

# ESSENTIAL DOCUMENTS TO ATTACH TO TPAD AS EVIDENCE

S/NO	TEACHING STANDARDS	TARGET	EVIDENCES TO ATTACH
1.	<b>Professional Knowledge and Practice</b>	<b>Demonstrate mastery of the subject content and use appropriate instructional methods</b>	1. Lesson plans 2. Lesson observation records 3. Different instructional materials
		<b>Undertake lesson observation at least once a term</b>	4. Records of lesson observation 5. Lesson Observation notes
		<b>Utilize teaching/ learning resources effectively</b>	6. Availability of improvised/procured teaching/learning resources/aids
		<b>Prepare professional documents based on the current syllabus/designs</b>	7. Availability of updated schemes of work. 8. Lesson plans and notes. 9. Record of work. 10. Learner assessment record
		<b>Ability to identify learners' capability and learning styles</b>	11. Learner study records. 12. Individualized Education Program (IEP) based on different capabilities and learning styles.
		<b>Ability to identify and nurture learners' talents</b>	13. Record of talent development. 14. Certificates/Awards
		<b>Ability to access, retrieve and integrate ICT in teaching and learning</b>	15. Availability of digital content/free online educational resources links 16. ICT integrated lesson plans/record of work covered/ learners' notebooks 17. Printed content ( photos, print outs)
		<b>Ability to carry out learner assessment, feedback and reporting on learners' learning</b>	18. Learner assessment reports 19. List of strategies to improve learner performance Letter communicating feedback
2	<b>Comprehensive Learning Environment</b>	<b>Ability to create child friendly school/class environment through planned activities to demonstrate respect, equity, inclusion and</b>	21. Clean environment 22. Records of learner participation in Programmes/ clubs/ societies promoting friendly environment

		<b>moral values</b>	23. <i>Open channels of communication/Class Baraza/ student council</i>
		<b>Ability to create a stimulating classroom environment</b>	24. <i>Classroom with talking walls, nature corner, shop, models, learners' work displayed on the wall among others.</i>
		<b>Ability to ensure safety of learners</b>	25. <i>Records of sensitization (MOE Guidelines on safety)</i>
		<b>Ability to manage learners conduct and behavior</b>	26. <i>Well displayed school /class rules and regulations governing learners conduct and behaviour</i> 27. <i>Guidance and counseling records</i> 28. <i>Records of learners challenging behavior and corrective measures taken.</i> 29. <i>Records of parental involvement</i>
3.	<b>Teacher Professional Development</b>	<b>Prepare Self Professional Development Support Plan</b>	30. <i>Updated TPD support plan indicating the time frame for various activities during the term</i>
		<b>Engage in continuous and relevant career growth and development activities</b>	31. <i>Records of Teacher initiated and school based TPD activities</i>
4.	<b>Teacher Conduct &amp; Professionalism</b>	<b>Demonstrate knowledge on the legal requirements in education</b>	32. <i>Policy documents available and in use in schools</i>
		<b>Ability to observe punctuality in lesson attendance, performance of duty and preparation of professional documents</b>	33. <i>Updated daily attendance register (clocking in and out)</i> 34. <i>Updated and analyzed lesson attendance register</i> 35. <i>Record of submission of professional documents</i>
		<b>Timely syllabus coverage and meeting of deadlines</b>	36. <i>Display of syllabus coverage</i> 37. <i>Teacher's lesson notes based on current syllabus</i> 38. <i>Checked learners exercise books</i>

5.	<b>Participation in Professional Learning Community</b>	<b>Join Professional Learning Community(PLC)</b>	39. <i>Records of membership in professional learning community/ cluster/ groups (Certificates, minutes, attendance lists etc.)</i>
		<b>Collaborate with colleagues and the broader professional learning community to support teaching and learning</b>	40. <i>Records of participation in professional learning communities within and beyond the school</i> 41. <i>Initiatives being implemented in collaboration with learning communities</i>
		<b>Collaborate with parents/guardians and other stakeholders</b>	42. <i>Records of parents’/guardians involvement</i> 43. <i>Records of learner participation/ involvement in community service</i> 44. <i>Records of joint activities with stakeholders/parents/ guardians</i>
		<b>Establish linkages with the community</b>	45. <i>Invitation letters</i> 46. <i>Attendance lists</i> 47. <i>Activity reports</i>
		<b>Participate in programs organized in collaboration with other educational bodies: KNEC, MOE, KICD etc.</b>	48. <i>Invitation letters</i> 49. <i>Programme/project reports</i>

**DEAR COLLEAGUES,**

TPAD is a tool that is loathed by many teachers who prefer the old order/ the status quo where teachers would do whatever they want and not to be questioned. TPAD is infallible proof that our noble profession is changing. It goes without saying that Principals, Deputy Principals and even designated teachers who handle TPAD and seek to implement it to the latter are never friends of teachers. Recently while making some consultation with my CSO, I learnt the following about TPAD that I am compelled to share with you though I know you know;

- (i) The “OPTIONAL” aspect of TPAD in regards to attachment of evidence is a trap. You must attach evidence to back up your scores.
- (ii) How you handle (i) above determines your performance in TSC promotional interviews/TOYA/POYA among other things. *“If you treat evidence as optional, treat your success as optional.”*
- (iii) Let everything you do in this profession be backed up by a pictorial or written evidence.
- (iv) TPAD is a blessing in disguise especially to the teachers complaining about overstaying in one Job Group.

Therefore my contemporaries,

Let us do the right thing so as to be right in this right profession. Do not see TPAD as a witch-hunt and exercise meant to distract you. TSC means well for us all.

By:

**O.J. OKOTH**

**Ass.D.O.S – Chandolo S.A. Secondary School**

**Vihiga County**