



Mount Kenya  University

CHAPTER ONE
Teacher Professionalism

Lesson 2

Kenya Professional Teaching Standards (KePTS)

Unlocking Infinite Possibilities





tpd.mku.ac.ke/portal/si



Mount Kenya University

KWL on Kenya Professional Teaching Standards

KNOW, WANT to LEARN (KWL) about Kenya Professional Teaching Standards

In preparation for undertaking study of Kenya Professional Teaching Standards complete the following;

KnowSome things that I already know about Kenya Professional Teaching Standards

.....
.....
.....

Want to LearnSome things I would like to learn about Kenya Professional Teaching Standards

.....
.....
.....





Mount Kenya University

Kenya Professional Teaching Standards (KePTS) & competence indicators

In its endeavor to maintain the teaching standards of all registered teachers in Kenya, the Commission has come up with specific Professional Teaching Standards (KePTS) and Competency Indicators to measure teachers' performance.

The Kenya Professional Teaching Standards for teachers and Instructional Leaders (Refer to table -1) recognize the key role played by the two categories in implementing government policy and making quality learning a reality.

They express the expectations of an individual who is entrusted with the task of supporting learners' learning in all primary and post primary learning institutions





Mount Kenya University

The Kenya Professional Teaching Standards (KePTS)

For Teacher

For Instructional Leader

- | | |
|--|--|
| 1. Promotes professionalism throughout the career | 1. Takes lead in promoting professionalism throughout the career |
| 2. Has pedagogical content knowledge and understanding of competency based curriculum and how to implement it. | 2. Takes lead in developing school vision focused on high quality instruction and learning rooted on competency based curriculum |
| 3. Knows how to conduct assessment and reporting | 3. Takes Lead in creating an environment that promotes assessment and reporting. |
| 4. Knows how to create and support inclusive and collaborative education practices | 4. Takes lead in developing a collaborative professional learning community |
| 5. Knows and promotes comprehensive school health and safety. | 5. Takes lead in promoting comprehensive school health and safety. |
| 6. Knows and promotes instructional leadership and administration | 6. Takes lead in building a positive inclusive learning environment |
| 7. Has Knowledge on financial literacy skills. | 7. Takes lead in financial literacy skills |

Unlocking Infinite Possibilities





tpd.mku.ac.ke/portal/si



Mount Kenya University

Group Work on KePTS

In groups, generate possible competence indicators of each of the KePTS

KNOW, WANT to LEARN (KWL) about Teacher Professional Development Planning Process

In preparation for undertaking study of TPD Planning Process complete the following

Know.....Some things that I already know about TPD Planning Process

.....
.....
.....

Want to Learn.....Some things I would like to learn about TPD Planning Process

.....
.....





Mount Kenya University

TPD Planning Process

Using the teacher competence indicators outlined under each of the Kenya Professional Teaching Standards (KePTS) as attached in appendix 1, individual teachers should develop a termly professional development plan using the sequence outlined in the steps below:

Step One: Teacher/School Self- Assessment Data

This is the initial stage when a teacher/School completes self-evaluation to identify learning activities for termly professional development. Using the scale of 1-3, a teacher conducts self-assessment in each of the KePTS to objectively determine areas of improvement using the rating shown in table 1.





Mount Kenya University

Table1: TPD Self- Evaluation Criteria and Rating

Using the rating scale shown below the teacher will conduct self-assessment to establish the extent to which he/she has the competencies set in each of the KePTS.

Competence Indicator	Rating Scale
My knowledge, skills and attributes in this competence are very strong	3
My knowledge, skills and attributes in this competence are adequate, could be improved	2
My knowledge, skills and attributes in this competence need to be the focus of my professional development	1





Mount Kenya University

Step Two: Identification of Professional Competence Gaps

After identifying the Professional Competence gaps, the teacher proceeds to identify the chapters in the relevant TPD Module that address the identified gaps.

Professional Development Goal Setting

In this step, the teacher is required to develop professional learning goals that must include the following: -

- ✓ Outcomes of self-assessment data in step one.
- ✓ Competency indicators as provided in each of the standards.
- ✓ A balance between individual teacher professional goals and classroom learning curriculum outcomes.
- ✓ Actual outcome of professional development.
- ✓ Improvement on the gaps identified through self-assessment.





Mount Kenya University

Step Three: Professional Development Action Plan

Having identified the perceived strengths and areas of improvement of a teacher and learners learning, the teacher determines the appropriate chapter of the module and activity for professional development and action plan.

The teacher's action plan should include the following:

- Intended professional development goals
- Rationale for professional development goals
- The benefits of the professional development to the learner's learning
- The chapter of the module to undertake
- Nature of assessment to attain the professional development goals
- Information on resources required





Mount Kenya University

Step Four: Assessment of Teacher's Action Plan by Instructional Leader

The instructional leader will assess teachers' action plans. The assessment of the teacher's TPD action plan will ensure that:

- Goals are specific and measurable
- Goals will improve learners' learning
- Goals are integrated with competency indicators
- Steps of the action plan are clearly outlined
- Action plan is realistic, manageable and achievable
- Assessment strategies towards achieving the goals in the action plans are appropriate
- Learning resources to accomplish the professional development are identified





Mount Kenya University

Step 5: Development of TPD report

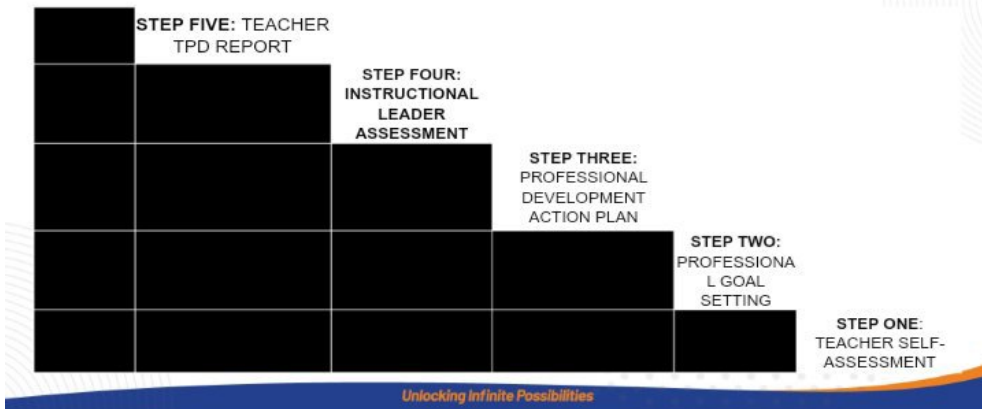
The instructional leader is required to develop a TPD report detailing performance gaps of the teachers and intervention measures to be undertaken.





Mount Kenya University

Figure 1: Teacher Professional Development Planning Process





Mount Kenya University

Group Processing

Think of one thing you each did well that contributed to the group's success and share that with your group.

One thing I have learned:
.....

One thing I have contributed to the group:
.....
.....
.....

Reflections on the day

- a. I learned that.....
- b. I need to learn more about
- c. What I liked about the day was
- d. Suggestions I have for improvement of the day include.....





Mount Kenya University

Group Processing

Think of one thing you each did well that contributed to the group's success and share that with your group.

One thing I have learned:
.....

One thing I have contributed to the group:
.....
.....
.....

Reflections on the day

- a. I learned that.....
- b. I need to learn more about
- c. What I liked about the day was
- d. Suggestions I have for improvement of the day include.....





tpd.mku.ac.ke/portal/si



Mount Kenya  University

Thank you

Unlocking Infinite Possibilities

