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**SOCIETY OF  
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IN KENYA**

## **Assessing the Impact of the Implementation of Teacher Performance Appraisal Development Tool on the Quality of Teaching in Kenya. A Case Study of Narok County Secondary Schools**

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### **Abstract**

*Quality education is the cornerstone to creating sustainable development in line to the 2030 agenda. Poor Quality Education is a national systemic threat to the Kenyan economy if not checked. The Quality of education in Kenya has been tagged to Teacher Performance Appraisal Development (TPAD) since 2016, an evaluation system that has failed in other Countries. The following objectives guided this paper: Establish the effect of teacher evaluation on learner grades, examine the credibility of the appraiser and to find out the obstacles towards effective teacher evaluation in Narok County Secondary Schools Kenya. This paper may be a revelation and of reference to a number of stakeholders in Education and other sectors. Teachers have found their added roles of appraisee and appraiser challenging. Given that, the Teachers Service Commission (TSC) their employer threatens their teaching values, expertise, and pedagogy. Teachers are in a dichotomy between Teachers Trade unions and TSC as stakeholders. While the unionist term the TPAD as simply paper work and time consuming, TSC embrace the TPAD and is yet to develop individualized teacher feedback. Factors like inconsistent Teacher development, evaluator credibility, mismatch between TPAD rating and learner grades, incompetency in ICT integration and lack of proper monitoring and evaluation of TPAD implementation question the efficiency of teacher evaluation system in Kenya. This paper recommends a collaborative type of teacher evaluation system and Methodology was through related literature review.*

**Key Words-** Quality education; quality teaching; teacher appraisal; Feedback; Competency; TPAD; lesson observation.

### **1. Introduction**

Teacher appraisal systems are the subject of increasing attention globally because high-quality education is necessary for everyone. The international Labour organization (ILO) section 4.5 clearly stipulates employees' performance contracting guidelines (ILO, 2013). The 2013 Amsterdam, International Education Summit on the Teaching Profession brought together delegations from the top 25 countries on OECD's PISA assessment of student achievement (UNESCO, 2014). The Summit theme was; how to define teaching quality, how to evaluate teachers, and what use to make of the evaluations. In his opening remark the then Netherlands Minister for education said "Giving and receiving feedback, keeping each other on our toes with regard to quality, is key to effective teaching," and the complexity of the profession places high demands on teachers' professional competencies (UNESCO, 2014). However, in the above forum a teacher from Finland asserted that increased teacher inspections might kill the teachers' passion for their work.

Many countries are now embracing teacher evaluation, out of 28 Countries surveyed in the OECD Review on Evaluation and Assessment Frameworks for Improving School Outcomes in 2013, 22 reported having national policy frameworks for teacher evaluation (OECD, 2013 ). The United States of America is asserted as an initiator in the execution of teacher evaluation models. According to Reddy et al (2013), 45 out of 50 states in the USA have enacted formal policies that require the use of student achievement measures as components in teacher evaluation systems. Moreover, federal initiatives, such as Race to the Top (RTT) The New Teacher Project (TNTP), Measures of Effective Teaching (MET) (research projects funded by the Bill Gates Foundation), have resulted in value-added models which

attempt to estimate the relative effect of particular teacher input on student test scores and classroom observations (Reddy et al,2013). The Principal of Howard University Middle School Kathryn Procope, has transformed the evaluation process in her school to be one of ongoing feedback and coaching, through in-person and video observations, engaging with teachers' feedback process, focuses on teacher formative growth and has blurred the line between evaluation and support (Moody, 2018). However, a \$575 million Bill & Melinda Gates Foundation initiative value addition evaluation system designed to improve teacher effectiveness in some states in USA has failed to boost learners' grade beyond the other states without the system (Strauses, 2018).

According to TSC Annual Report 2015/2016, performance contracting (PC) and Teacher performance appraisal systems (TPAS) are part of the broader Public-Sector Reforms aimed at improving efficacy, and to build a performance-oriented culture and instill accountability in public learning institutions (TSC, 2016; Macharia, 2017 April 24). The Constitution of Kenya, 2010 in Article 55 makes a special provision for the State to take measures including affirmative action to ensure that the youth access relevant education and quality training (Constitution of Kenya, 2010). In an effort to improve the quality of teaching, Kenya with support from a US\$88.4 million grant from GPE developed a new TPAD tool which allows to monitor teachers' attendance and syllabus coverage, classroom performance, proficiency, and innovation, creativity and ICT integration to embrace the 21<sup>st</sup> century technology. Performance management for teachers is provided for in Section 11(f) of the TSC ACT, which requires the commission "to monitor the conduct and performance of teachers in the teaching service and in Regulation 52 the code of Regulations of Teachers (TSC, 2015). It states, "The commission shall develop an open appraisal system for teachers to strengthen supervision and to continuously monitor the performance of teachers in curriculum execution."

The TSC Annual Report 2015/2016 institutionalized and rolled out the PC and TPAD system for heads of institutions and teachers to enhance effectiveness in curriculum implementation for improved learning outcomes (Macharia, 2017 April 24). Macharia, further asserts that PC, for the heads of institutions are assessed against negotiated targets in the key management areas that have a direct impact on the quality of education offered. They include teaching standards; curriculum organization and implementation; supervision of staff; teaching and learning infrastructure, and financial management and compliance with the law. In teacher performance appraisal and development (TPAD), they are evaluated on pedagogy, particularly preparation and use of schemes of work, lesson plans, and notes, and maintenance of learners' progress and assessment records (Macharia, 2017). However, the Teacher evaluation policies in Kenyan exhibit weaknesses, which need to be urgently addressed, to achieve quality teaching. The issue of concern is untimely evaluation feedback, inconsistent continuous professional development (CPD) and teacher wastage. This has culminated the TSC CEO to order for the review appraisal system based some concerns raised by teachers (Sosi, 2018, August 21). Narok County leaders have decried poor performance in national exams by schools in the last three years during the county Education Stakeholders' forum at Maasai Mara University on January 25, 2018 (Sayagie, 2018 January 28). A 10-person taskforce was mandated to carry out a quarterly assessment of schools, enhance accountability of teachers and students, and recommend modalities of benchmarking, approaches for motivation of teachers and students as well as a needs analysis of schools. The governor Samuel ole Tunai and Senator Ledama ole Kina expressed their displeasure with the results posted in 2017 KCSE and KCPE exams. The Governor added that the results point to a major problem in the education sector in Narok. Only 459 students (7.71 percent) out of the 6,479 students who sat KCSE exams in 2017 qualified to go to university. The results posted above are a pointer to poor quality education in Narok County and quality is now cinched to teacher evaluation. The County DQUASO in attendance assured the County boss that teacher appraisal system can revamp learner test scores.

The primary purpose of this paper is to provide ways to improve students' learning and teachers' teaching quality and assess the credibility of the current teacher evaluation system.

### **1.1 Objectives of the study**

1. To establish the effect of teacher evaluation on learner grades in secondary schools in Narok County.
  2. To determine the competence of the appraiser to appraise the colleague teacher in secondary schools in Narok County.
- To find out the obstacles towards effective teacher evaluation in secondary schools in Narok County.

## **2. Review of Related Literature**

Literature review related to this study will be based on the following themes:

### **2.1 The Rationale behind Teacher Evaluation**

Global campaigns in education have been based on access to education and indeed school enrolment have upsurge. Currently the point of concern is the quality of education, and this has been fixed on teacher evaluation. Having learners in school is not enough but how those learners learn is important. Currently the global economy is dependent on quality education and that is dependent Quality teaching. Quality education is one of the Sustainable development goals set by the United Nations General Assembly in 2015. The SDGs are part of the Resolution 70/1 of the United Nations General Assembly: Transforming our World the 2030 Agenda shortened as the “2030 Agenda.” The SDGS are built on the principles agreed upon in resolution A/Res/66/288, entitled “the future we want.” Goal NO.4 Quality Education: Which states “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all “Echoing Dakar Declaration of 1990 on Education for all (UNESCO, 2017).

### **The Objectives of Teacher Evaluation**

- To provide quality education to learners in all public institutions,
- Enable teachers improve their performance competencies,
- Analyze teachers performance gaps and provide support for CPD,
- Maintain cumulative records of teaching and learning effective and consistent teacher evaluation
- Enhance the rights and safety for learners

According to section 11(F) and 35 of the TSC Act (2012), the Commission is mandated to monitor the conduct and performance of teachers in teaching service Further Section 52 of the Code of Regulation for Teachers (2015) stipulates that the commission shall in administering the performance appraisal system (TSC, 2016):

- Require Heads of Educational institutions to be teacher evaluation supervisors.
- Use performance appraisal reports for purposes of promotions, deployment.
- Identify the teachers development needs in line to global innovations
- Administer corrective measures in cases of unsatisfactory performance
- Develop and review criteria, guidelines, and tools for performance appraisal.

The current Teacher evaluation system using the TPAD Tool was to replace the traditional performance appraisals that required head teachers or TSC county directors ‘perceptions of tutors performance which made the evaluation subjective (TSC, 2016).

Evaluation guideline on teacher appraisal using the TPAD Tool: TSC has already digitalized the TPAD Tool, the hard copy of each teacher shall be retained in the teacher’s appraisal file in school. The principals are required to analyze termly evaluation, which will cumulatively constitute the annual appraisal report.

### **Post Primary School Appraisal Procedure Summary**

<i>Appraisee</i>	<i>Appraiser</i>	<i>Confirmation</i>
<i>Teacher</i>	<i>Head of Department</i>	<i>Deputy principal</i>
<i>Head of Department</i>	<i>Deputy principal</i>	<i>Principal</i>
<i>Deputy principal</i>	<i>Principal</i>	<i>Curriculum support officer</i>
<i>Principal</i>	<i>Curriculum support officer</i>	<i>Sub-county Director</i>

Source: TSC TPAD, 2018

Non-Compliance, display of adverse rating by any teacher and a supervisor who fails to appraise, manipulates records and principal who fails to submit annual appraisal report as stipulated by Section 54 of the code of regulation for teachers 2015 may result to disciplinary action against a teacher (TSC, 2015).

The TSC appraisal Process according to the TPAD tool (2018) include:

- a) Appraisal Target, setting meeting (held before the beginning of each term)
- b) Continuous Observation and Assessment; appraisal ratings meeting (done at the end of each term)

The Teacher competence areas below are measured based on performance indicators and teaching learning outcomes.

### ***The performance competency areas with the total rating score:***

S/NO.	Performance Competency Areas	Number Of Performance Targets	Total Percentage Marks
1	Professional knowledge and application	5	30
2	Time management	2	10
3	Innovation and creativity in teaching	2	10
4	Learner protection, safety, discipline and teacher conduct	3	15
5	Promotion of Co-curricular activities	2	10
6	Professional Development	3	15
7	Collaboration with parents/guardians and stakeholders	2	10
	<i>Total per term and annual score for the teacher</i>		

Source, TPAD, 2018

*The TPAD tool has an annual learner’s progress record for all subjects making the Kenyan teacher evaluation to be typecast under the valued-addition evaluation model (TSC, 2016). It also has a section for lesson attendance, which aims at reducing teacher absenteeism (Macharia, 201).*

*Lesson attendance and lesson recovery is monitored using a form which the teacher fills and signs in class (TSC, 2016). It requires that there is a teacher concerned with compiling all this data per week, however, the commission has not prepared the teachers for this clerical work (Oduor, 2018, March 28). Professional growth must be discussed once as a part of a post-observation conference. This means that TPAD implementation can be relied on as a predictor of the effectiveness of curriculum evaluation in secondary schools (Aloo, Ajowi & Aloka2017). There is also the Arbitration space in case there is disagreement between the appraisal and appraiser.*

## **2.2 The Parameters that can Enhance Teaching Quality and Improve Learner Test Scores**

### **a)Teacher Continuous Professional Development (CPD)**

Lifelong CPD keeps teachers abreast of new knowledge and practices in the field and it can have a direct impact on student achievement. In-service training of teachers should take priority Sessional Paper No. 1 of 2005; a policy Framework for Education, Training and Research which articulates the need for continuous improvement in the quality of services through continuous skills upgrading for teachers and real work must be done by teachers who are intellectually and spiritually engaged (Mugambi, 2014:Cody, (2015) If Teacher Service Commission is to improve the quality of teaching, they should make provision of high quality professional development to all teachers a key component of TPAD Tool (Smylie, (2014). Implementation of TPAD requires a new educational infrastructure and professional Leadership (Solvi, Elstad & Hakonkavil) with the global technological change in mind. Mainai, (2016) in his study in Narok County primary schools revealed that Narok county Principals lack the proficiency ICT skill to supervise TPAD execution. Principals are e- administrators; however, the area of concern is that most of them lack ICT e-learning integration skills, as technology leaders (Schiller, 2003).

### **b. Lesson Observation**

Lesson Observation caters for the following key areas: Organization, presentation, interaction, content knowledge and relevance and methodology. Lesson observations based on action research is a way for teachers to discover what works best in their own classroom situation. The TSC recommends one lesson observation each term by the appraiser. The observation areas include introduction and lesson organization, content delivery, teaching method, learner involvement and communication and classroom management in a form and the observer indicates what is observed. There is a rating section with three columns for appraisee, appraiser and then a column for the agreed score and 25 marks awarded converted on a likert scale of 1-5. This is a compulsory target one in the TPAD Tool standard on professional knowledge and application. (TSC, 2016). Lesson observation cycle involves pre-observation planning conference and post-observation conference. The principals should provide the teachers with supportive management practices regarding utilization and workload available materials and professional resources (Aloo, Ajowi & Aloka 2017).

### **c. TPAD Checklist an Effective Monitoring Form**

Teachers must make use of the checklist for the sake of TPAD effectiveness:

Teacher Lesson Attendance registers marked by the class monitor and surrendered to the Deputy Head and filed at the principal's office and in Teacher Professional Documents are also monitored using this form. The principal must ensure that this checklist is marked monthly by the immediate supervisor (TPAD Tool, 2018). It is signed monthly by the appraiser and confirmed termly by the Head of the Institution. This tool has documents, which shall be used to assess whether the Head of the Institution has embraced institutional based Quality Standard Management (QSM) in maintenance of teaching standards (TPAD Tool, 2018). It is checked monthly by CSO or SCD at the end of the month and TSC CD/DCD/SCD at the end of the term.

#### **d) Teacher Preparation Verses Quality Teaching**

For quality, teaching to be achieved teacher preparation needs to re-evaluation. Allen, C., Hadjistassou, S. K., & Richardson, R. (2016) recommends that pre-service teachers need not only receive constructive feedback from experienced teacher trainers but also to be presented with their own teaching performance as a means to reflect and evaluate their own teaching practice. Kukulka-Hulme (2009) makes a call to educators constructing mobile learning activities to also try them for teachers' self-evaluation with recordings of their classroom performance that could be enhanced through the use of mobile devices. Previous studies, such as Bolona Lopez, Ortiz, and Allen (2015) have demonstrated that smartphones are effective tools for assessing student teachers' teaching practices in Ecuador. However, limited attention has been paid to the use of iPads as tools to record and facilitate self-evaluation among pre-service teachers on teaching practice in geographically remote locations. Allen, C., Hadjistassou, S. K., & Richardson, R. (2016). Conducted a study in 2015 on Self-evaluation using iPads in teaching practice among five female primary pre-service teachers who had completed their practical teaching placement in Swedish schools. They were provided with an iPad mini for their five-week practicum in Kenya and Tanzania and were introduced to the pedagogical expectations, tech training and resources to facilitate communication with the instructors and video uploading on their iPads, such as Skype and Adobe Connect and Moodle. The pre-service teachers perceived the use of iPads as effective tools for self-confrontation with recordings of their teaching performances.

### **2.3 Positive Impact Report of the Appraisal system using TPAD Tool.**

The appraisal system has a number of positive impact on the learner achievement and other performance areas.

Jonyo, O. D and Jonyo, B.O. (2017) outline the benefits of TPAD evaluation system according to TSC.

- 1) Compliance status: Heads of Institution and teachers have fully embraced PC and TPAD through signing of PCs and setting appraisal targets, and as a result, the performance management tools have been entrenched into the teaching service
- 2) Effective time management: Improved overall lesson attendance due to reduction in teacher absenteeism and the quality of teaching, syllabus coverage and curriculum delivery has improved.
- 3) Use of professional documents: Commendable improvement in preparation of schemes of work, lesson plans, lesson notes and learning/teaching progress and maintenance of Record of Work Teachers now spend more time in lesson planning, updating their teaching aids and documentation on learners' progress and lesson compensation.
- 4) Lesson attendance has improved with NaroK County having lesson attendance that ranges between 80-97% and this has enhanced by continuous monitoring of lesson recovery.
- 5) Heads have become more rigorous in supervision because their targets cannot be met without teachers first delivering on their own.
- 6) TPAD is giving teachers an opportunity to gauge their potentials and set targets which are achievable.
- 7) Safety of Learners: teachers understand the legal and policy provisions on learners' welfare and are sensitive about safety of learners.
- 8) Financial management: There is improved adherence to approved budgets, improved submission of books of accounts for audit and compliance with the Public Procurement and Asset Disposal ACT through tendering, evaluation, awarding, and disposal procedures is becoming entrenched.
- 9) There is promotion of co-curricular activities making the students realize their talents.



10) There is increased integration of ICT

11) A collaborative culture is developing in schools where teachers involve parents and guardians in the management of learner behaviour.

#### **2.4 A correlation between Teacher evaluation Scores and learner grades from the global perspective.**

A study in Chicago found positive gains because of teacher evaluation and their teachers agree that lesson observation was improving instruction (Jiang & Spote 2016). The report further found out that teachers in schools with better-organized and learning climate tend to have higher value added and observation scores. The value added scores intended to capture the student growth on tests scores, and control for measures of student disadvantage such as poverty and previous achievement. Observation rating are intended to capture a teacher's level of instructional practice (Jiang & Spote 2016). In Singapore all school and teachers have access to a world-class, research-based set of competencies that are correlated with performance on outcome goals (Steiner, 2010). If the Kenya government can invest in education and embrace, the Singapore teacher empowerment and competency based evaluation as USA Tennessee state is doing as done the quality of teaching can improve. It has also embraced the elements of successful teacher professional development like: concrete and classroom based mentoring a, coaching and supporting roles, collaborative continuing professional development, teachers selecting their own CPD activities, pedagogical leadership, sourcing outside the school expertise and sustained professional development over-time (Walter & Briggs, 2012).

#### **2.5 Relationship between TPAD Teacher Scores and Learner Test Scores in Kenya.**

Kenyan TSC CEO asserts that though there are teething problems in the teacher evaluation system it has positive impact in learner performance (Macharia, 2017). However, in a majority of schools in Kenya the TPAD scores do not correlate with the learners test scores. Taking an example of Narok secondary schools most of the teacher rating both the appraisee and appraiser plus agreed scores range from 50% to 70%. However, when the learner scores are assessed they range from 15% to 60%. From the data above the teacher competency is above average while that of the learners is below average. Julie, (2012) examined effects of teacher evaluation on student achievement and teacher effectiveness. The study observed that data from teacher evaluations should be used to make adjustments with teaching practices and methods. Nolan, (2010) studied the effect of teacher ratings on teacher performance and the results indicated that low rated teachers saw increase in their student English and Maths test scores. Talyor, and Tyler, (2012) discovered that performance measures and a quality classroom-observation-based evaluation measures could improve mid-career teacher performance. Hadi, A. (2006) in his research indicated that there is no correlation between the supervisor performance rating of teachers and the success of the teachers' students. Individual teacher variation in teaching also has an impact on learner performance. Strong, (2012) asserts that student academic achievement varies depending on which teacher the student is assigned to.

In Kenya the PC and TPAD have impacted positively on learners test scores. Macharia, the CEO TSC in her speech during the Kenya Primary Schools Heads associations asserted that 2017 KCPE exam scores demonstrated positive impact of appraisal in the provision of quality teaching (Muiyuro, 2018, March 28). She further added that in the one-week monitoring of the appraisal, most of the heads of institutions, teachers and school management board cited drastic improvement in school and class attendance by teachers as one of its greatest impacts. The just released 2018 KCSE results also indicate that there was a performance improvement index in which 315 students managed to get an A grade an improvement from 142 of 2017 and 141 of 2016. Students with university level qualification C+ and above hit 90,777 and increase of 13.77% compared 2017 70,073 (Muraya, 2018). According to Cabinet secretary Education Amina the KCSE 2018 improvement has been attributed to monitoring and evaluation (Muraya, 2018 December 21). She further asserted that in that the improved performance was attributed to a number of factors: one the ministry of education mounted robust countrywide education quality dialogues in all 47 county's which gave all key policy agencies sensitize education stakeholders on areas that needed urgent attention in delivering quality education.

#### **2.5 Appraiser Creditability verses Teachers perception of the Appraisal system.**

Appraiser credibility can have an effect on the teachers' perceptions of the appraisal system. Teachers who received higher graduation scores observe assessments as a cause for professional confrontation (Aloo, Ajowi & Aloka, 2017). Implementing teachers' appraisal is an important management activity in Kenya public schools and especially for school managers. The direction for managing appraisal systems requires that appraisers be professionally competent. There is no definition of the knowledge and expertise required to be an appraiser in Kenya. In most schools, HOD, Deputy Principal, and principal are the usual appraisers. In many occasion teachers have blamed their performance

appraisers as lacking requisite knowledge and skills needed to deliver acceptable appraisal results. 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. Training makes performance appraisers to understand the appraisal process, use the appraisal tools as required, provide feedback and guide new target setting. Here in Kenya, research has revealed that principals and other school designated appraisers are equally rarely trained on how to manage the TPAD process. Multiple appraisers can produce consistent evaluator scores and Stronge (2012) suggests use of a variety of evaluators as in 360 – degrees approach to conduct teachers’ appraisals. Multi-rater approach have greater accuracy and objectivity compared to traditional top-down performance appraisal (Thiry, 2009). Appraisers have taken the appraisal system to be a routine process and the appraiser never give the appraisee the evaluation feedback. Jansen, (2011) observes that, giving meaningful feedback to the teachers is the sure way to uplift teaching and learning standards. According to Robert (2003), performance feedback gives an opportunity to an appraisee 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. 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. 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. According to Robert (2003), performance feedback gives an opportunity to 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. Appraisal scores have noted to be inconsistent depending on evaluator effectiveness. According to Gichuki M. G. (2015) in his study in Nakuru County on appraiser the highest scored performance appraisers in effectiveness were the peer teachers’ appraisers (76.7%) followed by the principals with at least 72.3% of teachers and then deputy principals (64.4%). The least scored appraisers were the parents (35.5%). Based on the above, a significant proportion of teachers viewed a variety of appraisers effective in their performance of duty in their respective schools. Similar results appraiser effectiveness were also obtained by Monyatsi, P.P. (2002) in his study in Botswana. Teachers also believe assessing teachers’ weakness and strengths can affect social and personal prestige. Issues of appraiser incompetency have been observed especially in cases where the appraiser does not merit his position.

### **The Actual Teacher Performance Appraisal (TPAD) Report 2017**

*The 2017 teachers’ appraisal report returned a shocking verdict of cooked results, poor dedication of teachers that threaten to sabotage performance tools (Odour, 2018 March). Odour, A. (2018 March) Further asserts that huge discrepancies emerge on teachers and schools data under their supervision. “It was noted that field staff did update records on PC and TPAD. Also noted are general breaches of PC and TPAD guidelines and timelines, which the report finds were flawed by the TSC directors. . Overall, the report indicates poor collaboration among the three levels of CDs, SCDs and CSOs, as coordination was lacking. Thence, there was no feedback to specific schools regarding PC and TPAD implementation as per county level monitoring, however, some counties registered creditable achievement in the implementation of the TPAD tool.*

### **2.6 Issues and Challenges in TPAD Tool Implementation**

- Appraiser phobia to be observed even if an appraiser is a colleague: This is not foreign; a study on 2400 educators in Hong Kong found that some teachers were much less willing to welcome observers in their classroom (Lam, 2001). Appraisers phobia to observer teachers and has been detected in most counties in Kenya.
- Variance in lesson observation have their own challenges. Across multiple studies, variance among appraisers observing the same lesson accounted for 25% to as much as 70% of the variance in scores, depending on the study and the protocol (Bill and Melinda Gates foundation, 2012). There are multiple sources for discrepancies among Appraisers. These include variation in the extent to which appraiser is strict or lenient in his or her scoring (Kingsbury, 1992). Lesson observation scores also vary as a function of both the day on which lessons occurred and the day on which scoring of video recordings of those lessons occurred using data from the Understanding Teaching Quality (UTQ; <http://www.utqstudy.org/>) project.
- Appraiser intimidation in some schools and some principals hire IT technicians to do online TPAD uploading for all the teachers because of lack of ICT skills instead of providing CPD.
- Highly performing schools with their own targets have dumped the TPAD and only do fake figures at the end of the term (Oduor,, March, 2018).

- Hard feedback and instances where appraisers 'honest critique of classroom practice is issued and the teacher may experience some level of professional discomfort' (Lord, Cress & Miller, 2008, p. 57, quoted in Mangin, 2011, p. 49).
- Lack of internet connectivity at the school level. Teachers spend time in cyber cafes looking for forms and filling them instead of remaining in school with learners (Sossion, 2018 in Nyamai, 2018). Hard copy TPAD is left to cyber technician to fill overnight to meet the deadlines and teacher have been reduced to clerical officers and waste of learners' valuable time. There is evidence of disparity in hard copy and online TPAD upload.
- Conflicts between the Teachers unions and TSC have put Teachers at the crossroad. In September 2018 teachers from Chepkoeilel in Uasin Gishu County, Kakamega and Masaba led by their KNUT Secretary general burnt the appraisal forms saying that KNUT was not consulted (News Blaze digital team, 2018 September 9). TSC has sanctioned them to show cause why their action cannot be taken against them ( Obebo, 2018 September 6)
- Monitoring of teacher attendance by the learners downgrades the teaching profession.. Learners sometimes forget to give the lesson attendance for to the teacher to sign forcing them to sign for them even when absent. They view the exercise as principal –teacher intimidation because of improper induction. Teachers were also never inducted on the use of the TPAD and see it as a punitive measure by TSC.
- Because the teacher do not understand the TPAD itself they do not know when to seek for the Arbitration in case of disagreement with appraiser.
- TSC failed to consider and remedy other factors that affect learner test scores like learners background. Teacher Evaluation in Chicago Key findings from Consortium Research from the 2013-14 public schools reveals that 26 percent of teachers with the lowest value-added scores are in schools with the highest concentration of poverty (Jiang & Spote 2016). The difference in observation scores are more pronounced 30 percent of the lowest-scoring teachers are found in highest-poverty schools, while only 9 percentage are in schools with the lowest poverty. Observation scores have a stronger relationship with school characteristics, such as poverty, than value added scores. According to Williams, C. (personal communication, July 2<sup>nd</sup> 2018) commentary on Bill Gates and Melinda teacher evaluation In the USA Low-income students often face micro-, meso- and macro-barriers that disrupt success that higher income groups never have to contend with. Teachers cannot fix problems of underfunding; adverse childhood events & trauma; poor nutrition; dilapidated housing; parent illiteracy or language barriers; nor other concerns associated with poverty.
- The TSC is silent about recycling and online schemes which may be substandard and involving use of text books which do not exist in that particular school. Tonyo & Tonyo, (2017) identified the following challenges in teacher evaluation.
- Lesson Observation Indicator is a compulsory target yet some Heads of Institutions have the notion that only field officers can observe their lessons. This can be done by Heads of departments.
- After the observation of a lesson, both the appraisee and appraiser should give their ratings on the observation areas before they agree on the final score but in most cases the appraiser gives ratings on both columns and even on the agreed score.
- Some deputies do fail to prepare a weekly summary class attendance register signed by the class monitor on lesson attendance. Forcing the teachers to fake figures on lesson taught, missed and compensated in the TPAD.
- On the page with Appraisee/Appraiser's Remarks, they both tend to write," targets met" when they should make comments on how the appraisal process was conducted.
- On the Teacher Support and Professional Development planning, the appraisee should be able to identify the gaps, which hindered him/her from achieving the set goals while giving the recommended support/activities needed to improve on that gap. Some appraisees leave the space with performance gaps plan but fill the recommended Support space making the whole process meaningless.
- The Arbitration space should only be signed when both the appraisee and the appraiser fail to agree on the ratings and in the presence of an Arbitrator but most teachers and their appraisers tend to fill it even where there is no disagreement.

### ***2.7 Samples of Teacher Evaluation models which can be researched on***

*This paper will suggest the following appraisal models that can be researched on to improve the Kenyan TSC appraisal System*



- **Value-added model (VAM)**

*Value-added model (VAM) this estimates how much a teacher has helped individual students grow over the course of an academic year (Burns, 2016).*

- **Marzano's causal Teacher Evaluation model.**

*It relies on research-based practices in instruction; improves accuracy of scoring; supports administrators in giving teachers more concrete, actionable feedback (Carbaugh, Marzano & Toth, 2017).*

- **Glatthorn Differentiated Supervision model.**

*This model gives the administrator different ways to evaluate different teachers, BOM, teachers on teaching practice and Intern teachers can be given a more rigorous evaluation while t experienced, head of department can be afforded more freedom (Glatthorn (1997).*

- **Collaborative instrument model:**

*The model centers on working with a mentor.*

- **Singapore Competency- Based Teacher evaluation system**

*Based evaluation standards such as; Specific work goals like competency targets and performance goals, Current competency ratings, CPD plans and Feedback.*

- **Teacher collaborative evaluation model.**

*Developed in Shangai China, used in Japan, Asia and in Tennessee USA it incorporates common planning, peer observation, feedback and refinement.*

- **Block scheduling model.**

*Emphasis on staff development at the school level, increased attention to instructional programs, based on students' needs.*

- **Danielson evaluation model widely used in the USA**

*The Danielson model of teacher evaluation is based on four domains below broken down into 22 different components and 76 elements (Moss, 2015).*

*The Framework for Teaching, provide the vehicle for teacher growth and development by providing opportunities for professional conversation around agreed-on standards of practice" (Danielson, 2010/2011, p. 39).*

### **3. Discussion**

Teacher evaluation is a key aspect in quality teaching, the implementation of the TPAD tool is a continuous process which should allow flexibility in any amendment. Teachers require continues professional development in order to keep them abreast of the new trends in education. TSC agrees that there are teething problems in the implementation of the TPAD, though it has been a success in some Counties. Reforms in education are ongoing in every county in Kenya, however to achieve consistency in quality teaching needs more reseach. Learners grade are not consistent and in line with the teacher TPAD scores. Despite the contentious nature about teacher evaluation among some education stakeholders and concerns raised by teachers at some point there is evidence of improvement and value-addition in learner grades and it has been attributed to the our current appraisal system according to the CS Education (Wanzala, O. 2018 December 21). Teachers need feedback to improve their practice and must be offered opportunities for coaching and practice of new pedagogical skills. Teacher wastage has been noted in Kenya and to attract talented teachers as well as strengthen instructional leadership within the school appraisal systems should be linked to opportunities for outstanding teachers beyond their classroom roles. They can even be given other roles of external appraiser, coaches and mentors as is the case in Singapore, Netherlands, Shangai China and New Zealand. Implementation policies of the appraisal system must be those that are linked to making teaching attractive and respected career and provides good mentoring. Issues and challenges raised in this paper can have remedies related to institutionalization of CPD, appraiser credibility and competency assessment, appraise readiness enhancement and research on new teacher friendly appraisal systems. Other factors that may affect the learner scores and appriasee –appraiser rating inconsistency must also be looked at.

### **4. Conclusion**

Conclusively, teacher evaluation has positive effect on learner grades and this can be enhanced by continuous by CPD, efficient teacher preparation, strong policies on teacher appraisal implementation and continuous review of the correlation of learners' grades and evaluation ratings. There are issues of appraiser credibility, which can be solved through CPD and developing better programs for ICT integration. This paper has raised a number of obstacles, which hinder the current Teacher evaluation system implementation. To redress the above challenges more research, re-evaluation of learner background factors and enhance teacher capacity building are necessary.

## 5. Recommendations

The author of this paper makes the following recommendations regarding efficient teacher evaluation:

- Monitoring learners' value-addition from primary to secondary. Recently KNEC released results of five candidates with exemplary value addition. The CS noted a case where a student scored 187 marks an equivalent of a D but scored a B in KCSE. It will be important to compare teacher rating and learner value addition and the gaps on teacher development planned.
- To avoid cooked results on the TPAD teachers can be trained to use mobile, Ipad and smartphone for videotaping and use the video lesson for self-evaluation this can be important as an evidence of lesson observation having taken place. This Videos can also be important for flipped classroom.
- Focusing on ways to build evaluator credibility because perceptions of evaluator credibility are strongly correlated with teachers' perceptions of the usefulness of the feedback. Where teachers have less favorable ratings of evaluator credibility, there should be ways to build evaluators' knowledge of subject being evaluated, knowledge of how students learn, knowledge of teaching practices, understanding of the curriculum being observed, and understanding of the established teacher evaluation system.
- A policy on CPD should be articulated urgently as a first step to institutionalizing CPD as a strategy for improving the quality of teaching and education in Kenya. A robust CPD opportunities should be availed to teacher educators to enhance their knowledge, understanding and practice of teaching those who are going to teach young children.
- Use of classroom thumbnail monitoring feature by the principal to observe teachers in class. This can also observe the learners whose seriousness and concentration is not mentioned in the TPAD.
- To solve certain issues and challenges raised by the researcher simulation of Human Sensory capabilities, computers with the ability to see, hear, speak, feel (touch) and smell (detect odour) can be used in class. This can be used in the future to evaluate teachers and even correct them right in the classroom. Robotics-Computer controlled machines can also be used to provide a high-level lesson which a teacher can observe before actual lesson implementation.
- Considering ways to ensure that feedback is frequent, is timely, and includes specific suggestions to improve content and subject knowledge, instructional strategies, classroom management strategies, and recommendations for finding resources or professional development opportunities.
- TSC should create a department of external appraisers and mentors from the exemplary teachers who have excelled in their teaching to mentor intern teachers this will remove bias and create consistency in teacher rating.

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