turn informed head teachers of the commencement of data collection process. Issues of respondents' confidentiality were observed in the study by not having a place for respondent to fill their name on the evaluation tool. The respondents had an option of consent or not consent by selecting either a NO/YES to participate in the study. Participation in the study was purely voluntary and respondents were be treated with utmost courtesy and respect.

All participants were identified only by means of randomly assigned case numbers on the survey instruments during data analysis. The evaluators ensured transparency and truthfulness with all respondents throughout the study and the assurance that all information related to their personal identities during the research would be kept confidential.

## CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION

### 4.1. Introduction

This chapter deals with data analysis, interpretation and discussion based on the objectives of the TPAD Evaluation Assignment. The chapter also presents the evaluation tool responses based on demographic data and findings on the objectives of TPAD evaluation study. The purpose of TPAD evaluation was to establish the effectiveness of TPAD intervention in schools through assessing TPAD implementation process; generating good practices, lesson learnt and areas for improvement. These evaluation findings will assist the commission to put in place a more effective Teachers Appraisal System which is central in improving teacher quality.

The evaluation study was guided by the following objectives;

- i. Identify the best performance management practices among the teachers and learning institutions which have adopted TPAD processes.
- ii. Assess how TPAD has provided opportunities for teachers to identify their strengths and areas for further development;
- iii. Assess how TPAD has improved teacher competencies and accountability.
- iv. Identify lessons learnt during the TPAD implementation by indicating what worked and what did not work well; and determining opportunities for improvement
- v. Establishing the extent to which the seven (7) TPAD teaching standards have influenced teaching and learning process
- vi. Establishing the extent to which TPAD process has promoted feedback between instructional supervision and teachers

### 4.2. Response rate

The evaluation was undertaken in all the 47 counties of Kenya. There were ten study tools, four of which were administered in institutions. These four were: Appraisee questionnaire, Appraiser questionnaire, Head of Institution questionnaire and Board of Management questionnaire. The highest response rate from these four tools was Appraiser questionnaire (99%) while the lowest was Head of Institution questionnaire that had 96.4% response rate. Other tools used included Curriculum Support Officer Questionnaire, TSC Sub County Director questionnaire, TSC County Director questionnaire and Teacher Association questionnaire. There were interview guides for TSC Head Office and MOE PRIEDE Project Coordination Unit.

The evaluation study targeted 384 institutions out of which 128 (33.3%) were SIP PRIEDE project primary schools, 128 (33.3%) were regular primary schools, 39 (10%) were primary schools (SNE), 47 (12%) were regular secondary schools, 12 (3.1%) were

secondary (SNE) schools, 30 (8.3%) were teacher training colleges. The study also targeted curriculum support officer, sub-county director and county director (1 from each of the 47 counties) and institutional heads association representatives at the county level. At the national level the study targeted officers from the TSC Head Quarters and the PRIEDE project coordination unit at the Ministry of Education.

The response rate for each tool administered is shown in Table 4.1.

**Table 4.1: Response rate**

<b>Tool</b>	<b>Number Expected Respondents</b>	<b>Number Achieved Respondents</b>	<b>Response rate (%)</b>
Appraisee	384	378	98.4
Appraiser	384	380	99.0
Head of Institution	384	370	96.4
BOM	384	378	98.4
Curriculum Support Officer	47	45	95.7
TSC Sub County Director	47	42	89.4
TSC County Director	47	45	95.7
TSC Head Office	7	6	85.7
MOE PRIEDE Project Coordination Unit	5	4	80.0
Teacher Association	94	91	96.8
<b>Total</b>	<b>1,783</b>	<b>1,739</b>	<b>93.6</b>

### 4.3. Regions and Counties Covered for the Evaluation Study

Regions covered for the evaluation process include; Nairobi, Coast, Lower Eastern, Upper Eastern, South Rift, North Rift, Western, Nyanza, Central and North Eastern. Each region which was made up of several counties and was managed by a supervisor during the data collection and entry process. The counties covered are as indicated in table 4.2 below;

**Table 4.2: Regions and Counties covered for Evaluation**

<b>Region</b>	<b>Counties</b>
<b>Nairobi</b>	Nairobi
<b>Coast</b>	Mombasa, Kwale, Taita Taveta, Kilifi, Lamu and Tana River
<b>Lower Eastern</b>	Machakos, Kitui and Makueni
<b>Upper Eastern</b>	Meru, Embu, Tharaka-Nithi and Isiolo
<b>South Rift</b>	Nakuru, Kajiado, Kericho, Narok and Bomet

Region	Counties
North Rift	Baringo, Turkana, Samburu, West Pokot, Laikipia, Uasin Gishu, Elgeyo-Marakwet, Trans Nzoia and Nandi
Western	Kakamega, Busia, Vihiga and Bungoma
Nyanza	Kisumu, Nyamira, Siaya, Migori, Homa Bay and Kisii
Central	Nyeri, Nyandarua, Kirinyaga, Murang'a and Kiambu
North Eastern	Garissa, Mandera, Wajir and Marsabit

#### 4.4. Respondents Demographic Characteristics and TPAD Implementation Process

There is a close link between respondent demographic characteristics and their reactions, attitude and influence on TPAD implementation process. The key respondents for TPAD evaluation included the heads of institutions; and the deputy heads of institutions or senior teachers or heads of departments or heads of subject sections (as the appraiser); and teachers/lecturers/trainers (as the appraisee). TSC Quality Assurance officers (TSC Headquarters), MoE PRIEDE Project coordination team, Curriculum Support Officers, TSC county directors and sub county directors, heads of institutional associations were also respondents in the evaluation study.

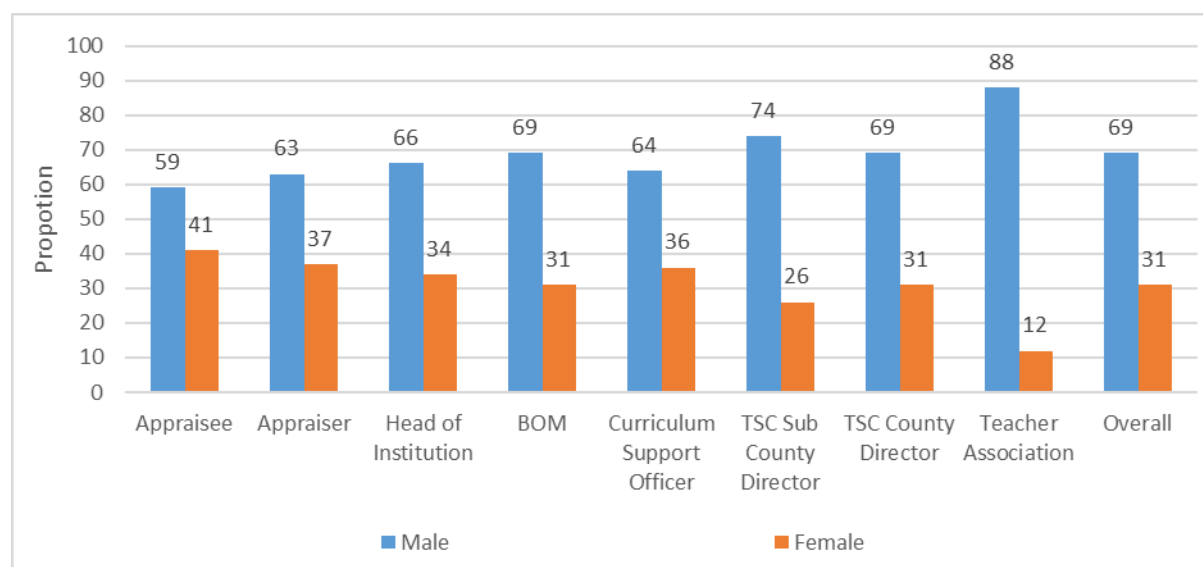
Demographic factors – gender, age, experience and qualifications have a strong link and influence on the level of support needed to implement particular life or organizational strategies and processes. There are varied responses from one person to another based on the variation in these factors. Thus, in a system, being an entity- reactions and interactions based on varied demographic factors may impact on support needed for successful implementation of system processes, as it could be the case with TPAD process.

On demographic factors that affect implementation of TPAD, age, retirement and death were reported as key factors. A total of 45% of the respondents reported that *“teacher age difference affects implementation of various programmes such as TPAD. For instance, teachers who are aged (over 50 years) are more likely to be reluctant to participate in ICT enabled initiatives ...”* infringing on appraisal process. Hence, the need to consider demographic factors of various respondents.

##### 4.4.1. Respondents Gender

Respondents were asked to indicate their gender. This was collated as shown in Figure 4.1. Teacher associations, TSC Sub County Directors, TSC County Directors and BOM had higher percentage of male (88%, 74%, 69%, 69% respectively). Overall, there were more male respondents (69%) as compared to female respondents who formed 31%.

**Figure 4. 1: Gender of Respondents**



N=384

#### 4.4.2. Respondents Age Category

Respondents were asked to tick their age category. This was tabulated as shown in Table 4.3. Majority of the respondents were above 50 years old. These were mainly TSC sub county directors (83.3%), TSC county directors (77.3%), heads of institutions (75.9%), and curriculum support officers (62.2%).

**Table 4.3: Respondents Age Distribution**

Respondent	Distribution of years %							Total
	20 - 25	26 - 30	31- 35	36 - 40	41 - 45	46 - 50	Above 50	
Appraiser	0.3	10.3	22.8	19.8	14.6	16.1	16.1	100
Appraiser	0	3.7	6.8	8.9	17.4	23.9	39.2	100
Head of Institution	0	0	0	0	0	24.1	75.9	100
BOM	0	13.8		28.3		21.7	36.2	100
Curriculum Support Officer	0	0	0	2.2	13.3	22.2	62.2	100
TSC Sub County Director	0	0	0	0	0	16.7	83.3	100
TSC County Director	0	0	0	0	0	22.7	77.3	100
Teacher Association	0	0	0	0	6.6	26.4	67	100

Age of TPAD respondents is a key factor for progressive effective implementation and sustainability of TPAD in schools. From Table 4.3, the age of respondents who are above 50 years is alarming and a factor to reckon. This is due to the fact that majority could be on the verge of retirement. The extent to which this group can effectively steer the implementation of online TPAD processes is in question. It implies that further preparations in resources have to be invested in on - going TPAD trainings and orientations for newly recruited teachers; and as a support measure for the respondents in age of 50 and below who could be having the enthusiasm to steer online TPAD implementation process. Majority of the interviewed key informants agreed that the aged group among the HOIs are not enthusiastic with the changes on online TPAD implementation and that the TPAD stakeholders who are above 50 years are reluctant to embrace new technology.

The issue of age and teacher effectiveness remains debatable in educational research. Reaction to the TPAD implementation process could possibly be based on age factor. Martin and Smith (1990) conducted a study in Turkey and found that middle age teachers were more effective in communication, classroom organization, and competence. Further. Alufohai and Ibhafidon (2015) conducted a study in Edo State, Nigeria using proportionate sampling technique on selected public senior secondary schools and the findings showed that middle-aged teachers of between the ages of 36 to 48 years old were more effective to produce higher students' score than younger and older teachers of between the age of 49 years and above. Sivasakthi and Muthumanickam (2012) found that younger teachers of age 30 years old and below, mature or middle age teachers of between 30 to 40 years old and older teachers of above 40 years old do not differ significantly in their teacher effectiveness which indicates that age, regardless of young, mature or older teachers does not make any difference to teacher effectiveness.

#### 4.4.3. Respondents' Years of experience

Table 4.4 shows most of the respondents had teaching experience of above 20 years. Among them were TSC sub county Direct (78.8%), curriculum support officers (80%) and heads of institutions (80%) and 22.8% of appraisees at the experience of below 5 years.

**Table 4. 4: Respondents Years of Experience**

Years	Appraisee (%)	Appraiser (%)	Head of Institution (%)	Curriculum Support Officer (%)	TSC Sub County Director (%)
Below 5	22.8	5.3	0	0	2.4



Years	Appraisee (%)	Appraiser (%)	Head of Institution (%)	Curriculum Support Officer (%)	TSC Sub County Director (%)
5- 10 years	25.9	8.7	0.5	0	0
11-15 years	14	15.5	8.1	4.4	4.8
16 - 20 years	10.6	14.2	11.4	15.6	14.3
Above 20 years	26.7	56.3	80	80	78.8
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

TPAD implementation commenced 2016, meaning majority the TPAD stakeholders that formed part of the respondents have participated in the implementation process. Respondents with experience of 5 years and below could be newly recruited teachers into the teaching service.

Putman (2012) demonstrated that the more years of teaching experience a teacher has, the higher level of their self-efficacies to engage students and manage the classrooms. However, Mahfooz ul Haq and Mumtaz Akhtar (2013) and Maolosi (2013) in their separate studies found that years of teaching experience can affect teacher effectiveness in engaging students and teaching strategies as they can become less motivated due to many years in the service and fatigue.

Rahida and Rozita (2018) found out that older teachers are more knowledgeable, as they had a 'knowledge base' that is developed over years of teaching experience compared to the younger teachers, but they too must continuously learn to update with the latest pedagogical skills to effectively integrate HOTS in their daily teaching for optimum.

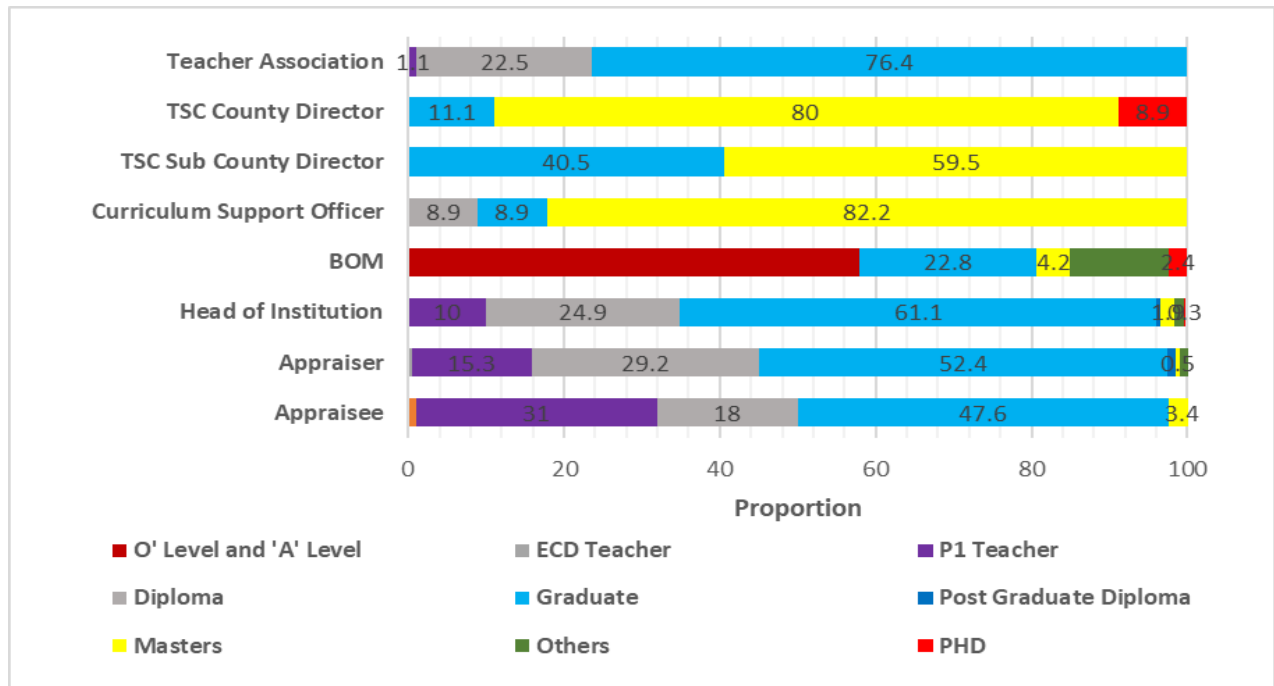
Zafer and Aslihan (2012) and Fatma and Tugay (2015) discovered that teachers with more years of teaching experience (10 years and above) showed significantly different attitudes toward classroom management like as they are more in control of their classrooms, good interactions with students and better in making decisions than teachers with less years of teaching experience. The more experienced teachers can be oriented to mentor those with less experience in an effort to make teaching learning process better. This finding concurs with the TPAD finding with the fact that those in the age category of 50 and above, along with those of 20 years and above experience play a very key role of mentoring and orientation into TPAD process of the newly recruited teachers into the service.



#### 4.4.4. Respondents Professional Qualification

Figure 4.2 shows that the majority of the respondents were graduate teachers, diploma teachers, and P1 teachers.

**Figure 4.2: Respondents Professional Qualification.**



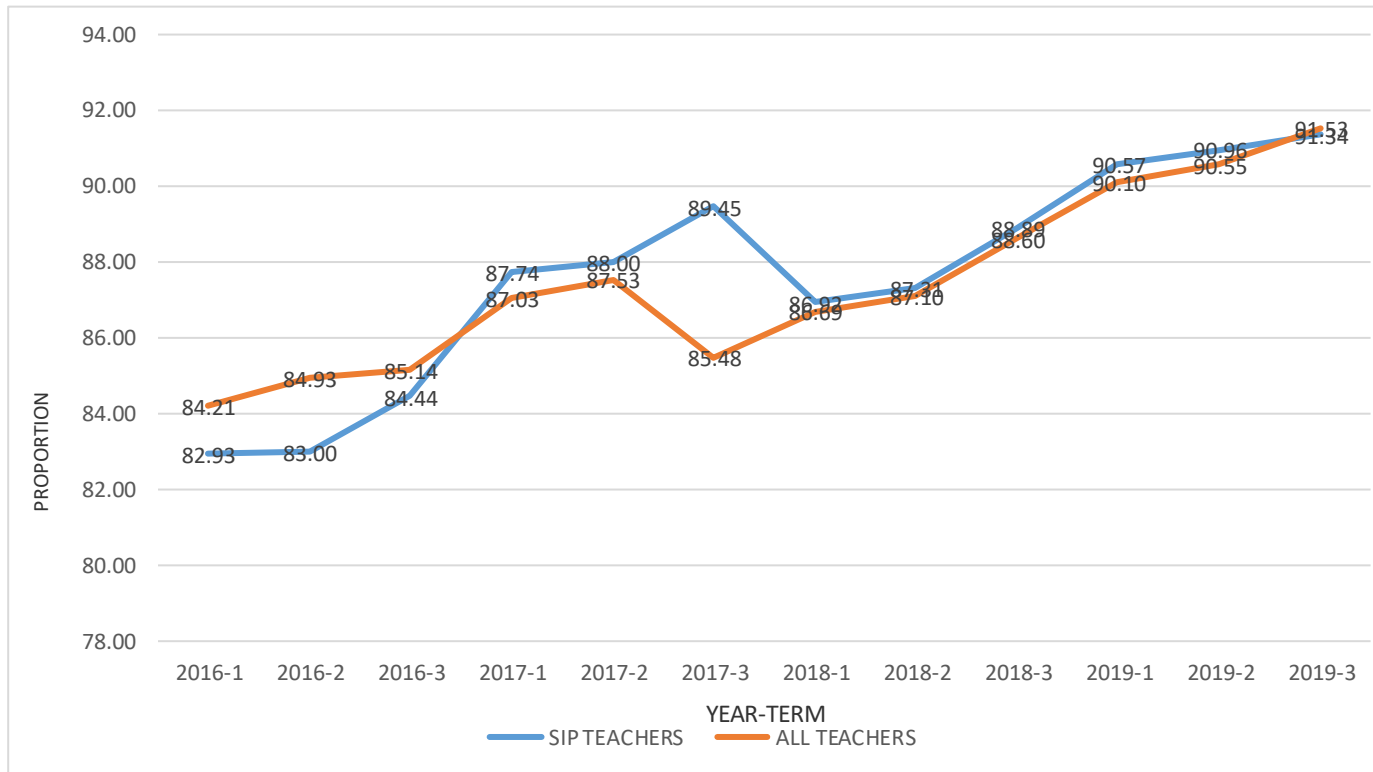
Professional qualifications prepare and equip appraisers in specific subject, technical and management skills, competencies, values, attitudes, and literacy that makes them to effectively facilitate their roles in the TPAD implementation process. Therefore, if the majority are graduate teachers, they are in a better standing to manage and facilitate Online TPAD process efficiently and effectively. Professional qualification for evaluators of TPAD is a key component in achieving the purpose of TPAD. Professional qualifications prepare and equip appraisers in specific subject knowledge, skills, competencies, values, and attitudes that makes them monitor and appraise teachers effectively from an expert’s perspective as far as TPAD implementation process.

#### 4.5. Teachers Appraised through the TPAD System - 2016 to 2019 in targeted Counties

The TSC Sub County Directors gave estimates of the proportion of teachers appraised between the years 2016 to 2019. During analysis, these proportions were calculated into Mean Scores. The results were as shown in Figure 4.3 In 2016 term 1, 82.93% of teachers in SIP and 84.21% of all teachers were appraised. In 2017 term 2, 88% of teachers in SIP and 87.53% of all teachers were appraised while in 2019 term 3, the percentage of teachers appraised rose highest to 91.34% in SIP and 91.53% of all teachers. Consequently, at the sub county level, slightly more teachers were appraised in SIP

schools than the rest of the schools since 2017 (See Figure 4.3). This indicates that great efforts have been made to ensure that the appraisal process has been successfully and inclusively standardized to reach out to all teachers for both SIP and non-SIP institutions. This is revealed in the high percentages of the TPAD stakeholders who have interacted with TPAD (1.0 and 2.0) based on the seven standards and the revised version of TPAD based on the five teaching standards.

**Figure 4.3 Proportion of Teachers Appraised Between the years 2016 to 2019.**



#### **4.6. Identification of the best performance management practices among the teachers and learning institutions which have adopted TPAD processes.**

The first objective of the TPAD evaluation study was to identify the best performance management practices among the teachers and learning institutions which have adopted TPAD processes. Performance management practices adopted from TPAD process are revealed through behaviour changes acquired by teachers as a result of interacting and implementing TPAD, and as a result impacting on student learning outcomes. During TPAD processes, the stakeholders have to engage, manage and oversee the development and achievement of the TPAD based processes. Such processes include target setting and attainment, development and maintenance of professional documents, implementing, assessment and evaluation of teaching standards; and creating and management of classroom learning practices – all geared towards appraisal attainment.

In order to establish the best performance management practices among teachers in schools it was important to examine the appropriateness of the TPAD tools (TPAD 1.0 and 2.0) used to evaluate and appraise the teacher. It was necessary to examine whether from the interaction with TPAD tool, the TPAD stakeholders found the tool appropriate, relevant, suitable, and compatible; and user friendly in terms of tool structure, content/scope, and language in line with the TPAD process and the teaching/learning processes. An appropriate appraisal tool provides the users with performance insights and constructive feedback. The tool empowers the appraisees to proactively view and align with their career interests, competencies and performance gaps. It is a secure, compatible, adaptable, flexible and accessible online evaluation tool that is designed to support supervisors, appraisers and appraisees in a simplified and meaningful performance management process. The appropriateness is measured in it being able to be easily accessed and user-friendly, easy to log in when need be; compatible with the existing related appraisee processes; with content that are simplified to the level of understanding of the users (<https://humanresources.umn.edu> > pat). A faulty tool will lead to a faulty process, inconsistent and unreliable feedback on teacher performance which will impact on quality of learning.

### **Appropriateness of TPAD 1.0 and 2.0 in Facilitating TPAD implementation**

When asked whether they had interacted with the TPAD (1.0 and 2.0) tool; a total of 97% of Heads of institution, 95% of appraisers, 98% of appraisees and 98% of curriculum support officers indicated that they had interacted with the tools and similarly had been trained on how to use the tools.

On each of the aspects of the structure, language, scope and breath of TPAD (1.0); 51.2%, 56.7% and 56.6% of heads of institutions, 54.5%, 57.6% and 57.6% of the appraisers and appraisees indicated that the tool was appropriate in structure, language, breadth, and scope; whereas 48.8%, 43.3%, and 43.4.2% of heads of institution, 45.5%, 42.4% and 42.4% of appraisers and appraisees respectively reported that the tool was not appropriate as it was too long, and complex.

On TPAD (2.0) revised tool; 83.2%, 77.0%, and 75.1% of heads of institutions, 85.8%, 76.1% and 80.5% of appraisers and appraisees respectively reported that the tool is appropriate in structure, language, breadth, and scope; and thus eased the implementation of the TPAD process.

Since the percentages on appropriateness of TPAD 2.0 were higher than TPAD 2.0 which had been revised in 2019, there was need to find out which revised aspects had eased implementation of TPAD process and to what extent. On this follow up when asked which standards were easier to handle, HoIs, appraisers and appraisees from 78.1% in SIP and 78.9% from Non-SIP schools reported that the standard on teachers'

conduct & professionalism eased the implementation of the TPAD process to a large extent; whereas 75.4% in SIP and 78.1% from Non-SIP schools reported that the standard on professional knowledge and practice had to a large extent eased the process, 64.9% in SIP and 61.3% from Non SIP schools reported that the standard on comprehensive learning environment also eased the process, while 56.1% in SIP and 49.2% Non- SIP schools reported that the standard on participation in professional learning community to a large extent eased the process. The standard on participation in professional learning community scored lowest which means that some heads of institution may not be understanding what this standard requires.

Consequently, with appropriateness of the TPAD tools, it was easy to conclude on the performance management practices derived from the TPAD process. Performance management practices are key mechanisms through which performance measurement leads to improved organizational effectiveness. Performance management practices were tabulated to include accountability (Score of between 0 to 1 with '0' being worst and '1' being best accountability); It also looked at target setting (Score of between 0 to 1 with '0' being worst and '1' being best accountability); Continuous monitoring (Score of between 1 to 4 with '1' being worst and '4' being best continuous monitoring. Overall Mean Score of 1 implies poor performance management practice and a Mean Score of 4 implies excellent performance management practice. This implies that the nearer the Mean Score is to '4' the better. See Table 4.5; 4.6 and 4.7.

The introduction and implementation of TPAD process in schools was meant to create a leverage to the implementers and beneficiaries. Most of the heads of institutions, appraisers and heads of teacher associations concurred that administration and management of schools has become much easier since inception of TPAD process. As reported qualitatively by one of the heads of institution said:

*“...the people who enjoy TPAD most are the school administrators, school and teacher management is easier now than before with reduced disagreements as teachers are able to manage themselves; and it is easier to track accountability”.*

There are quite a number of performance management practices that came with the roll out of TPAD in schools. Some of the institutions that adopted the best performance management practices are indicated in Table 4.5, 4.6 and 4.7.

**Table 4.5 Public Primary Schools with high mean scores in TPAD Performance Management Practices**

County	School	Type	SIP/NON-SIP	Accountability	Target setting	Continuous Monitoring	Mean
Nyamira	Esanige	Primary SNE	NON-SIP	1.00	1.00	3.50	2.25
Homa Bay	Wire	Primary SNE	NON-SIP	1.00	1.00	3.50	2.25
Isiolo	Isiolo	Primary SNE	SIP	1.00	1.00	3.50	2.25
Kericho	Kaminjeiwa	Primary Regular	SIP	1.00	1.00	3.45	2.23

County	School	Type	SIP/NON-SIP	Accountability	Target setting	Continuous Monitoring	Mean
Nyeri	Kagumo	Primary Regular	NON-SIP	0.94	1.00	3.47	2.22
Homa Bay	Kolwa	Primary Regular	NON-SIP	1.00	1.00	3.44	2.22
Nyandarua	Kwanjora	Primary SNE	NON-SIP	0.94	1.00	3.45	2.21
Kirinyaga	Kibirigwi	Primary SNE	NON-SIP	0.83	1.00	3.50	2.21
Kiambu	Kereita	Primary Regular	SIP	1.00	1.00	3.41	2.20
Kakamega	Forestal	Primary SNE	SIP	0.94	1.00	3.41	2.19
Kitui	Kathithu	Primary Regular	NON-SIP	0.89	1.00	3.43	2.19

**Table 4.6 Public Secondary School with high mean scores in TPAD performance management practices**

County	School	Type	SIP/NON-SIP	Compliance	Target setting	Continuous Monitoring	Mean
Migori	Masara Secondary	Secondary Regular	NON-SIP	1.00	1.00	3.47	2.24
Kitui	Ikanga Boys	Secondary Regular	SIP	1.00	0.80	3.50	2.20
Homa Bay	Bishop Linus Okok	Secondary Regular	NON-SIP	0.94	1.00	3.41	2.19
Mombasa	Khamis	Secondary Regular	NON-SIP	0.89	1.00	3.43	2.19
Bungoma	Friends Secondary School - Nabichakha	Secondary Regular	NON-SIP	1.00	1.00	3.36	2.18
Kilifi	Jila Secondary	Secondary Regular	NON-SIP	1.00	1.00	3.36	2.18
Murang'a	Gitaro mixed secondary	Secondary Regular	NON-SIP	0.89	1.00	3.42	2.18
Nandi	Kapkoimur Secondary	Secondary Regular	NON-SIP	0.67	1.00	3.50	2.17
Busia	St. Bridgit Akoreet School for the Deaf and VOC	Secondary SNE	NON-SIP	1.00	1.00	3.33	2.17
Bungoma	Bukembe S.A Secondary	Secondary Regular	NON-SIP	0.89	1.00	3.36	2.15

**Table 4.7 Teacher Training Colleges with high mean scores in TPAD performance management practices**

County	TTC	SIP/NON-SIP	Accountability	Target setting	Continuous Monitoring	Mean
Homa Bay	Asumbi	NON-SIP	1.00	1.00	3.45	2.23
Vihiga	Kaimosi	NON-SIP	0.89	1.00	3.38	2.16
Bungoma	St Paul's Kibabii	NON-SIP	1.00	1.00	3.18	2.09
Kakamega	Lumakanda	NON-SIP	1.00	1.00	3.12	2.06
Murang'a	Murang'a	NON-SIP	1.00	1.00	3.05	2.03
Nyandarua	Aberdare	NON-SIP	1.00	1.00	3.01	2.00
Kiambu	St. John Kilimambogo	NON-SIP	0.94	1.00	3.02	1.99
Kiambu	Thogoto	NON-SIP	0.94	1.00	3.00	1.99

County	TTC	SIP/NON-SIP	Accountability	Target setting	Continuous Monitoring	Mean
Machakos	Machakos	NON-SIP	1.00	1.00	2.93	1.97
Nyamira	Borabu	NON-SIP	0.61	1.00	2.99	1.90

The following performance management practices were derived from the TPAD evaluation process:

#### 4.6.1. Participatory and consultative target setting practice

Target setting and achievement activity is a product of TPAD. The findings revealed that 87.2% of heads of institution, 92.4% of appraisers and 92.6% of appraisees participated in appraiser and appraiser agreement on what the appraisal entails and how it will work; preparation of TPAD calendar of activities and agreed on performance targets and documented them; and discussed performance competency areas.

Evidence regarding the effectiveness of performance management is based on the significance of goal clarification and target setting (Boyne & Chen, 2007). Some of the factors found to influence student academic achievement and other educational outcomes include the skills of school leaders in process of reviewing and discussing performance measures (Cheng, 1994; Bickman, & Davis, 1996), teachers' qualification (Clotfelter, Ladd, & Vigdor, 2007; teachers' attitudes and instructional practices in class (Palardy & Rumberger, 2008), as well as connections and cooperation among the school, family, and community (Sheldon, 2003).

#### 4.6.2. Continuous online monitoring and tracking of teacher performance practice

Before the implementation of TPAD, Teacher appraisal and evaluation was done conventionally by head teachers without a formalised structure. The introduction of Online TPAD process has put the heads of institution, the appraisers, appraisees and TSC field officers on a new wave line.

All appraisers had interacted with TPAD tool. A total of 88% of appraisers had interacted with both TPAD (1.0) Tool and TPAD (2.0) tool. It was also established that 83.4% of the TPAD Stakeholders were trained on how to use the TPAD (1.0) tool. According to the TPAD Operational manual 2016 and 2019, the appraisal process require the key TPAD system stakeholders especially the appraiser to access the 2007; TPAD tool, set targets based on the prescribed standards in consultative approach; implement the set targets; undertake self- appraisal by rating themselves based on level of achievement for each target; identify performance gaps; provide evidence to guide the appraiser in making an objective rating; have consultations with the appraiser to



agree on performance ratings; request for feedback from the appraiser; and upload the appraisal data on the TPAD online portal.

The TPAD (2.0) system is integrated with the Teacher Management Information System (TMIS) which is also integrated with the payroll (IPPD) system. Each of the TPAD stakeholders has an individual sub section in the portal as per their roles. Thus, online TPAD process is a consultative and participatory management practice that is cascaded to all the stakeholders in the line of TPAD management for enhancement of learning outcomes and quality teacher performance.

#### **4.6.3. TPAD instructional supervision feedback practice**

An effective performance management strategy is rooted in the feedback communication loop. Frequent and timely feedback enhance quality teacher performance, helps to identify and address teaching and professional gaps. Instructional supervision is very important as it enables administrators to reinforce and enhance teaching practices that contribute to improved student learning outcomes. It is a situational process requiring constant decision-making which improves learning outcomes.

When key TPAD evaluation respondents were asked to state the extent to which TPAD process has promoted feedback between instructional supervision and the teachers; 63% of heads of institutions, 60% of CSOs, and 48% of appraisers indicated that TPAD process had promoted feedback to a large extent and that the rating was objective. However, majority of respondents reported that TPAD feedback should be more consistent and instant. TPAD engages teachers in an on-going instructional supervision through self-appraisal which enables them to identify gaps in student learning hence designing ways of improving instruction.

In Louisiana - USA- the COMPASS tool for teacher evaluation utilizes a combination of three of these six approaches; observation by supervisors, use of an observation instrument, and gains by students on tests. In COMPASS a teacher's evaluation is broken into two components: one component is based on an evaluation by a supervisor utilizing an observation instrument, and the second component is based on gains shown by students on tests. COMPASS is designed to give each teacher a final rating at the end of each school year. This rating determines whether a teacher retains 9-tenure, receives merit pay, and can also have an effect on job and teaching license retention. As it pertains to the second reason, providing feedback in order to improve teaching, COMPASS provides classroom teachers with their performance feedback within the framework of the classroom observation rubric twice in a school year.

In Netherlands, more regular formative observation, feedback and coaching for teachers are typically delegated by the school principal to other members of the school

leadership team, departmental heads or team leaders (Netherlands, OECD 2014). This is to ensure every teacher is reached as far as supervision and effective feedback is concerned.

#### **4.6.4. Teacher Accountability as an ongoing Process**

Performance accountability is a management practice that ensures that employees answer to their superior for their actions and that supervisors behave responsibly. Providing high quality instruction is teacher's core responsibility leads to improved learning outcomes. Due to this responsibility, teacher accountability becomes a key monitoring measure.

When asked whether teacher accountability has improved, most TPAD stakeholders reported that teachers are more accountable during this TPAD era than before. A total of 86% of the appraisers, 76% of appraisees, 92% of heads of institutions, 98% of the curriculum officers, 98.9% of Heads of teacher associations stated that TPAD had improved teacher accountability.

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According to 83.3%, of TSC CDs, TPAD process helps to monitor teachers' performances and hence teachers ensure proper recording for accountability; and that the teachers are attending all their lessons and keeping time. A total of 99% of heads of institutions, and 93% of the appraisers acknowledged that they maintained daily school attendance register for appraisees and 71% of heads of institutions reported that they maintained teacher lesson attendance register – an evidenced act of accountability.

According to the Global Monitoring Report (2017) most systems are using technology to monitor teachers, despite concerns about trust and intrusiveness. Pakistan has monitored the attendance of over 210,000 education staff in 26,200 schools using biometrics. As of February 2017, 40,000 absent teachers and 6,000 absconders had been disciplined. Thousands of classrooms in China are live-streamed, allowing parents and the public to monitor and comment on teaching practices and student behaviour. In South Korea, performance management appraisal is used for teacher accountability and feeds into decisions about promotion and career opportunities.

#### **4.6.5. Other benefits and skills acquired from TPAD process**

It is significant to note that there were other benefits, skills and good practices derived from TPAD process apart from the performance management practices. Among such



reporting was when the appraisees were asked to state the benefits of the TPAD process and the greatest benefit was ability to self – appraise confidently, followed by ability to identify strengths and weaknesses in job performance; and ability to set achievable targets.

Qualitative analysis appraisees’ responses indicated some of the skills acquired from TPAD implementation included; acquisition of conceptual skill in understanding teacher performance competency areas and targets; decision making skills; effective communication skills; mentorship and building trust skills among other skills.

#### **4.7. TPAD provision of opportunities for teachers’ identification of strengths and areas for further development.**

The second objective of TPAD evaluation study was to assess how TPAD has provided opportunities for teachers to identify their strengths and areas for further development. The interactive and participatory nature in TPAD processes plays a significant role in providing opportunities for teachers and their supervisors to identify their professional strengths and areas of improvement in the teaching learning process. TPAD in Kenya begins with target setting meetings, lesson observations, self – assessments and target rating meetings are opportunities for teachers to discover their capacities and competencies and be able to identify gaps. The following are the findings on how TPAD provided opportunities for teacher identification of strengths and areas of improvement:

##### **4.7.1. Participation in appraisal target setting meeting**

Participation in termly target setting was a great opportunity of teachers realizing where they are in syllabus coverage and what they can build on progressively. Target setting is very significant for all the TPAD stakeholders. A target is the level of performance expected to be achieved on each of the standards. The head of institution aligns institutional targets with TSC targets per standard – on timely coverage of the syllabus and the timeframe for each subject. Individual targets are set at the beginning of the term in a meeting between the appraisee and the appraiser. From the responses given, most of the heads of institutions participated in the termly appraisal target setting process. The findings revealed that 87.2% of heads of institution, 92.4% of appraisers and 92.6% of appraisees participated in appraisee and appraiser agreement on what the appraisal entails and how it will work; preparation of TPAD calendar of activities and agreed on performance targets and documented them; and shared about performance competency areas.

As indicated from the qualitative data:

*“...participation in target setting activities helps the appraisee to understand the TPAD process better “and the process reduces cases of arbitration hence making the process smooth” (CSO respondent)”*

In a study by Schexnaydre (2016) in the state of Louisiana; principals believed their biggest success in implementing COMPASS was supporting teachers, while their biggest challenge in implementing COMPASS to be setting student learning targets that are both reasonable and challenging, and aligning school practices with those set forth in the COMPASS rubric. The success in targeting strengthens the implementation of the TPAD process.

When the appraisers were asked to state what they expected from the appraisees for the achievement of the set targets. One of the appraisers reported that:

*“.... appraisees are expected to be efficient, competent, innovative and honest in order achieve the set targets effectively. Without timely preparation and maintenance of professional records, appraisees may find it stressful to attain their targets as planned.”*

When the appraisees were asked to comment on the appraisal target setting meetings. One of the appraisees retorted;

*“...target setting meeting is an opportunity to catch up with what has not been covered. It is good and convenient moment that promotes good conducive working environment and when teams are able to agree on the targets set. Although, limited time is usually is given to complete the activities, teachers should be given time to prepare, meet and discuss the target setting. Sometimes teachers set very high targets which become difficult to achieve, develop programs that support, improve learning and reduce performance gaps. However, it helps teachers to know all the areas of TPAD and prepare all what is required.”*

#### **4.7.2. Participation in Appraisal Rating Meeting**

Appraisal rating meeting is significant as an opportunity for the teacher to come to terms with actual outcomes as per work plan coverage and target attainment. It is a moment of reckoning to discover areas of strength and weaknesses in teaching capacities and learning outcomes. At the end of every term the appraiser convenes an appraisal rating meeting with the appraisee to discuss observations, assessment, learner’s achievement report, and complete the termly appraisal. Areas that require support and development during the following term are identified and the development plan drawn.

The appraisers and appraisees were asked to state some of the aspects that were discussed during appraisal rating meeting in order to arrive at the final agreed on rating. From the qualitative responses, one of the appraisers reported:

*“.....during the rating meeting, it is important to find out which targets were attained in the set target time and which ones were not attained and reasons for not attaining them. The professional documents related to achievement of set targets may be checked, number of lessons covered during that period, challenges faced, and way forward. All these together will determine the rating process.”*

The appraisers and appraisees were asked to comment on the appraisal rating whether it was objective or subjective. Most of the appraisers (86%) and appraisees (82%) concurred that the rating was objective. Both respondents were in consensus that among the factors that influenced the appraisal rating score most, were: knowledge in competency area/s (63.6% appraisers, 63.3% appraisees); and actual job performance (27.9% appraisers; 32.5% appraisees). This shows how much participation in appraisal rating meeting created an opportunity to make decision on objectivity levels and the basis of rating, which led to identification of gaps in areas of target setting that were not attained leading to a plan of action on the way forward.

#### **4.7.3. Identification of teacher professional development gaps through self-appraisal**

It is worth noting that among the areas of improvement noticed as an opportunity created through TPAD process was the appraisees' ability to identify individual performance gaps, detect training needs and seek solutions through professional development courses as reported by 67% of HoIs and 89.4% of appraisees. Through self-appraisal in lesson observation, feedback and consultations from appraiser observations, a teacher is expected to identify individual professional performance gaps and areas that learners may have challenges; and generate a development plan. Further analysis showed that there was significant relationship between the ability to identify individual performance gaps, detect training needs and seek solutions through professional development courses and highest professional qualification  $P < 0.021$ .

Professional development is a key teaching standard in TPAD process in Kenya. Professional development is defined as activities that develop an individual's skills, knowledge and expertise. It involves continuous upgrading of the teachers' professional knowledge and improvement of competencies in teaching areas. Teacher professional development activities are intertwined in daily planned interactions with peers in the subject area through team teaching, peer lesson demonstrations, subject symposiums and benchmarking. Teacher evaluation in Singapore is linked to professional development and teacher promotion. In Finland, teacher evaluation is a two-fold process that aims at enhancing teachers' pedagogical skills and expertise and improve students' success levels (Marzano, 2012; Marzano, Frontier, & Livingston, 2011; Marzano & Toth, 2013). Finland introduced teacher evaluation as a way of professional development and teacher empowerment rather than a systematic tool with a key role in decision-making (Webb et al., 2004).

When asked for measures that schools have put in place to ensure appropriate teacher professional development, one of the heads of institution had the following to say;

*“...appraisers and head teachers check teachers’ professional documents and schemes of work regularly and approve them on time. In some cases, we organize in house seminars, workshops and continuous consultative meetings at school level to check on gaps and how to close the gaps. We also use constant reminders and internal team building sessions concerning one’s professionalism and self-development, and even encourage teachers to maintain healthy relationship with the students and parents.”*

The standard and area of teacher professional developments grounds the teacher in the job performance and thus significance in enhancing teacher quality and learner attainments. In the Netherlands teacher appraisal seeks to improve teachers’ own practices by identifying strengths and weaknesses for further professional development – the improvement function. The Dutch teacher evaluation is a decentralized process that anchors on teacher competency requirements based on seven domains: interpersonal, pedagogical, subject-specific and didactical; organizational; cooperate with colleagues; self-reflective and developmental.

#### **4.8. Ways in which TPAD has improved teacher competency and accountability**

The third objective of TPAD evaluation was to assess how TPAD has improved teacher competencies and accountability. When the respondents were asked to state the ways in which TPAD has improved teacher competency; 96% of the CSOs reported that teachers have become more competent since schools do termly TPAD inductions to make teachers empowered, teachers have become critical mass implementers, they have improved in time management and lesson attendance, teachers work to meet their targets as records of their performances are kept, improved professionalism, teachers prepare well for lessons, and participate effectively in other school programs.

##### **4.8.1. How TPAD has improved teacher competency**

When asked whether TPAD has helped improve teacher competencies, a total of Heads of institution (94.4%) concurred that:

*“...the teacher is now able to prepare adequately before going to class, able to prepare and maintain updated professional records, time is properly utilized, there is improved lesson attendance leading into adequate syllabus coverage done on time; the teacher has a tool for self-evaluation, gaps are promptly identified and addressed; and that there is improved ICT knowhow...”*

It’s worth noting that teacher competency improvement levels were also determined with the way teachers were able to manage teaching time and prepare the professional teaching documents. As reported quantitatively from SIP and NON- SIP schools by appraisees (47.1%, 49.7%), appraisers (50.8%, 47.1%), Heads of Institution (51.8%,

47.9%), CSOs (51.1%, 48.9%) who reported that teachers' ability to prepare and use schemes of work, lesson plans and lesson notes based on current curriculum and syllabi had improved a great deal; similarly, also teachers manage teaching time through punctual and consistent class attendance and keep lesson observation records more efficiently as reported by appraisees (46.3%, 50.5%), appraisers (49.9%, 48.5%), Heads of Institution (46.8%, 52.6%), CSOs (51.1%, 48.9%). The levels of testing/ examining learners and provide feedback, prepare and maintain progress records had improved as reported by appraisees (45.0%, 50.8%); appraisers (40.3%, 57.8%), Heads of Institution (43.9%, 55.1%), CSOs (31.1%, 68.9%); and they were able to appreciate their own self-appraisal efforts and ratings as indicated by appraisees (29.6%, 65.1%); appraisers (49.9%, 69.9%), Heads of Institution (28.9%, 67.2%), CSOs (35.6%, 62.2%);

When TSC county directors were interviewed on how TPAD has improved teacher competencies, 44.4% of TSC CDs and SCDs reported that teachers share knowledge, skills, and improve themselves through identification of professional gap; and that lesson observations have improved as teachers are more focused, competent and effective. Further analysis showed that involvement of Curriculum Support Officers in lesson observation had a significant relationship with interaction with TPAD tool  $P < 0.081$  and the type of school (SIP or Non-SIP)  $P < 0.008$ .

Consequently, TPAD process has impacted on teacher competency levels as compared to pre-TPAD period when competency levels could not be measured because there was no structured process to determine it.

#### **4.8.2. Ways in which TPAD has improved teacher accountability**

Most TPAD stakeholders reported that teachers are more accountable during this TPAD era than before. A total of 86% of the appraisers, 76% of appraisees, 92% of heads of institutions, 98% of the curriculum officers, 98.9% of Heads of teacher associations stated that TPAD had improved teacher accountability. While responding on how TPAD has improved teacher accountability, one of the CSOs reported:

*"...that teachers have become more accountable since there is consistent and effective clocking in /out, records of lesson attendance, working towards addressing identified gaps during TPAD appraisal meetings, the lesson time lost is recovered, there is proper preparation done before and after lesson delivery, better time management, absenteeism minimized and better syllabus coverage. "*

One of the heads of institutions stated that

*"...teachers are more focussed, report to school earlier due to clog in and out system, and while in school, they concentrate more on class activities with no up and down movements...it is easier to manage schools during this TPAD era than before"*

According to 53.3%, of TSC CDs, reported that the TPAD system monitors teachers' performances and hence teachers ensure proper recording for accountability; 26.7%, reported that teachers are attending all their lessons and keeping time; 13.3%, indicated that every teacher has to be appraised and provide evidence and ensure teachers maintain their professional documents such as schemes of work, lesson notes and lesson plan.

When heads of teacher associations were asked to respond on matters relating to teacher accountability; 74.2% reported that teachers are more accountable to issues of time management and recovery of lost lessons; 27% reported that teacher preparation of professional documents; 11.2% reported that there is better syllabus coverage; 11.2% indicated that targets are set and met; 9% reported that teachers are keen on events to be accomplished within a stipulated time; 6.7% reported that teachers are able now to follow up pupils work and performance and absenteeism decreased. Details are shown in Table 4.8:

**Table 4.8: Teacher Associations on how TPAD had improved teacher accountability**

<b>Ways in which TPAD had improved teacher accountability</b>	<b>Percent (%)</b>
Time management and recovery of lost lessons is observed	74.2
Preparation of professional documents is timely	27.0
There is better syllabus coverage	11.2
Targets are set and met	11.2
Teachers keen on events to be accomplished within a stipulated time	9.0
Teachers are able to follow up pupils work and performance	6.7
Absenteeism is decreased	6.7
Lessons are prepared adequately	5.6
The teachers work closely with BOM and other stakeholders	5.6
Lesson observation enhance seriousness in keeping to expected standards	5.6
Performance has improved due to attendance of lessons by teachers thus learning is taking place	4.5

#### **4.9. Identification of lessons learnt during the TPAD implementation by indicating what worked and what did not work well; and determining opportunities for improvement**

The fourth objective of the TPAD evaluation was to identify lessons learnt during the TPAD implementation by indicating what worked and what did not work well; and



determining opportunities for improvement, taking into consideration the fact that the Government through the Ministry of Education has invested resources for capacity building and sensitization activities to support the TPAD implementation.

From the qualitative data, there are so many lessons that can be learnt from TPAD process not only by TPAD stakeholders and schools. This section will draw from the findings that revealed the success of TPAD by addressing the question on what really worked since the inception of TPAD.

### **What worked in TPAD implementation process?**

There are several TPAD processes that worked as stipulated below;

#### **4.9.1. Appraisal target setting**

TPAD stakeholders are in consensus that setting targets at the start of every term is a practice that has worked. A total of 58.8% and 61.7% heads of institutions in SIP and Non-SIP schools, 69.3% appraisers, and 65.8% of appraisees stated that preparation of TPAD calendar of activities and setting of datelines for various termly activities and tasks worked successfully. 52.2% and 56.6% of heads of institutions, 69.3% appraisers, 65.3% of appraisees and (71.1%); of heads of teacher associations indicated that appraisal target setting meeting held before beginning of each term also worked successfully. At the appraisal target setting, the appraisee and appraiser discussed the performance targets before setting them and agreed on what was expected for them to meet the targets. A total of 69.8% of the TSC sub county directors noted that creation of an understanding on performance targets and agreement on what is expected to meet the targets worked successfully. Further analysis showed that there was significant relationship between 'the appraisee and appraiser creation of an understanding on performance targets and agreement on what is expected to meet the targets and interaction with TPAD  $P < 0.010$ . This indicates that target setting process was significant and worked successfully.

Appraisal target setting was followed by the appraisee and appraiser discussing the performance competency areas as per the subject areas and the syllabus for appropriate mastery and delivery of content. While responding to this activity, 63.2% and 64.4% of heads of institution in SIP and Non-SIP schools, 67.5% of appraisers, 63.4% of appraisees and 70.7% of the TSC sub county directors reported that discussion worked successfully.

#### **4.9.2. Performance appraisal as a continuous interactive process between appraisee and appraiser**

A total of 64.9% SIP and 61.8% non -SIP of heads of institution, 61.4%, of appraisers, 57.8% of CSOs, 65.9% of TSC sub county directors and (62.9%) of appraisees reported that constant consultation and request for support where necessary worked

successfully, 53.5% and 52.7% of heads of institutions, 42.2% of CSOs, 51.7% of appraisers, 54.7% of the appraisees, indicated that adherence to the TPAD calendar of activities worked successfully; 66.7% and 67.2% heads of institutions, 40% of CSOs, 71.9%, of appraisers, 73.8% of TSC sub county directors and 72.1% of appraisees reported that maintaining of all the required professional records was well done. The activity on planning for termly lesson observations together had the largest number of ratings on working successfully from appraisers (73.4%), 73.2% of appraisees and (63.3%) of heads of teacher associations and 68.3% of the TSC sub county directors.

Appraisees from SIP schools had higher rating on adherence to calendar of activities (58%) as having worked successfully, as compared to their counterparts from non-SIP schools who rated it at 53.3%. Likewise, the activity on involvement of curriculum support officers in lesson observation was rated successful by appraisees (58.6%) from SIP schools and 42.3% from non-SIP schools. Planning for termly lesson observations together was rated as having worked successfully by 71.1% of appraisers from the SIP and 74.3% from Non-SIP schools.

#### **4.9.3. End of term appraisal rating meeting**

At the end of each term the appraiser convenes an appraisal rating meeting with the appraisee to discuss collaboratively, the observations, assessments, teacher's overall performance, learner achievements based on competency areas. Areas that require teacher support, development and improvement are identified and a development plan is generated and agreed upon. Though the rating is done at the end of the term, the appraisee must work towards achieving the set targets and gather evidence to confirm performance and facilitate the rating. The teacher is expected to evaluate and do evidence-based self – rating before appraisal meeting with the appraiser.

When asked whether the above activities worked successfully, the findings were reported as in the following. A total of 70.2% of heads of institutions, 54.5% of CSOs, 76.3% of appraisers, 76.7% of the TSC sub county directors, 73.8% of appraisees, reported that continuous appraisee self-appraisal in every term was successful. The activity on accumulation of evidence to be used during the appraisal rating meeting was reported to have worked successfully by 56.3 % of heads of institution, 31.1% of CSOs, 51.5%, of appraisers, and 54.7% of appraisees.

Discussion of the report on learners' achievements with a view to improve learning outcomes was reported to have worked successfully by 71.4% of appraisers and 67.1% of appraisees. The appraisee and the appraiser discussion of observations, assessment, completion of the termly appraisal, generation of a development plan and agreement on appraisal rating for the term was reported to have worked successfully by 69.8% of TSC sub county directors, 69.5% of appraisers and 70.1%, of appraisees.



The appraisal rating was objective according to 96% of the CSOs, 86% of appraisers and 82% of the appraisees. However, 18% of the appraisees, 14% of the appraisers and 4% of CSOs found the rating subjective.

#### 4.9.4. Preparation, maintenance and use of professional documents

All key respondents (Heads of institution, Appraisers, appraisees, and CSOs) respondents agreed that preparation, maintenance and use of professional documents by appraisees has worked successfully in schools. This is evidenced by production of accumulated documents by appraisees during appraisal session and interviews for promotion. The findings shown in Table 4.9 revealed that 97% of heads of institutions, 98.9% of appraisers, and 99.5% of appraisees had prepared, used and maintained schemes of work, work plans, lesson plans, progress records, individual timetables, training schedules and class registers among others. This is evidenced in the high percentages in professional documents prepared, used and maintained by stakeholders as per the table below;

**Table 4.9: Professional documents maintained by the heads of institutions.**

Documents	%
Master/Block time table	99.5
Copies of approved schemes of work/work plans for teachers/tutors/lectures.	97.0
Learner assessment/progress records/ improvement index and IEP reports.	97.0
Learner skills development target records/ staff quarterly targets	77.3
Analysis of teacher/lecturer/tutor lesson/session attendance	94.3
Rescheduling timetables for lessons/sessions not taught	86.5
Co-curricular activity/team building records.	75.7
Records of learners with challenging behaviour, behaviour modification records, punishment books/guidance and counselling	90.8
Staff meeting files with confirmed minutes.	97.0
Performance Appraisal and Development analysis for all staff.	93.8
Staff personal file; containing posting letter, copies of entry and exit return, allocation of duties letter, records of indiscipline, and any other official communication from and to the teacher	96.8
Circulars, policies and Internal memo files	94.9
BOM/Council minutes file	98.6
Relevant and current Statutory documents; TSC Act, Basic Education Act,	95.7

Documents	%
Code of Regulations for Teachers, Code of Conduct and Ethics for Teachers, Sector Policy of Learners and Trainers with Disability (2018), Persons with Disability Act 2003, Safety manual among others.	
Updated logbook and visitors' book.	98.9
Teacher/lecturer/tutor/ duty Rota	98.4
Strategic plan/School development plan	88.1
Signed copy of performance contract for the current contract period	95.4

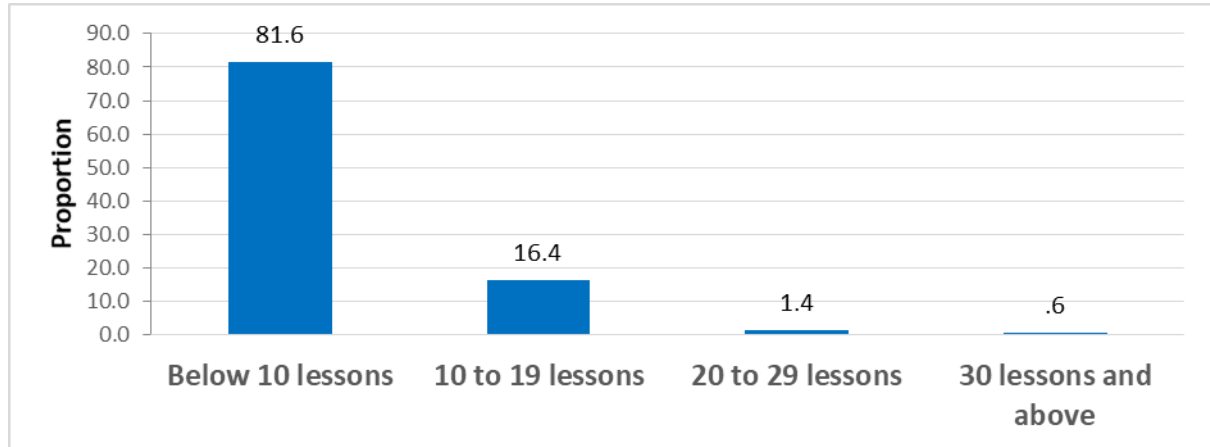
#### 4.9.5. Teacher presence, lesson and duty attendance; lesson observation, lesson recovery

It is worth noting that the activity on teacher presence, lesson, and duty attendance worked successfully as evidenced in lesson observation and maintenance of teacher attendance register. From the quantitative data analysis on TSC monitoring documents, findings revealed that teacher presence, lesson and duty attendance in schools has improved and worked successfully. Most (94.5%) of the missed lessons were recovered and remedial done to learners in need. The responses during data collection concurred with monitoring findings on teacher presence, lesson and duty attendance. The requirement for lesson observation was at least once in a term. Lesson observation was to be undertaken by the head of the institution, curriculum support officer, appraisers, and appraisees (for self-appraisal). When key TPAD evaluation respondents were asked about the number of times they had observed lessons taught by their appraisees in a term, 53% heads of institution, 44% of the appraisers and 47% of CSOs had observed lessons once, 36% of HoIs, 51% of appraisers and 31% of CSOs had observed twice while 11% of HoIs and 20% of CSOs had observed thrice; and 2% of CSOs had observed more than three times; yet 5% of appraisers had not observed any lesson. Usually, lesson observation by the appraiser should be done once in a term but as it is from the responses, yet lesson observation was done more than once, indicating that lesson observation worked very well.

When the appraisees were asked the number of lessons missed on average during the term. A total of 89% of the appraisees reported that they had missed below 10 lessons while 9.0% indicated that they had missed 10-19 lessons in one term, 1.4% of the appraisees said they had missed 20-29 lessons within one term while 0.6% of the appraisees mentioned that they had missed 30 and above lessons within one term. See Figure 4.4 Reasons for missing lessons included; sickness (68.9%), being out for co-

curricular activities (22.5%), attending a burial function (6.1%) and attending school assembly (6.1%). The percentage of those missing lessons is insignificant implying that absenteeism had reduced and teacher learner contact hours increased.

**Figure 4.4: Average the Number of Lessons Appraisees Missed Per Term**



### High Recovery of Missed Lessons

Heads of institutions, appraisers and appraisees were asked how they ensured that missed lessons were recovered. They were all in consensus that missed lessons were recovered through remedial teaching in the evening between 6pm and 8.00pm, and scheduled hours during weekends, games time, lunch hour classes, morning hours from 6.45 am to 7.30am; borrowing lessons from other subjects' teachers, making use of free time - library session- on the teaching timetable, make up lessons through departmental team teaching, giving learners assignment on missed topics to work out at home with parents assistance and support.

### Reduced Levels of Teacher Absenteeism

One of the justifications for rolling out TPAD was to curb teacher absenteeism which had become rampant. Data from the Ministry of Education Baseline Survey Report (2019) in Kenya, revealed teacher absenteeism rate at 30.2% in the targeted primary schools. The highest absenteeism rate was at 21.2% for periods of 2 days and below while 6.5% of the teachers were absent for 3-5 days. These rates were higher than the documented national average of 20.0% (GMR, 2015; APHRC, 2015). While these rates were relatively low, it remained high enough to impede learning and lower performance outcome rates.

From the interview with the key informant, one of the respondents stated

*"...among the measures that have worked with TPAD implementation is that teacher absenteeism has reduced and learner teacher contact has increased leading to improvement in the quality of teaching and learning."*

However, it is important to establish common causes of absenteeism in schools so that appropriate measures can be taken to totally minimize teacher absenteeism. The most common reasons of absenteeism among others include; illness as reported by 70.6% of appraisees, 70.30% of heads of institutions, 65.70% of appraisers, and 86.4% of CSOs; stress, as reported by 27.2%, of appraisees, 24.9% of appraisers, 26.8% of CSOs and 19.4% of HoIs. Other causes of absenteeism included attending burials; excess workload as outlined in Table 4.10

**Table 4.10: Heads of institutions opinions on the common causes of teacher absenteeism in schools**

<b>Causes of absenteeism</b>	<b>Common Percent</b>	<b>Not common Percent</b>	<b>Rare Percent</b>
Illness	70.3	19.9	9.8
Attending burials	25.9	40.8	33.3
Excess workload causing burn out	24.7	35.0	40.3
Over committed salaries	24.3	34.3	41.4
Domestic issues - marital/family disagreements	22.0	43.1	34.9
Stress	19.4	36.6	44.2
Alcoholism	16.4	36.5	47.1
Following up issues at TSC offices	11.4	41.4	47.2
Low morale	11.1	45.7	43.2
Engaging in income generating activities	10.8	39.8	49.4
Insecurity	7.7	32.2	60.1
Running income generation activities	7.5	39.6	52.9
Engaging in politics	3.6	30.6	65.8
Confinement in police cell or prison	3.1	22.8	74.2

### **Minimized Absenteeism with Implementation of TPAD**

Among the reasons why absenteeism should be totally minimized is because teacher absenteeism decreases teacher performance in the implementation of TPAD, leads to learner low attendance, learner drop out and learner indiscipline to a large extent according to 71.9%, 40.4%, and 54.4% of heads of institutions and 56.0%, 47.1% and 32.0% of appraisers respectfully. See Table 4.11:

**Table 4.11: Heads of Institutions Opinions on Effects on Teacher Absenteeism**

Result	To a great extent Percent	Somehow Percent	Not at all Percent
Decrease in teacher performance	71.9	21.9	6.2
Learner low attendance	40.4	42.3	17.3
Learner drop out	20.4	39.9	39.7
Learner indiscipline	54.4	37.7	8.1

#### **4.9.6. Maintenance of a Daily School and Teacher Attendance Register**

Among the activities that worked in TPAD is maintenance of daily school and teacher attendance registers are important documents or records for teachers' accountability and proof of performance for both the appraisees and appraisers. Maintenance of these records helps to keep track of appraisee performance in lesson attendance, lessons missed and lessons recovered. Teacher's Attendance Register is a document that records the regularity of teacher presence in school and in teaching. Teachers regularly sign this register as proof of their presence at school. It shows the number and nature of leave taken by teachers which include casual leaves, sick leaves, and leave without pay. When asked on maintenance of daily school and teacher attendance register, a total 99% of heads of institutions, and 93% of the appraisers acknowledged that they maintained daily school attendance register for appraisees, teacher lesson attendance register.

#### **4.9.7. Introduction and Institutionalization of TPAD Online System**

Teacher evaluation has been initially done through unstructured conventional ways of writing confidential reports on teacher merit and performance, hard copies of these reports would be submitted to the employer where each teacher had a file. With the rollout of TPAD Online system. Paper based reports on appraisal reduced drastically.

One of the key informants reported while responding on what has really work with TPAD;

*"...changing TPAD from hard copies to online system is a great initiative, preparation and filling of TPAD template online has worked successfully thus facilitating efficiently the whole appraisal process."*

Appraisers and appraisees are expected to log into the system and access all TPAD related documents for their processing. There are servers dedicated to TPAD system.

Where there are issues, there is a direct telephone line for consulting the system administrator.

#### **4.9.8. Arbitration Between Appraiser and Appraisee**

Arbitration is the process of solving a disagreement between people by helping them to agree to an acceptable solution. In appraisal arbitration occurs when the appraisee and appraiser disagree during appraisal process. Further an appraisee and appraiser may feel aggrieved. The head of institution shall act as the arbitrator in case of disagreement between the appraiser and the appraisee at the school level while the sub county director shall act as an arbitrator between the deputy and the head of institution. Usually, arbitration is a key aspect in grievance redress mechanism and hence the procedures should follow.

The TSC Sub County Directors were asked to comment on conflict and arbitration process that takes place in cases where appraisee and appraiser disagrees on rating awarded; One of TSC sub county directors said:

*“... the process is quite okay and fair to all parties. Conflicts are rarely witnessed as the appraisee and appraiser agree on the process at their level when they arise, they are sorted out professionally.”*

The TPAD process has systematic and transparent procedures that are collaborative and consultative in nature for evaluation of teachers. There is teacher involvement and even arbitration in the rating system. This has made evaluation of teachers easier.

#### **4.9.9. Compliance levels with the TPAD process**

According to TSC (Kenya) monitoring report (2017) the trend of the percentage of teachers' compliance with appraisal process has been on increase with majority getting appraised each term. Term 2 2017 recorded the highest number of teachers appraised at 90.94% (all teachers) and 110.12% among teachers in School Improvement Plan (SIP) PRIEDE schools) while term 3 2016 had the lowest with 78.06% 51.18% among all teacher and SIP school teachers respectively. It is worth noting that in the 4,000 SIP primary schools all teachers were appraised and in most of the terms surpassed the targeted number to be appraised.

Most of the appraisees from Tana River and Mombasa affirmed that there is increased compliance to TPAD implementation process. One of them qualitatively reported that:

*“...although at the start of the implementation of TPAD in 2016 the process was viewed as a witch hunt process, currently, TPAD is gaining acceptance among teachers. It is because of TPAD system evidence of work done and competency uploading, there is*

*transparency in recognition and reward, largely accounting for teacher promotion, which ensures that teachers are promoted professionally.” (One of appraisees in Mombasa)*

When heads of teacher association were asked on compliance matters 69%, reported that head teachers and teachers have largely been able to comply with the TPAD process to a large extent, while 26% indicated somehow.

According to TSC monitoring report (2017) the trend of the percentage of teachers' compliance with appraisal process has been on increase with majority getting appraised each term. Term 2 2017 recorded the highest number of teachers appraised at 90.94% (all teachers) and 110.12% among teachers in School Improvement Plan (SIP) PRIEDE schools) while term 3 2016 had the lowest with 78.06% 51.18% among all teacher and SIP school teachers respectively. It is worth noting that in the 4,000 SIP primary schools all teachers were appraised and in most of the terms surpassed the targeted number to be appraised.

#### **What did not work well TPAD implementation process?**

The area that does not seem to have worked well in some parts of the country is access to the online TPAD system. Online TPAD process has worked partially as reported by 45% of the appraisers and 60% of the appraisees. The system has too many processes and requires attachment of too many documents. One of the appraisees said; “The online system accessibility is not user friendly especially for regions without internet connectivity, there are times when teachers spend hours trying to access TPAD forms and processes- a very frustrating exercise”. It is not easy to access the Online TPAD system in some parts of northern part of Turkana, Samburu and areas of Kopsiro sub county in Mount Elgon region due to poor connectivity and lack of internet and computers in schools. In fact, according to the respondents, the challenge on accessing TPAD Online system should be adequately addressed. Online TPAD system is at the centre of the success in implementing TPAD ongoing improvements on the system may help alleviate the concerns.

#### **4.10. Establishing the Extent to which the Seven (7) TPAD Teaching Standards Have Influenced Teaching and Learning Process**

The fifth objective was to establish the extent to which the seven (7) TPAD teaching standards have influenced teaching and learning process. Teaching standards were evaluated in terms of their appropriateness in appraising teacher performance and promoting teacher professional development. The responses on the levels of appropriateness of activities in the teaching standards implies effective interactions and provision of related information for the various standards in the TPAD process. Effective interaction with the activities in each standard implies effective implementation of TPAD process. The monitoring and evaluating of teacher's performance at the school level is based on how teachers engage and perform in the



seven teaching standards. The seven teaching standards assessed in this evaluation assignment include:

- i. Professional knowledge and application
- ii. Time management
- iii. Innovation and creativity in teaching
- iv. Learner protection, safety, discipline and teacher conduct
- v. Promotion of co-curricular activities
- vi. Professional development

The responses on appropriateness of teaching standards in appraising teacher performance and professional development were examined appraisees and appraisers as follows:

#### **4.10.1. Professional knowledge and application**

This standard on professional knowledge and application has various activities. The respondents were to rate them as per levels of appropriateness based on their interaction with these activities. A total of 73.8% of the heads of institution, 69.7% of the appraisers, CSOs (100%) and 69.9% of appraisees indicated that preparation of schemes of work, lesson plans and lesson notes based on current curriculum and syllabus was very appropriate. Most (61.9%) of the heads of institution, 60.5% of the appraisers, all (100%) curriculum support officers and 59.2% of appraisees indicated that the activity on preparation and keeping of record of work, teaching learning aids was very appropriate. A total of 59.5% of heads of institutions, 56.6% of appraisers, 100% of curriculum support officers and 57.9% of appraisees reported that the activity on assessment of learners was very appropriate. A total of 56.2% of heads of institutions, 55.3% of appraisers, 100% of curriculum support officers and 51.6% of appraisees reported that the aspect on providing feedback, preparation and maintenance of learners' progress records was very appropriate, while 34.9% of heads of institutions, 28.7% of appraisers, 80% of curriculum officers, and 27.1% of appraisers indicated that individualized education program was very appropriate.

However, the area that needs improvement in this standard is individualized education program according to 11.6% of heads of institution, 13.7% of appraisers, 20% of curriculum support officers and 15.4% of appraisees.

#### **4.10.2. Time management**

A total of 74.6% of the heads of institution, 73.9% of appraisers, 69.2% of appraisees and 100% of curriculum support officers indicated that teacher presence and observance of the school timetable was very appropriate, whereas 75.7% of heads of institutions, 74.5% of Appraisers, , 66.8% of appraisees and 100% of CSOs reported that the activity on punctuality in reporting to duty and consistent lesson attendance was very



appropriate, 40.3% of HOIs, 38.2% of appraisers, 39% of appraisees and 100% of CSOs reported that the activity on promotion and participation in co-curricular activities was very appropriate. 56.2% of HOIs, 58.7% of appraisers, 95.6% of CSOs and 60.5% of appraisees reported that the activity on lessons taught, missed, lesson recovery, remedial teaching was very appropriate.

#### **4.10.3. Innovation and creativity in teaching**

A total of 47.3% of the heads of the institution, 47.9% of appraisers, 46.0% of appraisees, and 100% of CSOs reported that improvising and using locally available resources for effective teaching and learning outcomes were very appropriate while 33% of HOIs, 31.8% of appraisers, 34% of appraisees and 88.9% of CSOs indicated that integrating technology in teaching and learning outcomes was very appropriate.

However, area of improvement in this standard is to integrate technology in teaching and learning outcomes as reported by 7.8% of HOIs, 11.3% of appraisers, 11.1% of CSOs, and 9.9% of appraisees. This could be because they may not be involved in using and integrating technology in teaching and learning outcomes even as they have been interacting with it through the TPAD process.

The issue of aversion to technology has a correlation with age. The age of respondents who are above 50 years is alarming and a factor to reckon. Majority of interviewed key informants agreed that the aged group among the HOIs are not enthusiastic with the changes on online TPAD implementation and that the TPAD stakeholders who are above 50 years are reluctant to embrace new technology.

#### **4.10.4. Learner protection, safety, discipline and teacher conduct**

The findings on this standard revealed that 54.1% of the heads of the institution, 51.3% of appraisers, 93.3% of the CSOs, and 48.3% of appraisees indicated that the activity concerning knowledge on matters related to sexual, mental/psychological, physical harassment/abuse and the appropriate solutions was very appropriate. A total of 50% of HOIs, 51.6% of appraisers, 47.7% of appraisees and 93.3% of CSOs indicated that the activity on adherence to legal and professional provisions governing provision of education was very appropriate. Furthermore, 51.6% of HOIs, 95.6% of CSOs, 43.7% of appraisees and 50% of appraisers reported that the activity on records of learners' discipline cases and interventions was very appropriate. A total of 38.6% of HOIs, 34.5% of appraisers, 91.1% of CSOs and 34.7% of appraisees indicated that the activity on evidence of parental involvement in learner discipline was very appropriate.

However, the area of improvement in this standard includes having evidence on parental involvement in learner discipline as reported by 7.3% of HOIs, 10.0% of appraisers, and 8.9% of CSOs. This indicates that the level of involvement of parents in discipline is low or limited. Involvement of parents in TPAD implementation process

creates a collaborative effort with teachers and other educational stakeholders to establish community linkages that contribute to a safe and secure physical, emotional and psychosocial co-existence and learning environment for enhanced learning outcomes.

#### **4.10.5. Promotion of co - curriculum activities**

On this standard the findings revealed that 82.4% of heads of institution, 66.2% of appraisers, 97.8% of CSOs, and 41.3% of appraisees indicated that the activity on organizing and participation in co-curricular and life skills activities was very appropriate and well covered in schools and that the activity on nurturing unique talents and developing them to their full potentials was covered during co - curricular activities in schools. This activity is a very significant component of competency-based curriculum, and emphasis is need for all.

#### **4.10.6. Professional development**

The findings show that 41.9% of heads of institution, 39.7% appraisers, 95.6% of CSOs and 39.1% of appraisees indicated that the activity on identification of individual performance gaps was very appropriate. 34.9% of HOIs, 31.1% of appraisers, 88.9% of CSOs and 33% of appraisees reported that the activity on Involvement and enrolment in teacher professional development courses was very appropriate whereas 34.3% of HOIs, 28.7 % of appraisers, 93.3% of CSOs and 29.6% of appraisers indicated that the activity on involvement in peer learning at school, zonal and cluster levels was also very appropriate.

However, it is worth noting the activity on involvement in peer learning at school, zonal and cluster levels need to enhance as reported by 56% of TPAD stakeholders. In the Netherlands the Education Cooperative, a teacher professional organization created in 2011, launched a teacher peer review project, which provides a new form of institutionalized feedback for teachers; based on the idea that teacher peers are best placed to evaluate teaching practice and provide constructive feedback, the peer review project comprises teams of teachers visiting each other's schools and developing tools to observe and evaluate teaching practice. The intention is to use these collegial visitations to observe teaching practice, discuss issues of concern, draw up an observation report and provide professional feedback for improvement (De Bruin et al, 2013).

In Denmark, teacher evaluation includes teacher-to-teacher dialogue, and team discussions aligned to the way work is structured for teams of teachers (Denmark; OECD Publishing, 2011). Planning, learning and knowledge sharing all take place in work teams. This approach fosters co-operation amongst teachers who work together to promote the quality of teaching in the school.

Furthermore, 11.1% of CSOs, and 12.3% of appraisees rated the activity on involvement and enrolment in teacher professional development courses as not appropriate. When this activity is rated as not appropriate, it shows that the appraisees and appraisers have not internalized the appraisal-based teacher professional development process. According to TPAD online System Operational manual (TPAD 2.0) 2019, appraisal of professional development is done at individual, peer, school, and zonal levels. For each of the professional gaps identified, the teacher proposes interventions and select the relevant training /capacity building institution to address the professional gap.

#### **4.10.7. Collaboration with parents/guardians and stakeholders**

On collaborations, 50% of heads of institutions, 39.5% of the appraisers, 38.1% of appraisees and 100% of CSOs indicated that the activity on establishing and maintaining collaborative relationships with educationists, parents/guardians and local communities was appropriately implemented in schools whereas 30.8% of HOIs and 29.5% of appraisers, 24.7% of appraisees, and 97.8% of CSOs indicated that the activity on involvement in exchange/benchmarking programmes and national initiatives was well covered in schools. Participation in networking and participation with educational bodies such as KNEC, KICD and MOEST was undertaken by some stakeholders as indicated by 45.4% of HOIs, 44.2% of appraisers, 46.1% of appraisees and 95.6 % of CSOs reported that the activity on was very appropriate.

BoMs play a key role in strengthening and collaborating with the teachers in the teaching – learning process. and in learner protection, safety, discipline and teacher conduct. When asked how familiar they were with TPAD process, 9.8% mentioned that they were very familiar, 62.3% said they were quite familiar whereas 27.8% said they were not familiar with the TPAD process. Familiar with... means they were well informed or have thorough knowledge of TPAD. With further probing, when asked about the extent of participation in the TPAD implementation process, 10% of BoMs had participated to a large extent, 60% had participated to some extent while the remaining 30% had not participated in the TPAD implementation process at all. When asked the extent to which teachers involve parents in learner activities, 32% of BoMs members mentioned that teachers involve parents in learner activities to a large extent, 62% to some extent while 6% mentioned that teachers don't involve parents at all.

Consequently, when asked on their areas of participation in school activities, most of the BoMs reported that they participate among others in attending BoMs meetings that determines and ensures safety and security of learners; ensuring COVID 19 regulations are adhered to by everyone in the school, encourage teacher - parent relations; tracking student academic progress and excellence; ensuring discipline in schools; mobilizing of resources; organizing for learner and teacher motivation and participation in school

development programmes. There is clear indication of BoMs' participation in school activities but a more defined collaborative evidenced role in TPAD need to be defined.

However, there is need to strengthen the involvement and engagement of BOM more in school calendar activities. One of the guiding principles in Basic Education Competency Based Curriculum framework is parental empowerment and engagement, which should be proactively aligned to TPAD implementation.

#### 4.10.8. Rating of Teaching Standards in Facilitation of Teacher Performance

On rating of the teaching standards as far as level of implementation is concerned, the ratings were: 1=Not Appropriate 2=Appropriate 3=Very Appropriate. A Mean Score of 1 implies not appropriate and a Mean Score of 3 implies Very appropriate. This implies that the nearer the Mean Score is to '3' the better. See the table 4.12:

**Table 4.12: A summary on levels of rating for teaching standards as very appropriate in TPAD Process**

	Appraisee		Appraiser		Overall	Comment
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	
Professional knowledge and Application	2.4667	.40364	2.82	.420	2.6	Individualized education program
Time Management	2.5547	.38437	2.66	.521	2.6	Lessons taught, missed, lesson recovery, remedial teaching
Learner Protection, Safety, Discipline and teacher conduct	2.3793	.41440	2.55	.558	2.5	Evidence of parental involvement in learner discipline
Innovation and Creativity in teaching	2.3307	.47250	2.33	.571	2.3	Integrate technology in teaching and learning outcomes
Promotion of Co - curriculum activities	2.3040	.50491	2.17	.630	2.2	Nurturing unique talents and develop them to their full potentials
Professional Development	2.2258	.49114	2.24	.684	2.2	Involvement in peer learning at school, zonal and cluster levels
Collaboration with parents/guardians and stakeholders	2.2231	.53654	2.13	.674	2.2	Networking and participation with educational bodies such as KNEC, KICD and MOEST Involvement in exchange/benchmarking programmes and national initiatives

The rating in Table 4.12 implies that there is more positive response and improvement among teachers in matters concerning time management and professional knowledge and application. Such include punctuality and consistent class attendance, observance of the school timetable and attendance of other school activities.

#### 4.10.9. Appraiser responses on teaching standards that received more focus and attention in relation to teacher performance

Professional knowledge and application received more focus and attention as noted by 83.1% of the appraisers, time management (68.9%) was the second highest rated in terms of focus and attention as indicated by the appraisers. The two standards lagging behind were collaboration with guardians, parents and stakeholders and promotion of core curricular activities seconded by only 30.3% and 29.8% of the appraisers as in table 4.13.

**Table 4.13: Rating of Standards that Received More Focus and Attention in Relation to Teacher Performance**

Teaching Standards	High (%)	Medium (%)	Low (%)
Professional knowledge and Application	83.1	15.6	1.3
Time Management	68.9	28.8	2.4
Innovation and creativity in teaching	37.9	56.8	5.3
Learner protection, safety, discipline and teacher conduct	58.4	38.4	3.2
Promotion of Core curricular activities	29.8	57.5	12.7
Professional Development	38.2	47.6	14.2
Collaboration with guardians, Parents and stakeholders	30.3	52.9	16.8

As a follow up measure, the heads of institutions, appraisers and appraisees were asked to give reasons for why there was high performance in some standards and low performance in others. The responses are shown in Table 4.14

**Table 4.14 Reasons for performance in teaching standards**

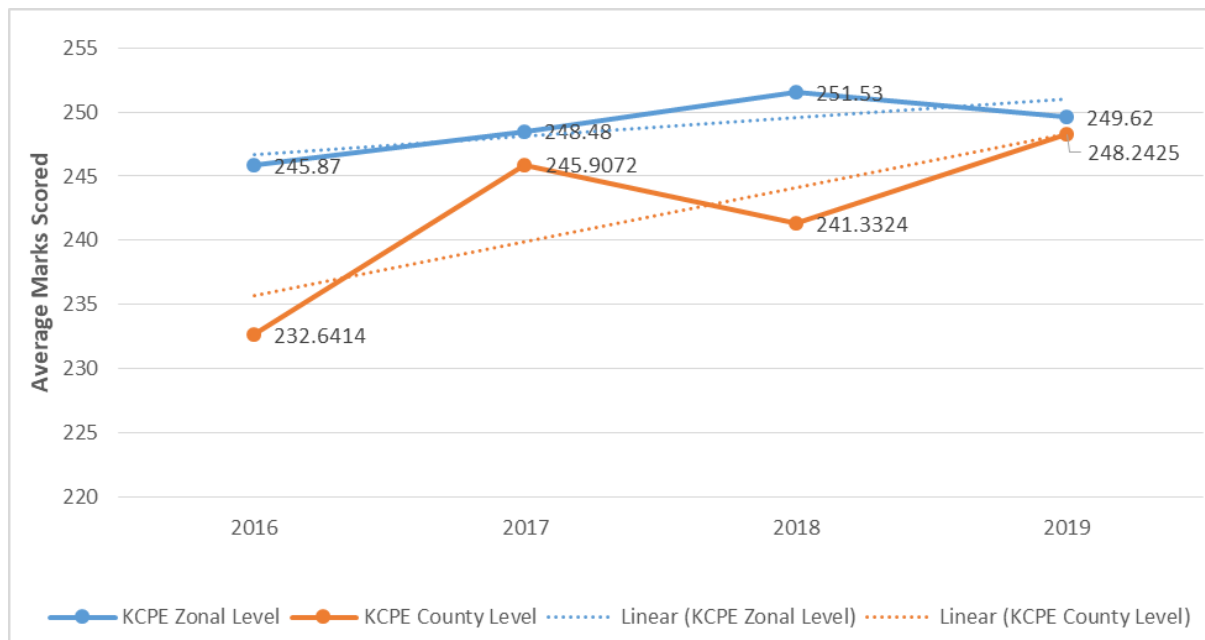
Reasons for High Performance Teaching Standards	Reasons for Low Performance in Teaching Standards
Support from the appraisees and appraisers	Lack of Teaching resources; and guidance on learner protection and safety
Commitment of individual TPAD	Lack of good relation among teachers

Reasons for High Performance Teaching Standards	Reasons for Low Performance in Teaching Standards
Stakeholders	and other stake holders such as parents
Good cooperation between teachers, parents and school stakeholders	Poor time management
Availability of resources needed for implementation	Poor community neighborhood
Setting of achievable targets	Low morale among teachers to perform some tasks
Proper adherence to the implementation of TPAD	Effects of COVID 19
Good motivation from the school administration	Insecurity, poor safety and indiscipline by learners
Good mastery of content in competency areas	Poor and inadequate preparation among teachers
Professional knowledge and application were key	

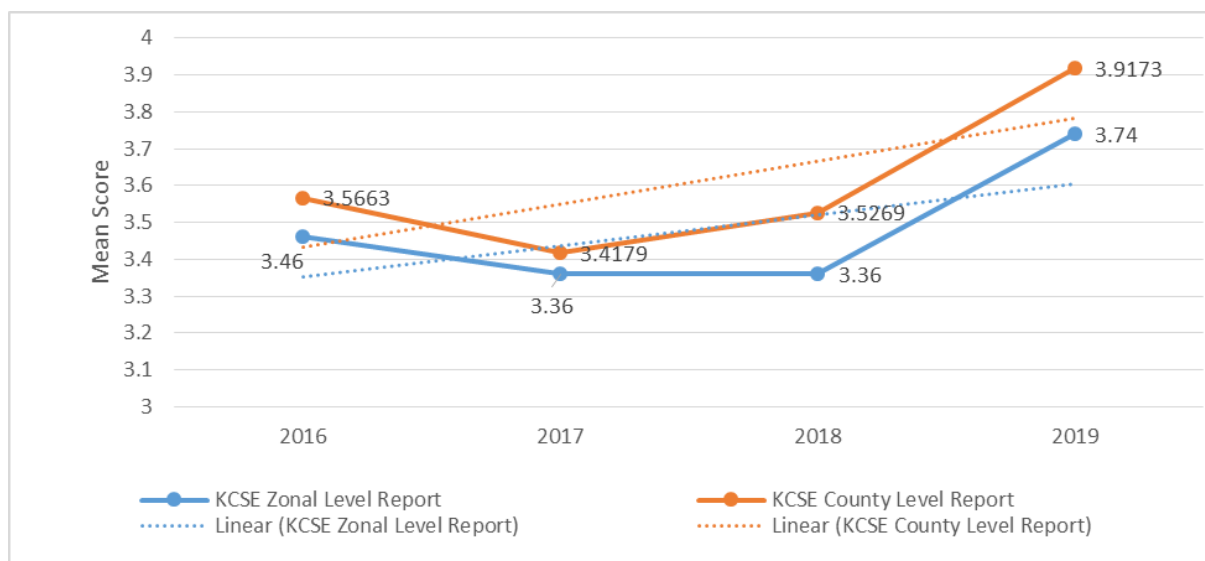
#### 4.10.10. Impact of TPAD on learning outcomes as a reflected in improved teacher performance

As the table 4.13 on rating of teaching standards indicates, the standard on professional knowledge and application; and time management were rated high by 83.1% and 68.9% of the appraisees respectively. This is affirmed by the report from heads of institutions that teachers' ability to prepare and use schemes of work, lesson plans and lesson notes based on current curriculum and syllabi had improved a great deal. Punctuality in reporting to duty and consistent lesson attendance was very appropriate according to 75.7% of heads of institutions, 74.5% of Appraisers, 66.8% of appraisees. And that the teachers are more focussed, report to duty earlier and are more accountable; are all leading into performance in the national examinations - KCPE and KCSE results of 2016 -2019 as in the figure 4.5 and 4.6;

**Figure 4.5: The impact of TPAD Implementation process as reflected in Kenya Certificate of Primary Education (KCPE) Examinations - 2016 - 2019**



**Figure 4.6: The impact of TPAD Implementation process as reflected in Kenya Certificate of Secondary Education (KCSE) Examinations - 2016 - 2019**



TPAD implementation process has improved learning outcomes in schools as evidenced from the KCPE and KCSE performance in figure 4.5 and 4.6. From the two figure 4.5 and 4.6 on KCPE and KCSE examination mean grades between 2016 -2019 above; TPAD implementation process has improved learning outcomes in schools as evidenced from the KCPE and KCSE performance. In 2016 on the commencement of TPAD the KCPE mean grade on average was at 232.6 and in 2019 the mean grade rose to 248.2. In 2016 on the commencement of TPAD the KCSE mean grade on average was at 3.56 and in 2019 the mean grade rose to 3.91.



#### **4.10.11. Extent to Which TPAD Process has promoted feedback between instructional supervision and the teachers**

The sixth objective on TPAD evaluation was to establish the extent to which TPAD process has promoted feedback between instructional supervision and teachers. Provision of objective feedback to teachers during instructional supervision helps them to diagnose gaps and solve teaching problems; develop and improve on their strategies and skills; develop self-confidence and maintain a positive attitude in their professional work. Interaction between appraiser and appraisee during TPAD facilitates the process of providing feedback between instructional supervision and the teachers.

When key TPAD evaluation respondents were asked to state the extent to which TPAD process has promoted feedback between instructional supervision and the teachers; a total of 85% of heads of institutions, 71% of CSOs, and 80% of appraisers indicated that TPAD process had promoted feedback to a large extent, 15% of heads of institution, 29% of CSOs, and 20% of appraisers reported that it had somehow promoted feedback. It is important to note that the feedback provided was deemed objective by majority of appraisees and appraisers from the responses given on the rating. The appraisal rating was objective according to 96% of the CSOs, 86% of appraisers and 82% of the appraisees. However, majority of respondents reported that TPAD feedback should be more consistent and instant.

The Heads of teacher association expounded on it by stating evidenced implications that TPAD process has promoted feedback between instructional supervision and the teachers included: 60.3% stated that gaps are promptly identified and addressed; lessons are observed and observation records are well kept; teacher attendance register – clog in and out are done thus reduced absenteeism; professional documents are prepared and kept up-to-date; teachers work to meet targets set; there is prompt feedback on learning processes in schools; and that TPAD allows interaction between appraiser, appraisees and learners.

The importance of feedback in an appraisal process, as well as to the broader management of any institution has been widely recognized, (Bernardin and Beatty, 1984). Feedback is known to direct working behaviour, influence future objectives and, an individual sense of accomplishment as well internal motivation, (Thiry, 2009). In schools, performance appraisal feedback involves providing a teacher with performance data, regarding his or her designated duties and responsibilities after undergoing performance evaluation. Performance feedback is famed for informing the teachers about the extent to which set objectives have been met, how well one has done and the improvement needed. According to Robert (2003), performance feedback gives an opportunity to an appraisee (teacher) to point the challenges related to his or her level of achievement and raise the support that is needed in order to meet expected



results. It can therefore catalyse work related behavioural change and significantly impact on the performance of a teacher. Jansen, (2011) observes that, giving meaningful feedback to the teachers is the sure way to uplift teaching and learning standards. He further argues that studies have demonstrated that, the greatest impact on student learning comes when teachers have received meaningful feedback on how to better their classroom work.

#### **4.11. Demographic, socio economic, technological and environmental factors that have affected the implementation of TPAD process**

The Demographic, socio economic, technological and environmental factors that have affected the implementation of TPAD process were several. Some of these factors include: Lack of technological devices such as computers and smartphones and network issues as reported by 73.8% of Heads of institutions; Poverty as reported by BOM (16.7%); Age - teachers above 50 years do not want to comply with ICT needs as reported by 27.2% of HOI; Poor climate and harsh environmental conditions (21.4%); and Cultural practices such as FGM and early marriages, among others. Further analysis revealed that acquisition of ICT and computer skills was significantly correlated with type of school (SIP or Non-SIP)  $P < 0.036$ . It also showed that the ability to integrate technology in teaching and learning process had a significant relationship with the level of professional qualification  $P < 0.022$ .

#### **4.12. Pertinent issues in education influencing implementation of TPAD in schools**

Pertinent issues in education that are influencing the implementation of TPAD in schools as reported by respondents include: rollout of Competency Based Curriculum; Outbreak of COVID-19 pandemic; and developments around 100 percent transition. Others include TSC nationalization transfers. All these impacted on syllabus coverage and created gaps in TPAD implementation process.

#### **4.13. Sustainability of TPAD Process in Schools**

Sustainability of TPAD in maintaining teacher performance and accountability in the wave of structural changes is a concern that needs to be considered. The respondents were asked to state the measures that has been put in place to ensure that the TPAD process is sustained in schools. At the sub county level, the measures include; continuous monitoring and evaluation; continuous sensitization workshops and seminars; on -going training of TPAD champions and teachers in every school; Impromptu visits by field officers to schools; Giving regular briefs on TPAD by field officers and frequent follow ups with reminders on TPAD initiatives.

## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Introduction**

This chapter presents a summary of findings, conclusions drawn from the evaluation, and recommendations. The purpose of the evaluation, as well as the objectives underpinning the evaluation are also recaptured.

### **5.2. Purpose of the Evaluation**

The purpose of TPAD evaluation was to establish the effectiveness of TPAD intervention in schools through assessing TPAD implementation process; generating good practices, lesson learnt and areas for improvement.

### **5.3. Objectives of the Evaluation**

The evaluation study was guided by the following objectives;

- i. Identify the best performance management practices among the teachers and learning institutions which have adopted TPAD processes.
- ii. Assess how TPAD has provided opportunities for teachers to identify their strengths and areas for further development;
- iii. Assess how TPAD has improved teacher competencies and accountability.
- iv. Identify lessons learnt during the TPAD implementation by indicating what worked and what did not work well; and determining opportunities for improvement
- v. Establishing the extent to which the seven (7) TPAD teaching standards have influenced teaching and learning process
- vi. Establishing the extent to which TPAD process has promoted feedback between instructional supervision and teachers

### **5.4. Summary of Findings**

#### **Teachers Appraised through the TPAD System - 2016 to 2019 in targeted Counties**

The TSC Sub County Directors gave estimates of the proportion of teachers appraised between the years 2016 to 2019. The findings revealed that in 2016 term 1, 82.93% of teachers in SIP and 84.21% of all teachers were appraised. In 2017 term 2, 88% of teachers in SIP and 87.53% of all teachers were appraised while in 2019 term 3, the percentage of teachers appraised rose highest to 91.34% in SIP and 91.53% of all teachers. This indicates that there is an increasing trend to ensure that all teachers are appraised.

#### **5.4.1. Objective 1: Identification of the best performance management practices among the teachers and learning institutions which have adopted TPAD processes.**

In order to establish the best performance management practices among teachers in schools it was important to examine the appropriateness of the TPAD tools (TPAD 1.0 and 2.0) used to evaluate and appraise the teacher. In this the findings revealed that majority of the TPAD stakeholders had not only interacted but had also been trained on how to use both the TPAD (1.0 and 2.0) tool as reported by 97% of Heads of institution, 95% of appraisers, 98% of appraisees and 98% of curriculum support officers. On each of the aspects of the structure, language, scope and breath of TPAD (1.0); 51.2%, 56.7% and 56.6% of heads of institutions, 54.5%, 57.6% and 57.6% of the appraisers and appraisees indicated that the tool was appropriate in structure, language, breadth, and scope; whereas 48.8%, 43.3%, and 43.4.2% of heads of institution, 45.5%, 42.4% and 42.4% of appraisers and appraisees respectively reported that the tool was not appropriate as it was too long, and complex (which since has been revised and re-named as TPAD 2.0). On TPAD 2.0 revised tool; 83.2%, 77.0%, and 75.1% of heads of institutions, 85.8%, 76.1% and 80.5% of appraisers and appraisees respectively reported that the tool is appropriate in structure, language, breadth, and scope; and thus eased the implementation of the TPAD process.

Consequently, the findings on objective number one, the following performance management practices were derived;

##### **5.4.1.1. Participatory and consultative target setting practice**

Target setting and achievement activity is a product of TPAD. The findings revealed that 87.2% of heads of institution, 92.4% of appraisers and 92.6% of appraisees participated in appraiser and appraiser agreement on what the appraisal entails and how it will work; preparation of TPAD calendar of activities and agreed on performance targets and documented them; and shared about performance competency areas.

##### **5.4.1.2. Continuous online monitoring and tracking of teacher performance practice**

The findings indicated that introduction of Online TPAD process has put the heads of institution, the appraisers, appraisees and TSC field officers on a new wave line. All 380 (100%) appraisers had interacted with TPAD tool. A total of 88% of appraisers had interacted with both TPAD (1.0) Tool and TPAD (2.0) tool. It was also established that 83.4% of the TPAD stakeholders were trained on how to use the TPAD (1.0) tool. Thus, online TPAD process is a consultative and participatory management practice that is cascaded to all the stakeholders in the line of TPAD management for enhancement of learning outcomes and quality teacher performance.

#### **5.4.1.3. TPAD instructional supervision feedback practice**

The study established that TPAD process has promoted feedback between instructional supervision and the teachers as reported by 63% of heads of institutions, 60% of CSOs, and 48% of appraisers. TPAD engages teachers in an on-going instructional supervision through self-appraisal which enables them to identify gaps in student learning hence designing ways of improving instruction.

#### **5.4.1.4. Teacher accountability as an ongoing process**

On teacher accountability TPAD stakeholders reported that teachers are more accountable during this TPAD era than before. A total of 86% of the appraisers, 76% of appraisees, 92% of heads of institutions, 98% of the curriculum officers, 98.9% of Heads of teacher associations stated that TPAD had improved teacher accountability. According to 83.3% of TSC CDs, TPAD process helps to monitor teachers' performances and hence teachers ensure proper recording for accountability; and that the teachers are attending all their lessons and keeping time. A total of 99% of heads of institutions, and 93% of the appraisers acknowledged that they maintained daily school attendance register for appraisees and 71% of heads of institutions reported that they maintained teacher lesson attendance register – an evidenced act of accountability.

#### **5.4.2. Objective No. 2: TPAD provision of opportunities for teachers' identification of strengths and areas for further development.**

On the second objective of TPAD evaluation study; the findings revealed that TPAD has provided opportunities for teachers to identify their strengths and areas for further development. The interactive and participatory nature in TPAD processes plays a significant role in providing opportunities for teachers and their supervisors to identify their professional strengths and areas of improvement in the teaching learning process. The following are the findings on how TPAD provided opportunities for teacher identification of strengths and areas of improvement:

##### **5.4.2.1. Participation in appraisal target setting meeting**

The findings indicated that participation in termly targeting setting was a great opportunity of teachers. From the responses given 87.2% of heads of institution, 92.4% of appraisers and 92.6% of appraisees participated in appraiser and appraiser agreement on what the appraisal entails and how it will work; preparation of TPAD calendar of activities and agreed on performance targets and documented them; and shared about performance competency areas. As indicated from the qualitative data. This participation in target setting activities helped the appraisees to understand the TPAD process better “and the process reduces cases of arbitration hence making the process smooth. In their qualitative comments appraisees reported target setting meeting was an opportunity to catch up with what has not been covered. It was good

and convenient moment that promotes good conducive working environment and when teams were able to agree on the targets set. Participation in these meetings helped teachers to know all the areas of TPAD and prepare all what is required from them.

#### **5.4.2.2. Participation in appraisal rating meeting**

The findings indicated that appraisal rating meeting was a significant opportunity for the appraisers to come to terms with actual outcomes as per work plan coverage and target attainment. Some of the aspects discussed in order to arrive at the final agreed on score during the rating meeting, as stated by both the appraisers and appraisees, finding out which targets were attained in the set target time and which ones were not attained and reasons for not attaining them; the professional documents related to achievement of set targets, number of lessons covered during that period, challenges faced, and way forward; determined the final score. Most of the appraisers (86%) and appraisees (82%) concurred that the rating was objective.

#### **5.4.2.3. Identification of teacher professional development gaps through self-appraisal**

The findings revealed that TPAD process assisted the appraisees to identify individual performance gaps, detect training needs and seek solutions through professional development courses as reported by 67% of HoIs and 89.4% of appraisees. Through self-appraisal in lesson observation, feedback and consultations from appraiser observations, appraisers were able to identify individual professional performance gaps and areas that learners may have challenges; and generated a development plan.

### **5.4.3. Objective No. 3 Ways in which TPAD has improved teacher competency and accountability**

The findings on the third objective revealed TPAD has improved teacher competencies and accountability. When the respondents were asked to state the ways in which TPAD has improved teacher competency. 96% of the CSOs reported that teachers have become more competent since schools do termly TPAD inductions to make teachers empowered, teachers have become critical mass implementers, they have improved in time management and lesson attendance, teachers work to meet their targets as records of their performances are kept, and there is improved professionalism, teachers prepare well for lessons, and participate effectively in other school programs.

#### **5.4.3.1. TPAD has improved teacher competency**

From the qualitative responses, heads of institution reported that teachers were now able to prepare adequately before going to class; able to prepare and maintain updated professional records; time is properly utilized; there is improved lesson attendance

leading into adequate syllabus coverage done on time; the teacher has the ability self-evaluation; gaps are promptly identified and addressed; and that there is improved ICT knowhow.

The findings show that teachers' ability to prepare and use schemes of work, lesson plans and lesson notes based on current curriculum and syllabi had improved a great deal; similarly, also teachers manage teaching time through punctual and consistent class attendance and keep lesson observation records more efficiently as reported from both SIP and NON-SIP schools by appraisees (47.1%, 49.7%), appraisers (50.8%, 47.1%), Heads of Institution (51.8%, 47.9%), and CSOs (51.1%, 48.9%).

#### **5.4.3.2. TPAD has improved teacher accountability**

As revealed from the findings, most teachers are more accountable since there is consistent and effective clocking in /out, records of lesson attendance, working towards addressing identified gaps during TPAD appraisal meetings, the lesson time lost is recovered, there is proper preparation done before and after lesson delivery, better time management, absenteeism minimized and better syllabus coverage during this TPAD era than before; as reported qualitatively by 86% of the appraisers, 76% of appraisees, 92% of heads of institutions, 98% of the curriculum officers, and 98.9% of Heads of teacher associations. The qualitative analysis also revealed that teachers are more focussed, report to school earlier due to clocking in and out system, and while in school, they concentrate more on class activities with no up and down movements and it is easier to manage schools during this TPAD era than before.

#### **5.4.4. Objective No. 4: Identification of lessons learnt during the TPAD implementation by indicating what worked and what did not work well; and determining opportunities for improvement**

From the evaluation study findings, there are many lessons that are derived from what worked and what did not work since the inception of the TPAD process in Kenya. This section will draw from the findings that revealed lessons learnt by indicating what worked and lastly what did not work. There are several TPAD processes that worked as stipulated below;

##### **5.4.4.1. Appraisal target setting**

The findings as reported by TPAD stakeholders revealed that all activities in target setting process at the start of every term is a practice that has worked. A total of 58.8% and 61.7% heads of institutions in SIP and Non-SIP schools, 69.3% appraisers, and 65.8% of appraisees stated that preparation of TPAD calendar of activities and setting of datelines for various termly activities and tasks worked successfully. 52.2% and 56.6% of heads of institutions, 69.3% appraisers, 65.3% of appraisees and (71.1%); of heads of



teacher associations indicated that appraisal target setting meeting held before beginning of each term also worked successfully.

#### **5.4.4.2. Performance appraisal as a continuous interactive process between appraisee and appraiser**

A total of 64.9% SIP and 61.8% non -SIP of heads of institution, 61.4%, of appraisers, 57.8% of CSOs, 65.9% of TSC sub county directors and (62.9%) of appraisees reported that constant consultation and request for support where necessary worked successfully, 53.5% and 52.7% of heads of institutions, 42.2% of CSOs, 51.7% of appraisers, 54.7% of the appraisees, indicated that adherence to the TPAD calendar of activities worked successfully; 66.7% and 67.2% heads of institutions, 40% of CSOs, 71.9%, of appraisers, 73.8% of TSC sub county directors and 72.1% of appraisees reported that maintaining of all the required professional records was well done.

#### **5.4.4.3. End of term appraisal rating meeting**

The study further revealed that end of term rating meeting worked successfully as reported by 70.2% of heads of institutions, 54.5% of CSOs, 76.3% of appraisers, 76.7% of the TSC sub county directors, 73.8% of appraisees, who reported that continuous appraisee self-appraisal in every term was successful. The activity on accumulation of evidence to be used during the appraisal rating meeting was reported to have worked successfully by 56.3 % of heads of institution, 31.1% of CSOs, 51.5%, of appraisers, and 54.7% of appraisees.

#### **5.4.4.4. Preparation, maintenance and use of professional documents**

All key respondents (Heads of institution, Appraisers, appraisees, and CSOs) respondents agreed that preparation, maintenance and use of professional documents by appraisees has worked successfully in schools. This is evidenced by production of accumulated documents by appraisees during appraisal session and interviews for promotion. The findings revealed that 97% of heads of institutions, 98.9% of appraisers, and 99.5% of appraisees had prepared, used and maintained schemes of work, work plans, lesson plans, progress records, individual timetables, training schedules and class registers among others.

#### **5.4.4.5. Teacher presence, lesson and duty attendance; lesson observation, Lesson recovery**

It is worth noting that the activity on teacher presence, lesson, and duty attendance worked successfully as evidenced in lesson observation and maintenance of teacher attendance register. From the quantitative data analysis on TSC monitoring documents, findings revealed that teacher presence, lesson and duty attendance in schools has improved and worked successfully. Most (94.5%) of the missed lessons were recovered

and remedial done to learners in need. This, therefore, implies that teacher-learner contact hours have also improved hence improvement in learning outcomes

The requirement for lesson observation was at least once in a term, however findings revealed that lesson observation was done more than once as reported by 53% heads of institution, 44% of the appraisers and 47% of CSOs t had observed lessons once, 36% of HoIs, 51% of appraisers and 31% of CSOs had observed twice while 11% of HoIs and 20% of CSOs had observed thrice.

The findings further revealed that there was high level of missed lesson recovery through teacher arrangements with other teachers for remedial sessions.

From the qualitative data analysis, it was reported that among the measures that have worked with TPAD implementation is the reduction in teacher absenteeism and increased learner teacher contact hours leading to improvement in the quality of teaching and learning.

#### **5.4.4.6. Maintenance of a daily school and teacher attendance register**

Among the activities that worked in TPAD is maintenance of daily school and teacher attendance registers are important documents or records for teachers' accountability and proof of performance for both the appraisees and appraisers. A total of 99% of heads of institutions, and 93% of the appraisers acknowledged that they maintained daily school attendance register for appraisees, teacher lesson attendance register. Maintenance of these records helps to keep track of appraisee performance in lesson attendance, lessons missed and lessons recovered.

#### **5.4.4.7. Introduction and institutionalization of TPAD online system**

From the findings of evaluation, TPAD stakeholders concurred that introduction and institutionalization of TPAD online system has worked and that changing TPAD from hard copies to online system is a great initiative, preparation and filling of TPAD template online has worked successfully thus facilitating efficiently the whole appraisal process.

#### **5.4.4.8. Arbitration between appraiser and appraisee**

The findings revealed that conflicts are rarely witnessed as the appraisee and appraiser agree on the process at their level but when conflicts arise, they are sorted out professionally.

#### **5.4.4.9. What did not work with TPAD Process?**

The study revealed that although most activities in the TPAD process worked but the area that needs improvement was the online TPAD system as reported by 45% of the



appraisers and 60% of the appraisees. The online system accessibility is not user friendly especially for regions without proper internet connectivity and teachers have to spend hours trying to access TPAD forms and processes.

#### **5.4.5. Objective No. 5 Establishing the extent to which the seven (7) TPAD teaching standards have influenced teaching and learning process**

The findings on this objective indicated that the seven (7) TPAD teaching standards have influenced teaching and learning process to a large extent. Although all the standards were appropriately covered, some have activities that need to be improved on. The responses on appropriateness of teaching standards in appraising teacher performance and professional development were examined by appraisees and appraisers as follows:

##### **5.4.5.1. Professional knowledge and application**

Interaction with and implementation of the activities in this standard were rated as very appropriate as reported by 73.8% of the heads of institution, 69.7% of the appraisers, CSOs (100%) and 69.9% of appraisees

However, the area that need improvement in this standard was individualized education program according to 11.6% of heads of institution, 13.7% of appraisers, 20% of curriculum support officers and 15.4% of appraisees. This could be due to sensitization on what is involved in individualized education program.

##### **5.4.5.2. Time management**

A total of 74.6% of the heads of institution, 73.9% of appraisers, 69.2% of appraisees and 100% of curriculum support officers indicated that teacher presence and observance of the school timetable was very appropriate, whereas 75.7% of heads of institutions, 74.5% of Appraisers, , 66.8% of appraisees and 100% of CSOs reported that the activity on punctuality in reporting to duty and consistent lesson attendance was very appropriate, 40.3% of HOIs, 38.2% of appraisers, 39% of appraisees and 100% of CSOs reported that the activity on promotion and participation in co-curricular activities was very appropriate. 56.2% of HOIs, 58.7% of appraisers, 95.6% of CSOs and 60.5% of appraisees reported that the activity on lessons taught, missed, lesson recovery, remedial teaching was very appropriate.

##### **5.4.5.3. Innovation and creativity in teaching**

A total of 47.3% of the heads of the institution, 47.9% of appraisers, 46.0% of appraisees, and 100% of CSOs reported that improvising and using locally available resources for effective teaching and learning outcomes were very appropriate while 33% of HoIs, 31.8% of appraisers, 34% of appraisees and 88.9% of CSOs indicated that integrating technology in teaching and learning outcomes was very appropriate.

However, area of improvement in this standard is to integrate technology in teaching and learning outcomes as reported by 7.8% of HOIs, 11.3% of appraisers, 11.1% of CSOs, and 9.9% of appraisees. This could be because they may not be involved in using and integrating technology in teaching and learning outcomes even as they have been interacting with it through the TPAD process.

#### **5.4.5.4. Learner Protection, Safety, Discipline and teacher conduct**

The findings on this standard revealed that 54.1% of the heads of the institution, 51.3% of appraisers, 93.3% of the CSOs, and 48.3% of appraisees indicated that the activity concerning knowledge on matters related to sexual, mental/psychological, physical harassment/abuse and the appropriate solutions was very appropriate. A total of 45.9% of HOIs, 48.7% of appraisers, 51.7% of appraisees and 1.7% of CSOs indicated that the activity on adherence to legal and professional provisions governing provision of education was very appropriate.

However, the area of improvement in this standard includes having evidence on parental involvement in learner discipline as reported by 7.3% of HOIs, 10.0% of appraisers, and 8.9% of CSOs. This indicates that the level of involvement of parents in discipline is low or limited.

#### **5.4.5.5. Promotion of co - curriculum activities**

On this standard the findings revealed that 82.4% of heads of institution, 66.2% of appraisers, 97.8% of CSOs, and 41.3% of appraisees indicated that the activity on organizing and participation in co-curricular and life skills activities was very appropriate and well covered in schools and that the activity on nurturing unique talents and developing them to their full potentials was covered during co - curricular activities in schools. This activity is a very significant component of competency-based curriculum, and emphasis is need for all

#### **5.4.5.6. Professional development**

The findings show that 41.9% of heads of institution, 39.7% appraisers, 95.6% of CSOs and 39.1% of appraisees indicated that the activity on identification of individual performance gaps was very appropriate. 58.1% of HOIs, 61.3% of appraisers, 4.4% of CSOs and 61.9% of appraisees reported that the activity on Involvement and enrolment in teacher professional development courses was very appropriate.

However, it is worth noting the activity on involvement in peer learning at school, zonal and cluster levels need to be enhanced as reported by 56% of TPAD stakeholders.

#### **5.4.5.7. Collaboration with parents/guardians and stakeholders**

On collaborations, 50% of heads of institutions, 39.5% of the appraisers, 38.1% of appraisees and 100% of CSOs indicated that the activity on establishing and

maintaining collaborative relationships with educationists, parents/guardians and local communities was appropriately implemented in schools.

#### **5.4.5.8. Responses on teaching standards that received more focus and attention in relation to teacher performance**

Professional knowledge and application received more focus and attention as noted by 83.1% of the appraisers, time management (68.9%) was the second highest rated in terms of focus and attention as indicated by the appraisers. The two standards lagging behind were collaboration with guardians, parents and stakeholders and promotion of core curricular activities seconded by only 30.3% and 29.8% of the appraisers.

#### **5.4.6. Objective No. 6: Extent to which TPAD process has promoted feedback between instructional supervision and the teachers**

The findings on objective No. 6 revealed the TPAD process has promoted feedback between instructional supervision and the teachers to a large extent as reported by 85% of heads of institutions, 71% of CSOs, and 80% of appraisers. The appraisal rating was considered objective according to 96% of the CSOs, 86% of appraisers and 82% of the appraisees

### **5.5. Conclusions**

On the strength of the evaluation findings from the primary and secondary data analyses, the conclusion is that TPAD intervention in schools is very effective and its implementation process has impacted teacher performance and teaching-learning process. Since the rollout of TPAD in 2016, there has been an increasing trend to ensure that all teachers are appraised both in the SIP and NON- SIP schools. Majority, if not all TPAD stakeholders have interacted with the TPAD (1.0 and 2.0) tools and most of them have been trained on how to use the tools. The TPAD (1.0) tool as revised into TPAD (2.0) tool is appropriate in structure, language, breadth, and scope; and the revised tool has eased the implementation of the TPAD process.

There are several best performance management practices that are identified from TPAD which include; participatory and consultative target setting practice; continuous online monitoring and tracking of teacher performance practice; TPAD instructional supervision feedback practice and teacher accountability as an on-going process. These Performance management practises have made schools easy to manage as teachers are more focussed, competent and accountable to the teaching learning practices in schools.

TPAD process has provided opportunities for teachers to identify their strengths and areas for further development. Such opportunities are found in participation of teachers in appraisal target setting meeting; participation in appraisal rating meeting; and identification of teacher professional development gaps through self-appraisal. TPAD

has improved teacher competencies and accountability which have made teachers to be more competent and empowered to set and meet their targets, prepare, use and maintain records, teachers now prepare well for lessons and are able to self-appraise.

There are many lessons that are derived from what worked and what did not work since the inception of the TPAD process in Kenya in 2016. Among the processes that has worked include;

All activities in target setting process at the start of every term; performance appraisal as a continuous interactive process between appraisee and appraiser; end of term Appraisal Rating Meeting; preparation, maintenance and use of professional documents; teacher presence, lesson and duty attendance; lesson observation, Lesson recovery where the requirement for lesson observation was at least once in a term, however lesson observation was done more than once; maintenance of a daily school and teacher attendance register; introduction and institutionalization of TPAD online system and informal arbitration between appraiser and appraisee.

In spite of the fact that most activities in the TPAD process worked but the area that still needs improvement is the online TPAD system. Accessing the online TPAD system is still a challenge, especially for regions without proper internet connectivity and teachers have to spend hours trying to access TPAD forms and processes. Technological factors that have affected the implementation of TPAD process include: Lack of technological devices such as computers and smartphones and network issues as reported by 73.8% of Heads of institutions; Age – teachers above 50 years do not want to comply with ICT needs as reported by 27.2% of HOI, among others.

Furthermore, the seven (7) TPAD teaching standards have influenced teaching and learning process to a large extent. All the teaching standards are appropriate in enhancing learning outcomes in schools. The standard on professional knowledge and application; time management; innovation and creativity in teaching; learner protection, safety, discipline and teacher conduct; promotion of Co – curriculum activities; professional development; collaboration with parents/guardians and stakeholders were all rated appropriate in enhancing teaching learning processes.

Consequently, TPAD process has promoted feedback between instructional supervision and the teachers to a large extent such that there is ongoing communication on teacher appraisal and performance process. This has created an impact on teacher performance in learning institutions in Kenya.

With integration of teaching standards in the TPAD online systems, teachers are able to define the learning outcomes and prepare, use and maintain professional documents. Thus, TPAD has improved the quality of teaching standards and teacher quality and enhancing learning outcomes thus achieving its purpose.

However, there are some activities in some teaching standards which did not work or even taken off. These activities have been identified and once they are incorporated into TPAD, the process will continually to be more efficient and effective. Indeed, the impact of TPAD implementation will remain in the teaching force for many more years to come.

## 5.6. Recommendations

Key recommendations from the TPAD evaluation are as follows:

1. There is need for regular review and modification of the TPAD online to ensure increased access to the TPAD system especially for users in areas with poor internet connectivity
2. There is need to continue conducting sensitization workshops to help the appraisers and appraisees to further contextualize on teaching standard on collaboration with parents/guardians and stakeholders; involvement in peer learning at school, zonal and cluster levels; and individualized education programme
3. There is need to continue conducting sensitization workshops to help the appraisers and appraisees advance their digital skills in order to be able to tackle technological challenges and integrate technology in teaching and learning process that impacts on the implementation of TPAD.
4. There is need to strengthen the termly TPAD teacher appraisal process in order to enable the appraisers and appraisers to affirm more with system procedures in achieving their set targets
5. In the area of innovation and creativity, there is need to re-think and align locally available resourcing of materials for schools to CBC changing model in TPAD implementation process for effective teaching and learning outcomes
6. There is a need to train and equip teacher evaluators in subject-based skills to strengthen lesson observation assessment thus building a pool of TPAD evaluators who can evaluate in specific subject lesson delivery and give appropriate feedback especially in science and technical subjects. For example, a Chemistry teacher needs to be evaluated by someone who is knowledgeable in chemistry.
7. Heads of institutions and appraisers need to be continually capacity built on digital literacy changes within the TPAD system for them to acquire management skills for coordinating performance management practices to effectively sustain TPAD in schools.

8. There is need to develop interactive communication strategy that ensures instant and consistent feedback that can help key TPAD stakeholders in self-reflection on TPAD process
9. There is need to strengthen the TPAD tool to capture the uniqueness of TTCs and various categories of SNE institutions.
10. With the age of most respondents being above 50 years, there is need to institute a succession and exit plan for key TPAD stakeholders, as a support measure to steer effective implementation and sustainability of TPAD in schools.
11. There is need to align TPAD to changing competency-based curriculum to embrace CBC Learning assessment modes with a Key TPAD school stakeholder capacity building component. This because TPAD 1.0 and 2.0 were aligned to 8:4:4 curriculum based on KCPE and KCSE evaluation modes which is being phased out.

## CHAPTER SIX: POLICY BRIEFS

The following teacher appraisal activities need to be integrated and strengthened through policy support guidelines:

1. Harmonization of monitoring activities through the creation of common monitoring standard guidelines or framework to serve the education sector.
2. The implementation of the existing teacher professional development modules should be fast tracked to address the identified professional gaps emanating from the TPAD monitoring reports and appraisal processes.
3. There is need for strengthening of TPAD implementation and monitoring processes in institutions such as CEMASTE, KIB and KISE which fall within the mandate of TSC.
4. With the age of most respondents being above 50 years, there is need to institute a succession and exit plan for Key TPAD stakeholders, as a support measure to steer effective implementation and sustainability of TPAD in schools
5. In the area of innovation and creativity, there is need to re-think and align locally available resourcing of materials for schools to CBC changing model in TPAD implementation process for effective teaching and learning outcomes
6. There is need to further align TPAD teacher performance management practices to teacher career progression and promotion.
7. There is need to align TPAD to changing competency-based curriculum to embrace CBC Learning assessment modes with a Key TPAD school stakeholder capacity building component.
8. As a long-term measure, and a good practice by TSC, TPAD procedures, processes and principles can be formulated into an evaluation framework or model that can be enacted into law in order to become point of reference for other sector wide interventions.

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## APPENDIX 1

### Reflective Comparative TPAD Practices in Kenya, Louisiana State (USA), Netherlands and Finland

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
<p>Purpose: For what?</p>	<p>In Pursuant to section 11 (f) and 35(i) of TSC Act (2012), and Section 52 of the Code of Regulations for Teachers (2015); where the Teachers' Service Commission is mandated to continuously monitor teacher conduct and performance; and strengthen their supervision in curriculum implementation at the institutional level.</p> <p>The is to review and improve teaching standards through a systemic appraisal approach, with a view to evaluate teachers'</p>	<p>. Anchor on Louisiana Title 28 Education: Part CXLVII. Bulletin 130 Regulations for the Evaluation and Assessment of School Personnel</p> <p>The criteria on which the teacher or administrator is evaluated is embedded in their job description which they have to sign for as they receive their first letters of employment.</p> <p>. To support performance management systems that ensure qualified and effective personnel are employed to enhance the quality of</p>	<p>. Teacher appraisal seeks to improve teachers' own practices by identifying strengths and weaknesses for further professional development - the improvement function. . It aims to ensure that teachers perform at their best to enhance student learning - the accountability function</p>	<p>. Professional Development            . Teacher Empowerment as practitioners            . Teachers are evaluated for their own progress during a period            . Subject teachers, evaluated for the effectiveness of their field of teaching as practitioners</p>

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	performance and promote professional development for enhanced learning outcomes	instruction and administration . To provide procedures that are necessary to retain effective teachers and administrators and to strengthen the formal learning environment; . To foster continuous improvement of teaching and learning by providing opportunities for targeted professional growth and development		
Unit to be Assessed: Who?	. Head of Institution Deputy Head of Institution Head of Departments Senior Teachers Teachers .	. Teachers . School administrators Education System	All school staff including teachers	Only the teacher
Capabilities to assess and to use feedback: By Whom	A teacher in a primary educational institution is appraised by the deputy Head of Institution and the appraisal report confirmed	Each local school board has the responsibility of providing a program for the evaluation	. School boards monitor teacher competencies, including teacher appraisal, through the	. The municipality and principals of schools . Municipality oversees the selection of principals -who will evaluate the teachers -

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>by the Head of Institution. A deputy Head of Institution in a primary educational institution is appraised by the Head of Institution and the appraisal report confirmed by the Curriculum Support Officer.</p> <p>A Head of Institution in a primary educational institution is appraised by the Curriculum Support Officer and the appraisal report confirmed by the Sub County Director.</p> <p>A teacher, tutor or lecturer in a post-primary institution appraised by the head of department or in his/her absence, the deputy principal and the appraisal report confirmed by the principal.</p> <p>A head of department in a</p>	<p>. Teacher evaluation results are used to guide teacher policy state-wide in ways that enhances quality of teaching and learning for all</p> <p>There are accountability relationships register to clearly define who is the evaluator or evaluators within the ranks of teachers and administrators.</p> <p>All evaluators are certified to serve as evaluators, according to the minimum requirements provided by the department, its contractors and state law. The evaluator certification process includes an assessment to ensure inter-rater reliability and accuracy of ratings, based</p>	<p>school leaders</p> <p>. School principals may delegate to other members of the school leadership team, department heads or team leaders</p> <p>Teacher reviewers (team leaders, department heads, and principals) involved in teacher appraisal have not received any specific training to appraise teachers in relation to the competency requirements.</p> <p>. The point of reference for teacher appraisal tends to be the reviewers' own teaching experience rather than a deep understanding of the</p>	<p>among a group of successfully evaluated teachers.</p> <p>. Principals are responsible for assisting each teacher in deciding on the type of professional development needs based on the principal's evaluation of teacher performance and recent developments the area of teaching</p> <p>. The national government expects each municipality to fund the schools with enough resources so that staff can attend compulsory professional development activities for at least three days a year</p>



Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>post-primary institution is appraised by the deputy principal and the appraisal report confirmed by the Head of Institution.</p> <p>A deputy principal in a post-primary institution is appraised by the principal and the appraisal report confirmed by an officer assigned by the Sub County Director.</p> <p>A principal in a post primary institution is appraised by the Sub County Director and the appraisal report confirmed by the County Director.</p>	<p>on the use of the teacher or leader observational rubric</p> <p>Evaluators on record must renew certification to evaluate annually</p> <p>Evaluators of teachers are school principals, assistant principals, or the evaluatee's respective supervisory level designee</p> <p>Other designees, such as instructional coaches, content leaders, master teachers, and mentor teachers may conduct observations to help inform the evaluator assessment of teacher performance.</p> <p>These designees are recorded as additional</p>	<p>level of performance that can be achieved by the most effective teachers in relation to the dimensions set out in the competency requirements</p> <p>. National regulations specify that schools should have regular performance interviews with all staff, including teachers, at least once every four years in primary education and once every three years in secondary education</p> <p>. school principals or leaders are responsible for teacher evaluation and may delegate to other members of the school leadership</p>	

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
		<p>observers within the accountability relationships register</p> <p>Evaluators of administrators are Local Education Agency (LEA) supervisors, Chief Academic Officers, Superintendents, or the evaluatee's respective supervisory level designee</p>	<p>team, such as department heads or team leaders</p>	
Aspects Assessed: What?	<p>The Commission uses TPAD system as a tool to measure the quality and effectiveness of teachers with the aim to improve learning, using seven (7) teaching standards, which include;</p> <ul style="list-style-type: none"> <li>i. Professional knowledge and application</li> <li>ii. Time management</li> <li>iii. Innovation and creativity in teaching</li> </ul>	<p>Act 54 of 2010 is a model law that mandates new parameters for teacher and principal evaluations. An evaluation score consists of two equally weighted components</p> <p>Fifty percent of the evaluation measure(s) growth in student learning using data derived from the value-added assessment, which</p>	<p>. Dutch teacher evaluation is a decentralized process anchors on teacher competency requirements based on seven domains:</p> <ol style="list-style-type: none"> <li>1) Interpersonal competencies.</li> <li>2) Pedagogical competencies.</li> <li>3) Subject-specific and didactical</li> </ol>	<p>. Decentralized Process. Individual teacher development plan prepared by themselves.</p> <p>. Group-based, reflective, and participatory, with the aim of creating professional learning communities among teachers and administrators.</p> <p>. Principals and teachers hold "individual development dialogues" that focus on teachers' work, working</p>

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>iv. Learner protection, safety, discipline and teacher conduct v. Promotion of co-curricular activities vi. Professional development vii. Collaboration with parents/ guardians and stakeholders</p> <p>Pursuant to the Code of Regulation for Teachers, the Commission may take disciplinary action against a teacher who: -</p> <p>i. Fails to complete and submit an appraisal report to the supervisor; ii. Refuses or neglects to discuss or sign the appraisal report with the supervisor. iii. Any teacher who consistently displays poor</p>	<p>comprises of 35 percent value-added data and 15 percent student learning targets. If value-added data are not available, growth in student learning shall be comprised of 50 percent student learning targets. For administrators, the 50 percent of the evaluation based upon growth in student learning shall incorporate a school-wide measure of growth and goal setting for principals.</p> <p>The quantitative measure of student growth, uses one of three methods – value-added, common assessment, or Student Learning Target data – depending on the type of course under evaluation.</p>	<p>competencies. 4) Organizational competencies. 5) Competencies to cooperate with colleagues. 6) Competencies to cooperate with the environment. 7) Self-reflective and developmental competencies. . Annual or Biannual discussions are based on teachers' responsibilities, working conditions, salary development, career and professional development are discussed based on expected teacher competencies, different approaches to keep competencies up to</p>	<p>conditions and training . Teachers are not evaluated based on their students' academic achievement because there are no student standardized tests until they take the university matriculation test.</p>

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>performance or adverse appraisal ratings may after due process have his/her services terminated.</p> <p>Further, the Commission may take similar disciplinary action against:</p> <ul style="list-style-type: none"> <li>-</li> <li>i. A supervisor/appraiser who fails to appraise the teacher as required.</li> <li>ii. An appraiser/ head teacher who manipulates or falsifies appraisal records and reports.</li> <li>ii A head teacher who delays or fails to submit annual appraisal reports</li> </ul> <p>In the appraisal process, the teacher downloads the TPAD appraisal form from the TSC online portal website <a href="http://www.tsc.go.ke">www.tsc.go.ke</a>, set</p>	<p>Non-Tested Grades and Subjects (NTGS) are assessed through the state-approved common assessments developed with the input of teachers and educational professionals as evidence measuring students' attainment of learning targets. The Louisiana Department of Education (LDOE) releases a list of state-approved common assessments at the beginning of each academic year. For non-tested subjects for which there are no common assessments available, such as music; teacher-developed Student Learning Targets govern the student growth component of the</p>	<p>date, participation in coaching, and career development. and maintain competency files for each teacher. . The competency files help create greater transparency about each teacher's career development and potential, and ensure that all teachers meet minimum competency requirements There is no common framework of references for evaluating teacher effectiveness and quality</p>	

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>targets based on the prescribed teaching standards and in consultation with the appraiser.</p> <p>Heads of Institution ensure that the appraisal tool is completed by all teachers and information uploaded to the TPAD online system.</p> <p>The Head of Institution shall keep the record of the original in the appraisal file and a copy the sub county for future reference.</p> <p>Every Head of Institution analyzes termly evaluations which cumulatively constitute the annual appraisal report.</p> <p>Every Head of Institution submits the annual staff appraisal report to the TSC</p>	<p>evaluation.</p> <p>The second component goes into the remaining 50 percent; - which is a qualitative assessment of teacher or administrator performance which include using traditional evaluation techniques, such as classroom observations and site visits and through critique of submitted materials (i.e., lesson plans, assessments, and professional development certifications) and one announced observation for teachers and administrators.</p> <p>An evaluator must conduct a minimum of one formal, announced observation and at least</p>		

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>County Director through the Sub County Director by 10th January of the subsequent year.</p> <p>The performance in the competency areas forms the basis of the appraisal and development plan.</p> <p>The appraisal reports for all teachers are discussed by the school Board of Management by the secretary for consideration</p> <p>The TSC County Director analyzes the head of institution appraisal reports and submit the summary to the TSC headquarters</p>	<p>one other informal, unannounced observation of instructional practice per academic year.</p> <p>Each teacher observation must occur during at least one complete lesson.</p> <p>For both formal and informal observations, evaluators must provide feedback following the observation. Then, at the end of the academic year, using the qualitative rubric, evaluators shall assign the evaluated teacher or leader a score ranging between 1.0 and 5.0, where a score lower than 2.0 is considered ineffective</p> <p>The final evaluation score will be the average of quantitative and qualitative scores and will</p>		

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
		<p>be represented by a number between 1.0 and 5.0 that correlates to the ratings below:</p> <p>1.0 - 1.9 Ineffective</p> <p>2.0 - 2.6 Effective: Emerging</p> <p>2.7 - 3.3 Effective: Proficient</p> <p>3.4 - 4.0 Effective: Accomplished</p> <p>4.1 - 5.0 Highly Effective</p> <p>Any teacher or administrator who earns an observation rating of Ineffective or Effective is observed a second time in the following academic year; for such the 50 percent of the qualitative measure of include a minimum of two observations or site visits. This portion of the</p>		



Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
		<p>evaluation may include additional evaluative evidence, such as walk-through observation data and evaluation of written work products</p> <p>Educators and principals who are rated ineffective must be placed on an intensive assistance plan. If a teacher is still rated ineffective after completing an intensive assistance plan, then disciplinary action will be taken.</p> <p>Any teacher or administrator who fails to meet the standard of performance with regard to effectiveness is placed in an intensive assistance program designed to address the complexity of</p>		

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
		<p>the teacher's deficiencies and shall be formally re-evaluated.</p> <p>A teacher or administrator is informed in writing of placement in an intensive assistance program and provided in writing with the reasons for such placement.</p> <p>If the intensive assistance program required is not completed in conformity with its provisions or if the teacher or administrator is determined to be ineffective after a formal evaluation conducted immediately upon completion of the program, then the local board timely initiates termination proceedings pursuant to Part II of</p>		

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
		Chapter 2 of this Title law.		
"Evaluation 'technology': How?	<p>Teacher evaluation anchors on Teacher Management Information System through the TSC online portal website <a href="http://www.tsc.go.ke">www.tsc.go.ke</a>,</p> <p>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.</p>	<p>Value-added data is provided to teachers in grades and subjects that administer state-wide standardized tests and for which appropriate prior testing data is available. The value-added model is not applied for the purposes of evaluation in any cases in which there are fewer than 10 students with value-added results assigned to an educator</p> <p>Student-level variables and Classroom composition variables are considered tool for teacher evaluation shall align to the <i>Louisiana Components of Effective Teaching</i>. The tool for</p>	<p>While practice varies across schools, teacher performance reviews and interviews typically take the form of an annual or biannual conversation between the school leader and the individual teacher.</p> <p>More regular formative observation, Peer teacher review and collegial observation visits with other teachers, feedback and coaching for teachers based on the idea that teacher peers are best placed to evaluate teaching practice and provide</p>	<p>. Decentralized Process from Municipality level to teacher level Ultimately a consultative and formative process that takes place during face-to-face conversations between a teacher and the principal or within a group of colleagues who teach the same subject or at the same grade</p> <p>. Annual discussions between school leaders and teachers evaluate the fulfilment of the personal objectives set up during the previous year; and also establish further personal objectives that correspond both to the analysis of the teacher and the needs of the school</p>

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>iii. Create an understanding on performance targets and agree on what is expected to meet the targets.</p> <p>iv. Set deadlines as per school TPAD Calendar of Activities.</p> <p>The Sub County Directors/Curriculum Support Officers monitors and supports the implementation and evaluation of TPAD in all schools in their areas of jurisdiction. In particular, they appraise the head teachers and principals and plan for their development.</p> <p>The Heads of Institution provide oversight role in the performance appraisal for the teachers in their</p>	<p>administrator evaluation shall align to the <i>Performance Expectations and Indicators for Educational Leaders</i>, contained within <i>Bulletin 125—Standards for Educational Leaders in Louisiana</i>.</p>	<p>constructive feedback, the peer review project comprises teams of teachers visiting each other's schools and developing tools to observe and evaluate teaching practice.</p> <p>The intention is to use these collegial visitations to observe teaching practice, discuss issues of concern, draw up an observation report and provide professional feedback for improvement.</p>	

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>respective institutions. Further, they 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;</p> <ul style="list-style-type: none"> <li>i. Constantly consult and request for/offer support where necessary.</li> <li>ii. Ensure the calendar of activities is adhered to.</li> <li>iii. Ensure that all the required professional records are maintained.</li> <li>iv. Plan for termly lesson observations.</li> <li>v. Involve Curriculum Support Officers/ Sub County Directors to</li> </ul>			

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>provide professional guidance.</p> <p>Though the rating is done at the end of the term, the appraisee self-appraisal is continuous within the term.</p> <p>Both appraisee and appraiser accumulate evidence to be used during the appraisal rating meeting.</p> <p>These individual rating scores lead to the negotiations for the agreed termly rating.</p> <p>In the last appraisal activity of the term: -</p> <ul style="list-style-type: none"> <li>i. The appraisee and the appraiser discuss observations, assessment and complete the termly appraisal.</li> <li>ii. The Head of Institution's performance</li> </ul>			

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>for the term is evaluated against the performance competency areas and appraisal rating for the term is agreed upon.</p> <p>iii. Areas that require support and development during the following term are identified and a development plan is generated.</p> <p>iv. A report on learners' achievements is discussed with a view to improve learning outcomes.</p> <p>v. In the case of disagreement between appraisee and appraiser rating an arbitrator is involved to make a final decision</p> <p>A rating of 5 - Fully met and exceeded the targets to a rating of 1- did not meet the targets - is used to</p>			

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>establish the extent to which the teacher has met the targets set in each of the Performance Competency Areas and final annual performance</p> <p>TSC operationalized tools for evaluation include;</p> <ul style="list-style-type: none"> <li>i. Lesson Attendance Register</li> <li>ii. Lesson Observation Form</li> <li>iii. Check list of the documents to be kept by the head of an institution</li> <li>iv. Checklist of teacher professional documents</li> <li>v. Lesson Recovery Schedule</li> <li>vi. Template of TPAD Calendar</li> </ul>			
Agents involved: With whom	Every Head of Institution submits the annual staff appraisal report to the TSC County Director through	were developed with a great deal of stakeholder input. Act 54 provided for the establishment of an	The Inspectorate defines teaching quality and provides feedback to schools	There are no state-mandated guidelines for teacher evaluation in Finland, but trade unions play an active



Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>the Sub County Director by 10th January of the subsequent year. The performance in the competency areas forms the basis of the appraisal and development plan.</p> <p>The appraisal reports for all teachers are discussed by the school Board of Management by the secretary for consideration</p> <p>A Head of Institution in a primary educational institution is appraised by the Curriculum Support Officer and the appraisal report confirmed by the Sub County Director.</p> <p>Other stakeholders involved in teacher evaluation through TPAD</p>	<p>Advisory Committee on Educator Evaluations (ACEE), which was composed primarily of teachers. The ACEE committee met at least monthly for over one year and provided recommendations on the following:</p> <p>The development of the value-added assessment model;</p> <p>The identification of student growth measures for grades and subjects for which value-added data is not available, as well as for personnel for whom value-added data is not available;</p> <p>The adoption of standards of effectiveness for qualitative observations. These recommendations</p>	<p>about the strengths and weaknesses of their teacher's practices. through classroom observation framework</p> <p>Dutch Education Council, Government action plan and teacher union - Education Cooperative - looks into teacher professionalism and effectiveness through appraisal of teacher competencies and professionalism</p>	<p>role in drawing up the appraisal framework in the contract between the teacher and the municipality . All decisions concerning teachers (including how they are evaluated) are made within the schools, typically by school boards led by the principal.</p>

Teacher Performance Appraisal and Development - Indicators	Kenya	Louisiana State (USA)	The Netherlands	Finland
	<p>process include stakeholders include: the Commission, the Commission Secretary, ICT department, Quality Assurance and Standards Division, Performance Contract and Performance Appraisal (PCPA) section, Human Resource and Management,</p>	<p>were approved by LBESE (Louisiana Board of Elementary and Secondary Education) in 2011. In addition to ACEE committee meetings, the LDOE held statewide meetings with teachers, principals, and district staff to gather feedback. An online survey of teachers, principals and district staff were conducted. Finally, the Department convened content-specific focus groups that provided input into the development of frameworks for the value-added model, common assessments, and Student Learning Targets.</p>		