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GOVERNMENT OF THE PUNJAB
SPECIAL EDUCATION DEPARTMENT
31-Sher Shah Block New Garden Town,
Lahore

Dated the 28th July, 2026

NOTIFICATION

No. SO(SE)2-28/2018/23

The Special Education Department, Govt. of Punjab has developed Key Performance Indicator (KPI) Framework to establish transparent, objective, and measurable standards for evaluating the performance of its professional workforce. The framework encompasses professional cadres, including District Education Officers (Special Education), Head Teachers, Educators, Teachers, and allied professionals serving students with physical disabilities, hearing impairment, visual impairment, and intellectual and developmental disabilities (IDD). ([i](#) , [ii](#) , [iii](#) , [iv](#) , [v](#) , [vi](#) , [vii](#) , [viii](#) , [ix](#))

2. It reflects the broader responsibilities of respective staff working in special education settings which otherwise, remained unrecognized in traditional performance appraisal framework. The framework will also guide the continuous professional development, strengthened evidence-based performance management, and improve educational and rehabilitation outcomes for students with special Disabilities.

3. The KPI Framework is guided by the Acceptance-Adjustment-Achievement (AAA) where;

- a. Acceptance promotes positive attitudes, dignity, and recognition of students' strengths;
- b. Adjustment focuses on developing emotional, educational, social, and functional adaptation;
- c. Achievement encompasses academic progress, functional independence, communication, participation, vocational readiness, and successful inclusion in society.

4. The KPI framework will be subject to the periodic reviews to incorporate the emerging requirements of roles and responsibilities of the staff and service needs of enrolled students.

5. Effective implementation of KPIs requires careful consideration of contextual elements that may influence staff performance, including pupil-teacher ratios, multi-grade classrooms, diversity of disabilities, institutional resources and geographical variations for just evaluation.

6. The capacity of evaluators is equally critical to the successful implementation of the framework. Evaluation of specialized professional services, such as those provided by Speech Therapists, Psychologists requires domain-specific

knowledge and appropriate technical expertise. Accordingly, structured training and calibration of evaluators should be undertaken to enhance inter-rater reliability and ensure objective, evidence-based assessments.

7. Furthermore, standardized evaluation instruments, including observation checklists, rating scales, performance rubrics, and evidence verification tools, should be developed to support consistent and transparent implementation across the province.

8. It is recommended that the KPI Framework be implemented initially through district-wise pilot testing. Findings from the pilot phase should be used to refine indicators, evaluation methodologies, and implementation procedures before the framework is rolled out across all Special Education Institutions in Punjab.

9. The framework is intended to promote professional accountability, continuous improvement, and better learning outcomes rather than serving solely as a compliance or appraisal mechanism.

(SHOAIB IQBAL SYED)
SECRETARY
SPECIAL EDUCATION DEPARTMENT

NO. & DATE

A copy is forwarded for information and necessary action to the:-

- 1) Director General
Directorate General of Special Education
- 2) Director (Academics) , (Academics)
Directorate General of Special Education
- 3) Director (Administration) , (Administration)
Directorate General of Special Education
- 4) ***All District Education Officers, (Special Education), Punjab.)***
- 5) Private Secretary
Special Education Department

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**SECTION OFFICER (SPECIAL
EDUCATION)**

KPIs for District Education Officers (DEO)
Performance Standards, Guidelines for evaluators and Scoring representation and Interpretation

Rating	Description
4	Exceeds Expectations – Performance consistently beyond institutional standards/assigned expectations with documented evidence of exceptional initiative, innovation, leadership, or impact.
3	Fully Successful / Meets Expectations – Performance consistently meets expected professional standards for competent performance and assigned responsibilities effectively.
2	Partially Meets Expectations – Performance meets standards inconsistently; improvement and support required in some areas.
1	Needs Significant Improvement – Performance frequently falls below standards despite guidance and support.
0	Unsatisfactory – Performance seriously deficient, non-compliant, or unsupported by evidence.
N/A	If the mainstreaming or some other KPI is not applicable due to student profile or institutional context, it may be marked “N/A” and proportionately redistributed.
• Ratings shall be evidence-based and strictly aligned with the prescribed verification methods. Random cross-verification of ratings may be conducted to ensure transparency and accuracy. Evidence submitted by DEO may also be reviewed where necessary. • Director Admn. / assigned supervisor shall conduct the evaluations biannually. Central tendency bias and rating inflation during the evaluation process. • Best DEO shall be identified and rewarded annually at the provincial level based on their performance evaluations.	

Domain	Weight-age	Raw Score	Operations Obtained /raw scores/total scores* domain weight age	Weighted Score
Professional Conduct	20			
Institutional Oversight	50			
Miscellaneous	30			

• 85–100 (Excellent): Level 4. May be considered for recognition, awards, leadership responsibilities, mentorship. • 70–84 (Good): Level 3. Meets performance expectations in most areas and qualifies for recognition in terms of awards, leadership responsibilities; Further development in specialized areas may enhance performance. • 50–69 (Satisfactory): Level 2. Meets minimum performance requirements along with indication for areas of improvement. Requires counseling/improvement recommendations. • Below 50 (Unsatisfactory): Level 0-1. Critical gap; requires immediate intervention/training, training, mentoring and close monitoring to address performance issues.				
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Professional Conduct= 20

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Personal Attendance: Ensuring regular and punctual attendance (90-95%) of the DEO.	0- Attendance below 70%, with frequent tardiness. 1- Attendance between 71-79%, with occasional tardiness. 2- Attendance between 80-89%, with minimal tardiness. 3- Attendance between 90-99%, punctuality maintained. 4- Attendance at 100%, setting an exemplary standard of punctuality.	Digital and manual attendance records	
Communication Responsiveness and Accessibility Timely communication and responsiveness to institutions, stakeholders, subordinate officers, and the	0- Less than 50% of institutional requests, grievances, or official communications addressed within time. 1- 50–64% of institutional requests responded to on time. 2- 65–79% of requests addressed within time. 3- 80–90% of requests addressed timely.	Institutional request-response logs / dispatch register, Structured feedback from heads of institutions, Complaint registers	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
public; accessibility for official matters and effective follow-up on requests and grievances.	4- More than 90% of requests addressed within time.	(if applicable) and Documentation of case resolution quality/disposal/ response	
Ethics, Integrity and Professional Conduct Compliance Assesses adherence to legal, ethical, and professional codes of conduct. Focus is strictly on misconduct prevention and disciplinary compliance.	0- One or more substantiated cases of misconduct, harassment, discrimination, abuse of authority, financial irregularity or corruption. Disciplinary proceedings are recorded during the review period. 1- Two or more documented complaints regarding conduct are recorded during the review period, with evidence of corrective directions or warnings. 2- One documented complaint regarding conduct is recorded during the review period, or minor non-compliance with code of conduct requirements is observed. 3- No substantiated complaints, Disciplinary proceedings, or code of conduct violations are recorded during the review period. 4- No substantiated complaints, disciplinary proceedings, or code of conduct violations are recorded during the review period, and evidence exists of actions promoting respectful workplace practices (e.g., awareness sessions, staff orientation, conflict resolution meetings, code of conduct dissemination).	Disciplinary records / Inquiry reports Warning / show-cause notices (if any) Staff meeting minutes Staff feedback	

Institutional Oversight: 50

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Attendance Monitoring and Verification: Conducts attendance and punctuality monitoring of staff in assigned schools through prescribed visits (e.g., morning and closing time checks), verification of attendance records, identification of absenteeism patterns, and initiation of follow-up actions where required.	0- Less than 50% of required attendance monitoring visits/checks conducted and documented during the review period. 1- 50–64% of required attendance monitoring visits/checks conducted and documented. 2- 65–79% of required attendance monitoring visits/checks conducted and documented. 3- 80–89% of required attendance monitoring visits/checks conducted and documented, with evidence of reporting attendance irregularities. 4- 90% or more of required attendance monitoring visits/checks conducted and documented, with evidence of systematic follow-up on identified absenteeism and punctuality issues.	Inspection / monitoring logs, School visit reports, Attendance verification records, Correspondence regarding attendance irregularities, Follow-up reports	
Staff Attendance and Punctuality Improvement Maintains and improves staff attendance and punctuality across assigned schools through monitoring, follow-up, corrective actions, and coordination with institutional heads.	0- Average staff attendance across assigned schools is below 70%. 1- Average staff attendance across assigned schools is 70–79%. 2- Average staff attendance across assigned schools is 80–89%. 3- Average staff attendance across assigned schools is 90–94%. 4- Average staff attendance across assigned schools is 95% or above, and chronic absenteeism cases (if any) are appropriately addressed and documented.	Manual and digital attendance records of staff, Monthly attendance summaries, Absenteeism reports, Records of corrective actions and follow-up	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Administrative oversight & Statutory Compliance Assesses the effectiveness of supervision and monitoring of institutional governance, implementation of departmental policies and SOPs, statutory compliance (Child protection, school safety related matters, permissions(NOC), transport SOPs, Transfer and Transport policies and other SOPs), statutory compliance (Harassment Act, gender responsive infrastructure etc.), Human Resource governance (identification of staffing deficiency and address it through hiring of staff locally, recommendations for rationalization) resource rationalisation) and timely follow-up of identified compliance issues across assigned institutions.	0- Required supervision is largely absent. Non-compliance issues remain unidentified or unresolved. 1- Supervision is irregular. Compliance gaps are identified inconsistently and follow-up is limited. 2- Supervision covers most assigned institutions and key compliance areas. Issues are identified, documented, and corrective actions are initiated. 3- Supervision covers all assigned institutions and key compliance areas. Issues are documented, communicated, and corrective actions are consistently followed up. 4- Supervision demonstrates proactive identification, resolution, and prevention of compliance issues. Follow-up actions are tracked to closure, systemic improvements are implemented across institutions, and evidence demonstrates sustained compliance with departmental policies and statutory requirements.	Monitoring and inspection reports Child Protection compliance reports School Safety inspection reports NOC and permission records Staff rationalisation proposals and approval records Compliance review reports Corrective Action Taken Reports (ATR) Follow-up monitoring reports Correspondence with institutions Monthly supervision reports Harassment Committee records, Follow-up/action-taken reports	
Academic & Specialized Services Supervision Assesses the effectiveness of supervision and monitoring of academic programs and specialized educational services (Implementation of academic calendar, socio-emotional learning, specialized activities like mobility and orientation, sign language learning, psychological assessment and intervention, speech therapy, physio-therapy, IEP implementation), to ensure quality implementation.	0- Required supervision activities are not conducted or documented. Deficiencies in academic or specialized services remain unidentified or unresolved. 1- Supervision is conducted for some assigned institutions or service areas. Deficiencies are identified but documentation or follow-up actions are incomplete. 2- Supervision covers most assigned institutions and service areas. Deficiencies are documented and corrective actions are initiated. 3- Supervision covers all assigned institutions and major service areas. Deficiencies are documented, communicated, and corrective actions are consistently followed up. 4- Supervision demonstrates effective identification, resolution, and tracking of deficiencies. Evidence shows consistent implementation of corrective actions and improvement across monitored areas.	Academic supervision reports, Academic calendar, monitoring reports, IEP review records, Therapy service monitoring reports, Classroom observation reports, Sign language and Braille implementation records, Mobility, Orientation and independent living training, Student assessment data, implementation status of Social Emotional Guidelines	
Development & Infrastructure Supervision Assesses monitoring and follow-up of development schemes, infrastructure, repair and maintenance, identification of land, accessibility improvements, and execution of approved schemes. repair and maintenance,	0- Deficiencies are neither identified nor documented. 1- Deficiencies are identified but corrective actions are not consistently documented. 2- Deficiencies are identified and corrective actions are documented. 3- Corrective actions are documented and follow-up is conducted. 4- Corrective actions are followed through to resolution or closure, with verification records available.	Development scheme, monitoring reports, Repair and maintenance records, Physical verification reports, Accessibility assessment, Progress reports, Completion certificates,	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
identification of land for rented buildings, and housekeeping activities in schools		Photographic evidence	
Institutional Environment & Housekeeping Supervision Assesses supervision of safety & security, cleanliness, functionality, clean drinking water, accessibility, plantation, and overall school environment.	0- No documented supervision of facility conditions in assigned schools. 1- Records cover less than 50% of schools; major facility gaps remain unreported or without action tracking. 2- Records cover 50–74% of schools; key facility issues identified and reported, but follow-up is partial or incomplete. 3- 75–94% of schools; facility issues are documented with clear follow-up actions and partial closure evidence. 4- 95–100% of schools; facility issues are documented, follow-up actions are tracked to closure, and verification evidence is available.	School visit reports, Water/sanitation inspection checklists, Cleanliness/environment, Photographic evidence (before/after if used), Action taken reports, Follow-up/closure reports	
Maintenance, verification, and reporting of institutional data Assesses the maintenance, verification, completeness, and reporting of institutional data Enrollment data, SESIS Disability categorization records, Staff data, Infrastructure, Transport d data.	0- Less than 50% of required data records/reports maintained and verified. 1- 50–69% of required data records/reports maintained and verified. 2- 70–84% of required data records/reports maintained and verified. 3- 85–94% of required data records/reports maintained, verified, and reported. 4- 95–100% of required data records/reports maintained, verified, reported, and supported by documented discrepancy resolution where applicable.	Management of School Information System, Student and staff records, Data validation reports, Cross-verification and Discrepancy records by DGSE, Dashboard updation, Transport and Infrastructure data	
School Visits: Conducting scheduled and unscheduled visits to assigned schools with approved monitoring plans and departmental requirements.	0- Less than 40% of required visits conducted and documented. 1- 40–59% of required visits conducted and documented. 2- 60–79% of required visits conducted and documented. 3- 80–99% of required visits conducted and documented, including both scheduled and surprise visits as required. 4- 100% of required visits conducted and documented in accordance with approved plans and departmental requirements.	Domain wise Visit logs for approved/unscheduled visits schedule, institutional reports, inspection reports, attendance records	
Procurement Monitoring: Ensuring timely and transparent procurement processes, including uniform and equipment purchases.	0- Procurement delayed or non-transparent. 1- Minimal monitoring, leading to inefficiencies. 2- Procurement processes monitored but with some gaps. 3- Processes monitored effectively, ensuring timely completion. 4- Transparent, efficient procurement completed with quality assurance.	Procurement records, tendering reports, records. Audit records,	
Budget distribution and utilization: Monitoring and timely coordination for proper allocation and utilization of budgets. Timely release of funds	0- Delayed Budget distribution reflects favouritism, no equitable distribution; utilization is poorly monitored, leading to frequent misallocations. 1- Timely Budget distribution with poor need assessment, Limited monitoring with significant inefficiencies. 2- Timely Budget distribution with due need assessment, Budgets utilization, monitored adequately, with minor gaps. 3- Timely and equitable budgets distribution with	Budget reports, audits, budget utilization record, internal audit reports	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
	need assessment, due support provided in preparation of budget. Proposals monitored effectively across schools. 4- Proactive and exemplary budget monitoring through bi-annual internal fiscal audit, ensuring optimal use.		

Miscellaneous=30

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Activity Organization: organizing events, coordinating and implementing directives of DGSE and department regarding active participation of special students in co-curricular and extra-curricular activities including sports, games, art competitions, celebration of all national, international events (Teacher's Day, Independence Day, Eid-Milad-un-Nabi, Defence Day, International Day for PWD, White Cane Safety Day etc.)	0- No events organized during the year including missed opportunities to ensure participation 1- 1-2 events organized with minimal participation and attended by special students. 2- 3-4 events organized with satisfactory participation. 3- 5-6 events organized with high participation. 4- More than 6 events organized, achieving exemplary participation and recognition.	Event reports, participation report, student/staff feedback.	
Enrolment Promotion & Outreach Assesses the effectiveness of planning and implementing enrolment, promotion activities and their contribution to increasing student enrolment during the appraisal period.	0- Less than 50% of planned outreach activities completed and no enrolment increase. 1- At least 50% of planned activities completed and enrolment increase below 2%. 2- At least 70% of planned activities completed and enrolment increase of 2–5%. 3- At least 85% of planned activities completed and enrolment increase of >5–10%. 4- At least 95% of planned activities completed and enrolment increase of more than 10%.	Campaign reports, Baseline and updated enrolment data, Number of awareness seminars, lectures and other community mobilization activities.	
Stakeholder Engagement and Coordination: Maintains effective coordination and working relationships with District Education Authorities, DGSE, the Department, local communities, development partners, academia, and other relevant stakeholders to support institutional objectives.	0- No documented stakeholder meetings, correspondence, collaborative activities, or initiatives during the assessment period. 1- Evidence of 1–2 documented stakeholder interactions/meetings during the assessment period, with no identifiable outcome or follow-up action. 2- Evidence of 3–4 documented stakeholder interactions/meetings during the assessment period, resulting in at least one completed activity, support initiative, or institutional benefit. 3- Evidence of 5–8 documented stakeholder interactions/meetings during the assessment period, resulting in at least two completed activities, support initiatives, partnerships, or institutional improvements.	Meeting minutes and attendance records, official correspondence with stakeholder's, stakeholders feedback, partnership agreements, resource mobilization / donation records, documentary evidence of outcomes	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
	4- Evidence of more than 8 documented stakeholder interactions/meetings during the assessment period, resulting in at least three completed activities, support initiatives, partnerships, resource mobilization efforts, or institutional improvements with documented outcomes.		
Inclusion and mainstreaming efforts Coordination with mainstream institutions for mainstreaming of children with disabilities and follow up.	0- No effort or plan to move any child to a mainstream setting. 1- Occasional non-academic integration but no systematic mainstream placement. 2- Trial placement of a few children in mainstream for limited subjects/hours with basic support. 3- Systematic transition plans with individual timelines and skill-building alongwith follow-up. 4- Segregated setting functions solely for severe to profound cases where mainstreaming is not possible. The children with mild disabilities have full mainstream path	MoUs, referral forms, transition plans, meeting minutes with mainstream schools, follow-up reports, parent interviews, placement retention data.	
Transition Coordination with higher education institutions, skill development entities and local industries for transition of children with disabilities	0- No coordination with any higher education institutions, skill training, or industry entities; no transition plan exists. 1- Informal, one-off contacts with one type of entity (e.g., a single skill workshop) but no structured transition pathway. 2- Basic coordination with at least two sectors (e.g., a vocational training provider and one local industry) through occasional placements or visits. 3- Systematic collaboration with all three sectors (higher education, skill development, industry) including formal agreements, joint transition planning, and annual follow-up. 4- Seamless, integrated transition system where the segregated setting acts as a direct pipeline; real-time data sharing, customized job/internship placements, and post-transition tracking with rapid re-entry support.	Transition plans, placement records, interviews with head teachers and parents, MoUs with colleges, training providers, employers, placement and retention data, employers/college feedback and case studies, placement and retention data, post transition tracking record (≥ 1 year)	
Performance Analysis and Improvement Planning / Recommendations Assesses the use of institutional performance information (Student enrolment, attendance rates, retention/dropout rates, promoted and passed out students, student transitioned to higher grades, mainstreamed students, IEP achievement rates, therapy outcome records etc.) and resource utilization	0- No documented performance review or analysis conducted during the appraisal period. 1- Performance data reviewed for some institutions, but findings or recommendations are not documented. 2- Basic processes in place but compliance is inconsistent and lacks active monitoring. 3- Stable processes with regular performance measurement and	Budget vs. actual reports, unit cost calculations, staff performance reports, outcome indicators such as students passed, transitioned and empowered, beneficiary surveys, impact assessment.	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
data (allocated vs. spent data, unit cost per student, transport utilization data, hostel occupancy data, assistive device utilization to identify inefficiencies, analyse institutional performance, and recommend corrective actions for improvement.	management oversight to proactively correct deviations. 4- Refined, data-driven processes that use continuous feedback and innovation to sustain continuous performance		

KPIs for School Head / Principal

Performance Standards, Guidelines for evaluators and Scoring representation and Interpretation

Rating	Description
4	Exceeds Expectations – Performance consistently beyond institutional standards/assigned expectations with documented evidence of exceptional initiative, innovation, leadership, or impact.
3	Fully Successful / Meets Expectations – Performance consistently meets expected professional standards for competent performance and assigned responsibilities effectively.
2	Partially Meets Expectations – Performance meets standards inconsistently; improvement and support required in some areas.
1	Needs Significant Improvement – Performance frequently falls below standards despite guidance and support.
0	Unsatisfactory – Performance seriously deficient, non-compliant, or unsupported by evidence.
NA	If the mainstreaming or some other KPI is not applicable due to student profile or institutional context, it may be marked “N/A” and proportionately redistributed.
• Ratings shall be evidence-based and strictly aligned with the prescribed verification methods. Random cross-verification of ratings may be conducted to ensure transparency and accuracy. Evidence submitted by District Education Officer may also be reviewed where necessary. • Evaluation will avoid central tendency bias and rating inflation during the evaluation process. Evaluations will be conducted bi-annually by the respective District Education Officer or anybody assigned for this purpose. • Best District Education Officer shall be identified and rewarded annually at the provincial level based on their performance evaluations.	

Domain	Weight-age	Raw Score	Operations Obtained /raw scores/total scores* domain weight age	Weighted Score
Professional Conduct	15			
Administrative Oversight	15			
Financial Management	10			
Operational Efficiency	15			
Academic Leadership/ Supervision	15			
Psychosocial Wellbeing, Holistic Development and School Safety	15			
Parent & Community Engagement	10			
Professional Ethics and Workplace Culture	5			

• 85–100 (Excellent): Level 4. May be considered for recognition, awards, leadership responsibilities, mentorship. • 70–84 (Good): Level 3. Meets performance expectations in most areas and qualifies for recognition, awards, leadership responsibilities; Further development in specific areas may enhance performance. • 50–69 (Satisfactory): Level 2. Meets minimum performance requirements along with indication for areas of improvement. Requires counseling/improvement recommendations. • Below 50 (Unsatisfactory): Level 0-1. Critical gap; requires immediate intervention/training, training, mentoring and close monitoring to address performance issues.
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A. Professional Conduct = 15

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Punctuality Timeliness in arriving at work where Late is defined as reporting more than 10 minutes after the scheduled reporting time (in line with government's instruction)	0- Frequently late (4 times / quarterly) with no justification. 4 instances of early departure 1- Occasionally late (3 times/quarterly), disrupting routines. 2 instances of early departure 2- Rarely late (1-2 times/ quarterly) with valid reasons, one instance of tardiness/early departure. 3- Always punctual but with rare, unavoidable delays due to approved duty or medical emergency, No instance of tardiness or early departure. 4- Consistently punctual, demonstrating commitment and reliability, no early departure.	Digital attendance logs (biometric/facial recognition) compared with manual sign-in/out registers	
Regularity Assesses the attendance consistency (90–95%) during the evaluation period with responsible leave management and minimal unplanned absences.	0- Attendance below 70%; repeated un-notified absences (3+ instances quarterly), frequent half leaves or early departures causing serious disruption. 1- Attendance between 70–79%; 2 un-notified absences or repeated irregularity affecting institutional routines. 2- Attendance between 80–89%; occasional unplanned absence or half leave with generally satisfactory compliance and communication. 3- Attendance maintained within target range (90–95%); no un-notified absence; approved leave managed responsibly with minimal disruption. 4- Attendance exceeds 95%; no unplanned leave, half leave, or early departure; demonstrates exceptional reliability, flexibility, and institutional commitment.	Attendance records (biometric/manual), Random verification, Sanctioned Leave records and approvals, DEO's observation note	
Leadership, Management & Professional Practice Assesses how effectively a leader manages people, resources, communication, and problem-solving to support institutional performance and academic continuity.	0- Fails to address problems, poor transparency in decisions, unfair workload distribution, causes disruption to academic activities, low trust among staff/stakeholders, and community distrust. 1- Responds to issues inconsistently with limited communication; work distribution is uneven and occasionally hinders academic focus, limited staff/stakeholder confidence. 1- Resolves problems systematically and maintains transparency in decisions, fair workloads while keeping academics stable. Acceptable staff/stakeholder relationship. 2- Proactively identifies and resolves issues; Ensures transparent, structured decision-making, equitable workload distribution, Strong coordination with staff and community, Maintains high academic stability. 3- Models data-informed leadership practices. Workload is perfectly optimized for equity, continuous improvement in academic performance and operations,	Stakeholders feedback, student attendance, complaints addressed vs. received, duty register	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
	Demonstrates sustained excellence in institutional management.		

B. Administrative Oversight= 15

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Staff Attendance Management: Ensuring consistent attendance and punctuality among teaching and non-teaching staff.	0- High absenteeism (51-60%), with no monitoring system. 1- Basic monitoring with significant absenteeism (61-70%) 2- Moderate attendance with minor issues. (71-80%) 3- High attendance with occasional lapses. (81-90%) 4- Nearly 95% staff Attendance.	Attendance logs, biometric/facial recognition and sanctioned leave records.	
Policy implementation and regulatory Compliance Ensures implementation of applicable departmental policies, statutory regulations including, but not limited to, display of the Code of Conduct, designation of the Public Information Officer, proactive disclosure requirements, Government instructions, and institutional procedures, including transport, admissions, child protection, recreational activities, gender-responsive facilities (including separate and functional washrooms for male and female students, sanitation facilities, and other applicable requirements), statutory committees constitution and functionality of the Harassment Committee, proactive disclosure requirements, and other applicable legal obligations through systematic monitoring, documentation, and corrective action. with regulations (Transport Policy, Admission Policy, NOCs, recreational SOPs, child Protection SOPs, gender parity measures like separate washroom for males and female students, sanitation facility, and compliance with all applicable Government instructions.	0- Less than 50% of applicable departmental policies and statutory requirements are implemented. Required records are unavailable, and major non-compliances remain unresolved. 1- 50–69% of applicable policies and regulatory requirements are implemented. Policies are available but implementation is inconsistent, documentation is incomplete, and monitoring is irregular. 2- 70–84% of applicable policies and regulatory requirements are implemented. Required records are maintained, staff is informed of applicable policies, and identified non-compliances are addressed, although some gaps remain. 3- 85–94% of applicable policies and regulatory requirements are implemented. Compliance is regularly monitored and documented, required records are complete, and corrective actions are taken within the prescribed timeframe. 4- 95–100% of applicable policies and regulatory requirements are implemented and documented. Mandatory statutory committees are constituted, functional, and records demonstrate periodic meetings, awareness activities, and timely compliance with applicable legal requirements. Compliance is systematically monitored, corrective actions are documented and verified, and evidence demonstrates sustained compliance with departmental instructions and statutory requirements..	Compliance monitoring and departmental inspection reports Internal audit reports Annual compliance checklist Admission records and statutory registers Harassment Committee notification and meeting minutes Evidence of Code of Conduct display Staff awareness and acknowledgement records Complaint register (maintained confidentially) School Management Committee minutes Corrective action reports and follow-up evidence	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Institutional Data Management, Verification, Reporting, and Student Data Bank Assesses the maintenance, verification, completeness, reporting, and utilization of institutional data, including student enrollment, disability categorization, staff, infrastructure, transport, and records of enrolled, passed, and transitioned students.	0- Less than 50% of required institutional records are maintained and verified; no data bank of passed/transitioned students is maintained. 1- 50–69% of required institutional records are maintained and verified; data bank is maintained but has significant gaps. 2- 70–84% of required institutional records are maintained, verified, and regularly updated; data bank of passed/transitioned students is maintained. 3- 85–94% of required institutional records are maintained, verified, and reported; data bank is updated and evidence of follow-up/mentoring of passed/transitioned students is available. 4- 95–100% of required institutional records are maintained, verified, reported, and supported by documented discrepancy resolution; data bank is actively utilized for transition tracking, mentoring, alumni engagement, and institutional planning.	SEIS, student enrollment records, Disability Categorization records, staff records, infrastructure and transport records, Dashboard updates, Data validation or cross verification reports, data bank of passed/transitioned students, Monitoring/follow-up records. Engagement of Alumni (if any)	

C. Financial Management = 10

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Budget allocation, utilization and Financial Record Management: Efficient, need-based allocation and transparent utilization of institutional budget and other approved funds, supported by accurate financial record keeping and regular reconciliation	0- Budget allocation is not linked to institutional priorities. Less than 50% of available funds are utilized effectively. Financial records are missing or unreliable. 1- Budget allocation partially reflects institutional needs. 50–69% of funds are utilized, with delays or inefficiencies. Basic financial records exist but contain frequent errors. 2- 70-89% of the budget is utilized with minor inefficiencies. Adequate records with minor lapses. 3- Budget is allocated strategically and utilized transparently. 90–99% of funds are used effectively. Comprehensive and accurate financial records are maintained. 4- Budget and other approved funds are allocated and utilized optimally to achieve institutional goals. Financial records are complete, regularly reconciled with the Accounts Office, and fully support accountability and transparency.	Approved budget Expenditure statements Cash books / ledgers Audit reports Reconciliation statements Financial records	
Resource Mobilization and utilization: Efforts to secure and effectively utilize additional financial and non-financial resources (e.g., partnerships, grants, donations, assistive devices, volunteer services, training opportunities) to improve institutional performance and students' outcomes.	0- No resource mobilization efforts made and documented. 1- Resource mobilization efforts made and documented but no resources secured or utilized. 2- Resources secured and at least 50% utilized for intended purposes with documented evidence. 3- Resources secured and at least 75% utilized for intended purposes with documented evidence. 4- Resources secured and fully utilized for	Donor agreements, partnerships and correspondence, SMC/PTA reports. Donation Registers, expenditure records and audits and reports.	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
	intended purposes with documented evidence of impact on institutional improvement.		

D. Operational Efficiency= 15

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Infrastructure Maintenance Assesses the condition, functionality, safety, maintenance, accessibility, monitoring, reporting and follow-up of school infrastructure (classrooms, offices, boundary walls, washrooms etc.), utilities (electric and sanitary fitting, clean drinking water), equipment, repair and maintenance needs and approved development works to ensure a safe and accessible learning environment and disability-specific access features (ramps, signage).	0- Deficiencies exist in infrastructure, utilities, safety, accessibility, or housekeeping. Maintenance needs are neither documented nor reported. No evidence of follow-up. 1- Less than 50% of identified maintenance and infrastructure issues are documented and reported. Follow-up is irregular, and several deficiencies remain unresolved. 2- 50–74% of identified infrastructure and maintenance issues are documented, reported, and followed up. Most essential infrastructure, utilities, and accessibility features remain functional, with some deficiencies. 3- 75–89% of infrastructure components, utilities, equipment, safety, and accessibility features are functional and maintained. Maintenance needs and approved development works are regularly monitored, documented, and followed up. 4- 90–100% of infrastructure components, utilities, equipment, safety, accessibility features, and housekeeping standards are maintained. Repair needs and approved development works are systematically monitored, reported, tracked to resolution where within institutional control, and supported by complete documentation.	Inspection reports, maintenance and repair records, correspondence with relevant authorities, accessibility audit if any, feedback from staff/students. Equipment inventory and maintenance records, utility service record	
Transport Functionality, Safety and Compliance Ensures institutional transport is operational, roadworthy, safe, accessible, and maintained in accordance with the approved maintenance schedule.	0- Transport service operates on less than 80% of scheduled operational days, or vehicles are declared unfit for operation. Maintenance records, vehicle fitness certificates, or essential safety equipment are unavailable. 1- Transport service operates on 80–89% of scheduled operational days. Maintenance records are incomplete or irregular. Some required safety or accessibility features are non-functional, and deficiencies identified during inspections remain unresolved. 2- Transport service operates on 90–94% of scheduled operational days. Vehicles are roadworthy with required maintenance records and functional essential safety equipment. Minor deficiencies in maintenance, cleanliness, accessibility, or documentation are observed. 3- Transport service operates on 95–99% of scheduled operational days. Vehicles are maintained according to schedule, safety and accessibility features are functional,	Log book, Vehicle maintenance and fitness reports, inspection reports, camera functionality records, complaint/incident record and feedback from students, physical inspection, Driver duty records, physical inspection	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
	operational and maintenance records are complete, and inspection observations are addressed within the prescribed timeframe. 4- Transport service operates on 100% of scheduled operational days except documented maintenance or unavoidable disruptions. Preventive maintenance is consistently implemented, all vehicles are roadworthy and fully equipped with required safety and accessibility features, records are complete and up to date, and inspection findings are resolved with documented corrective actions.		
School beautification and Environment: Assesses the extent to which the school maintains an organized, visually appealing, and stimulating learning environment through educational displays, notice boards, learning corners, student work exhibitions, and environmental enhancements that support learning and participation.	0- No educational displays, notice boards, learning corners, or beautification arrangements are present, or existing displays are damaged, obsolete, or inaccessible. Beautification/display arrangements are present in less than 30% of key school areas (entrance, corridors, classrooms, notice boards, activity areas). Disability-specific adaptations are absent or non-functional. 1- Educational displays and beautification arrangements are present in less than 50% of key school areas (entrance, corridors, classrooms, notice boards, activity areas). Displays are poorly maintained or outdated. 2- Educational displays and beautification arrangements are present in 50–74% of key school areas. Most displays are relevant, but maintenance and updating are inconsistent. 3- Educational displays and beautification arrangements are present in 75–89% of key school areas. Displays are generally organized, regularly updated and support learning. 4- Educational displays and beautification arrangements are present in 90–100% of key school areas. Displays are updated, well-maintained, aligned with learning objectives, and contribute to a positive learning environment.	Physical inspection School displays and notice boards Student work displays Learning corners Photographs Inspection reports	
Resource Provision Assesses the timely provision of equipment, assistive devices, teaching-learning materials, consumables, and operational supplies required by staff and students.	0- Resources available for less than 50% of identified needs. 1- Resources available for 50–74% of identified needs. 2- Resources available for 75–89% of identified needs. 3- Resources available for 85–94% of identified needs. 4- Resources available for 95–100% of identified needs.	Resource requisition and distribution records, stock registers, feedback.	

E. Academic Leadership/Supervision = 15

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Monitoring of Academic, allied professional services and ancillary activities Assesses the Head Teacher's monitoring of implementation of the academic calendar, KPIs of teachers and allied professional assigned duties, and educational activities.	0- No evidence of monitoring of academic, allied professionals and related activities. 1- Monitoring conducted irregularly with limited documentation. 2- Monitoring conducted for some staff and activities but significant gaps exist. 3- Regular monitoring conducted for teachers and allied professionals with documented records. 4- Regular monitoring conducted with follow-up actions taken on identified gaps.	Monitoring records, activity plans, staff performance records, KPIs forms, supervision reports.	
IEP Implementation and Review Quality and timeliness of IEP development, frequency of review meetings involving parents and allied staff and % achievement of IEP goals.	0- No IEPs available for students who require them, or no evidence of IEP system in the school. 1- IEPs exist for less than 35% of identified students and are incomplete (missing goals, baseline data, or review dates). No evidence of implementation. 2- IEPs exist for 35–64% of identified students. Goals are documented but implementation and review are irregular or poorly recorded. 3- IEPs exist for 65–94% of identified students. Most IEPs contain clear goals and baseline data, with partial implementation and at least one documented review cycle. 4- IEPs exist for 95–100% of identified students. IEPs are complete, implemented, and reviewed periodically with documented evidence of progress tracking and involvement of teachers/therapists/parents (where applicable).	Baseline assessment records, Individual goal sheets and progress tracking logs ,IEP review meeting minutes (dated), Attendance records of teachers, parents, and allied professionals in review meetings, Classroom observation (implementation of accommodations/modifications), Student progress evidence (work samples, assessment records)	
Training and Mentoring Assesses the conduct of training, mentoring, orientation, and professional development sessions for teaching and non-teaching staff to enhance their knowledge, skills, and performance.	0- No training, mentoring, or professional development sessions conducted for staff 1- Documented training or mentoring sessions conducted for staff. 2- documented training or mentoring sessions conducted for staff. 3- Documented training or mentoring sessions conducted for staff. 4- Documented training or mentoring sessions conducted for staff, addressing different professional needs and issues like teaching, administrative, disability-specific, safeguarding, or other identified capacity-building needs.	Training schedules, attendance records and pictures, training reports, relevant meeting records	
Teacher Substitution and Deficiency Management Assesses the effectiveness of arrangements for teacher Substitution and completion of missed instructional time	0- No substitution or deficiency make up mechanism exists. 1- Arrangements made inconsistently and frequently disrupts instruction. 2- Basic substitution and deficiency make is not consistently implemented. 3- Substitution and deficiency make up arrangements implemented in most cases. 4- Effective system ensures minimal	Timetable, substation registers, deficiency make-up plans, attendance records.	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
	disruption to learning and timely recovery of missed learning.		
Teaching Responsibility of Head Teacher Assesses the extent to which the Head Teacher fulfils assigned teaching responsibilities.	0- No assigned classes or no evidence of teaching. 1- Assigned classes but teaching conducted irregularly. 2- Assigned classes conducted with frequent gaps. 3- Assigned classes conducted regularly as per timetable. 4- Regular teaching with evidence of lesson planning and student engagement. Demonstrates exemplary instructional practices	Timetables, lesson plans, attendance records, classroom observations.	
Curriculum Adaptation and UDL: Evidence of teachers adapting the curriculum and using UDL principles.	0- No evidence of curriculum adaptation or UDL implementation. 1- Adaptations evident in less than 50% of observed lessons. 2- Adaptations evident in 50–74% of observed lessons. 3- Adaptations evident in 75–89% of observed lessons. 4- Adaptations evident in 90–100% of observed lessons.	Lesson plans, adapted materials, classroom observations.	
Use of Assistive and instructional Technology: Evidence of the integration of assistive and instructional technology in the classroom to support learning of students in accessing the curriculum.	0- No assistive or instructional technology available or used. 1- Technology available and used by less than 50% of eligible students/teachers. 2- Technology available and used by 50–74% of eligible students/teachers. 3- Technology available and used by 75–89% of eligible students/teachers. 4- Technology available and used by 90–100% of eligible students/teachers.	Inventory records, classroom observations, student records.	

F. Psychosocial Wellbeing, Holistic Development and School Safety = 15

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Social Emotional Learning (SEL) Implementation. Assesses the planning, implementation, and documentation of structured Social Emotional Learning (SEL) activities that promote self-awareness, self-regulation, resilience, empathy, social skills, responsible decision-making, and inclusion among students.	0- No evidence of planned or implemented SEL activities. 1- SEL activities are conducted occasionally but are not planned, documented, or integrated into school routines. 2- SEL activities are planned and conducted for some student groups. Documentation exists but implementation is inconsistent. 3- SEL activities are conducted regularly across most classes/groups with documented plans, records, and student participation. 4- SEL activities are systematically implemented across the school, documented, monitored, and adapted to the needs of students with disabilities, with evidence of participation and inclusion.	SEL activity plans/calendars Lesson plans Activity records and reports Student participation records Classroom observations Photographs/videos Student portfolios (where applicable)	
Behaviour Support and Positive Discipline Practices Assesses the implementation of positive behaviour support	0- No evidence of positive behaviour support practices. Punitive or inappropriate disciplinary practices are observed or documented. 1- Positive behaviour support practices are discussed or informally applied but are	Behaviour management policy/SOPs Behaviour support plans (where applicable) Incident and behaviour registers	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
strategies and non-punitive discipline practices that promote appropriate behaviour, self-regulation, dignity, and inclusion.	not documented or consistently implemented. 2- Positive behaviour support practices are documented and implemented in some classes/settings. Staff awareness and application are inconsistent. 3- Positive behaviour support practices are implemented across most classes/settings. Behaviour expectations, reinforcement strategies, and incident documentation are evident. 4- Positive behaviour support practices are systematically implemented school-wide. Staff consistently applies non-punitive approaches, behaviour support plans are used where required, and behaviour incidents are documented and monitored for improvement.	Classroom observations Staff interviews Student support records Training records on positive discipline	
Co-curricular and Extra-Curricular Activities Assesses the planning, organization, inclusiveness, and participation of students in co-curricular and extra-curricular activities that promote leadership, teamwork, communication, creativity, physical development, and community participation.	0- No co-curricular or extra-curricular activities conducted during the review period. 1- Activities conducted occasionally with participation of less than 50% of students. 2- Activities conducted according to plan with participation of 50–74% of students. 3- Activities conducted regularly with participation of 75–89% of students. 4- Activities conducted regularly throughout the year with participation of 90–100% of students and evidence of inclusion, leadership development, teamwork, and skill enhancement.	Activity calendar Participation records Event reports Photographs/videos Competition records Student portfolios Observation during visits	
Student and School Safety (Operational Safety) Ensures a safe school environment through effective surveillance, security arrangements, emergency preparedness, regular safety monitoring, incident reporting, and continuous supervision of the school premises.	0- No functional cameras, untrained staff, no drills, and no incident register, no school safety round. 1- Limited cameras, minimal training, poorly implemented plans, and outdated register, At least one documented safety round per week. 2- Cameras functional but with limited backup and recording, trained staff, occasional drills, and inconsistently updated register, At least two documented safety rounds per week. 3- Cameras functional with full backup and recording, well-trained staff but limited equipment, regular drills, and updated register. Daily documented safety rounds with identified issues addressed. 4- Fully functional cameras with backup and recording, no blind spots for 24/7 surveillance, highly trained staff with necessary equipment, regular drills, and a comprehensive incident register. Multiple documented safety rounds each day with evidence of timely corrective actions and continuous monitoring.	Security audits, staff training records, drill logs, incident reports, critical incident register review.	

G. Parent & Community Engagement = 10

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Parent Involvement: collaboration with parents in Formulation of I.E.P's, effective implementation of Educational Calendar/Syllabus Conducting regular parent-teacher meetings and engaging parents in decision-making processes,	0- No PTMs conducted during the year; no involvement of parents in decision-making. 1- PTMs conducted irregularly (1–2 in a year) with limited parental engagement in school activities or decisions. 2- PTMs conducted regularly (3–4 in a year), with moderate parent participation and occasional input in decisions. 3- PTMs held quarterly, with high parent attendance and meaningful involvement in decision-making. 4- PTMs held more than 4 times a year, with exceptional parent attendance and proactive participation in key school decisions.	PTM records, parent feedback forms, decision-making records.	
Community Outreach: Organizing awareness programs to involve the community including the nearby general education schools (public & private) and promote inclusion and school initiatives. Engagement of communities on miscellaneous issues like gender equity, Child safety & protection rights, feedback on special education programs.	0- No outreach programs. 1- Rare and low-impact programs. 2- Moderate community engagement. 3- High-impact programs conducted regularly. 4- Proactive and continuous community engagement efforts.	Outreach reports	
SMC Functionality: Assessing the effectiveness of the School Management Committee in fulfilling its roles and responsibilities.	0- 0-SMC is inactive; no meetings conducted, and no role in school planning or management. 1- SMC meets occasionally (4-5 times a year) but has minimal impact on school operations. 2- SMC meets (5-7 times a year), with moderate contributions to planning and oversight. 3- SMC meets quarterly, actively involved in decision-making, resource allocation, and school improvement initiatives. 4- SMC is highly functional, meeting more than 9 times a year, proactively driving school policies, resource mobilization, and progress monitoring.	Meeting minutes, attendance records and SMC activity reports	

H. Professional Ethics and Workplace Culture = 5

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
Ethics, Respect and Professional Conduct Assesses the Head of Institution's adherence to legal, ethical, and professional standards of conduct. The indicator evaluates the Head's own conduct, disciplinary record,	0- One or more substantiated cases of misconduct, harassment, discrimination, corporal punishment, abuse of authority, financial irregularity or corruption. Disciplinary proceedings are recorded during the review period. 1- Two or more documented complaints against the Head are under inquiry or have resulted in written warnings,	Disciplinary records Inquiry reports Warning/show-cause notices (if any) Staff meeting minutes Staff feedback	

Indicator	Scaling Criteria with Rationale	Verification Method	Score (0-4)
and compliance with applicable codes of ethics and professional behaviour. It does not assess misconduct committed by other staff members unless attributable to the Head's negligence or misconduct.	censures, or other corrective actions during the review period. 2- One documented complaint against the Head is under inquiry or minor non-compliance with the applicable Code of Conduct is observed. 3- No substantiated complaints, disciplinary proceedings, or Code of Conduct violations are recorded against the Head during the review period. 4- Meets all requirements of Rating 3 and demonstrates leadership in promoting ethical conduct through awareness sessions, respectful workplace practices, conflict resolution, and consistent modelling of professional behaviour.		

KPIs for Psychologist

Performance Standards, Guidelines for evaluators and Scoring representation and Interpretation

Rating	Description
4	Exceeds Expectations – Performance consistently beyond institutional standards/assigned expectations with documented evidence of exceptional initiative, innovation, leadership, or impact.
3	Fully Successful / Meets Expectations – Performance consistently meets expected professional standards for competent performance and assigned responsibilities effectively.
2	Partially Meets Expectations – Performance meets standards inconsistently; improvement and support required in some areas.
1	Needs Significant Improvement – Performance frequently falls below standards despite guidance and support.
0	Unsatisfactory – Performance seriously deficient, non-compliant, or unsupported by evidence.
NA	If the mainstreaming KPI is not applicable due to student profile or institutional context, it may be marked “N/A” and proportionately redistributed.
• Ratings shall be evidence-based and strictly aligned with the prescribed verification methods. Random cross-verification of ratings may be conducted to ensure transparency and accuracy. Evidence submitted by psychologists may also be reviewed where necessary. • Effort will be made to avoid central tendency bias and rating inflation during the evaluation process. Evaluations will be conducted bi-annually by the respective Heads of Institutions/Supervisors. • Best psychologists shall be identified and rewarded annually at the divisional level based on their performance evaluations.	

Domain	Weight-age	Raw Score	Operations Obtained raw scores/total scores* domain weight age	Weighted Score
Professional Behaviour	15			
Professional Practice	25			
Collaboration/Engagement	5			
Assessment & Diagnosis	25			
Clinical Effectiveness	20			
Community Mobilization	10			

• 85–100 (Excellent): Level 4. May be considered for recognition, awards, leadership responsibilities, mentorship. • 70–84 (Good): Level 3. Meets performance expectations in most areas and qualifies for recognition, awards, leadership responsibilities; Further development in innovation, leadership, or specialized areas may enhance performance. • 50–69 (Satisfactory): Level 2. Meets minimum performance requirements along with indication for areas of improvement. Requires counselling/improvement recommendations. • Below 50 (Unsatisfactory): Level 0-1. Critical gap; requires immediate intervention like training, mentoring and close monitoring to address performance issues.	
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A-Professional Behaviour: 15

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
Punctuality Timeliness in arriving at work where Late is defined as reporting more than 10 minutes after the scheduled reporting time (in line with government's instruction)	0- Frequently late (4 times / quarterly) with no justification. 4 instances of early departure 1- Occasionally late (3 times/quarterly), disrupting routines. 2 instances of early departure 2- Rarely late (1-2 times/ quarterly) with valid reasons, one instance of tardiness/early departure. 3- Always punctual but with rare, unavoidable delays due to approved duty or medical emergency, No instance of tardiness or early departure. 4- Consistently punctual, demonstrating	Digital attendance logs (biometric/facial recognition) compared with manual sign-in/out registers	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
	commitment and reliability, no early departure		
Regularity Assesses the attendance consistency (90–95%) during the evaluation period with responsible leave management and minimal unplanned absences.	0- Attendance below 70%; repeated unnotified absences (3+ instances quarterly), frequent half leaves or early departures causing serious disruption. 1- Attendance between 70–79%; 2 unnotified absences or repeated irregularity affecting institutional routines. 2- Attendance between 80–89%; occasional unplanned absence or half leave with generally satisfactory compliance and communication. 3- Attendance maintained within target range (90–95%); no un-notified absence; approved leave managed responsibly with minimal disruption. 4- Attendance exceeds 95%; no unplanned leave, half leave, or early departure; demonstrates exceptional reliability, flexibility, and institutional commitment.	Attendance records (biometric/manual), Random verification, Sanctioned Leave records and approvals, Heads observation note	

B-Professional Practice: 25

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
Professional Development Workshop/ Seminar Attendance, specialized training as per nomination or self-driven.	0- Attended no nominated/peer-led training 1- Attended one nominated/ peer-led training. No evidence of application 2- Attended 2-3 nominated/peer-led training. Beginning to apply learning with emerging evidence. 3- Attended 3-4 nominated/peer-led training. Applies new strategies with evidence of positive change in practice. 4- Attended more than 4 nominated/peer-led training. Actively leads application (e.g., demo lessons, mentoring) with clear evidence of impact.	Certificates, attendance logs. Evidence on application like demo sessions, trainings / seminar / conference logs, reflective practices. pre/post training knowledge check	Attending Training carries 1 and implementation carries 3
Professional Boundaries and Conduct Evaluates the psychologist's adherence to professional ethics, confidentiality, informed consent, safeguarding responsibilities, professional boundaries, professional judgement, impartiality, respectful conduct, and applicable departmental / professional codes while maintaining appropriate therapeutic relationships with students, families, colleagues, and multidisciplinary teams. This includes appropriate management of dual	0- One or more serious ethical breaches are substantiated, such as breach of confidentiality, failure to obtain informed consent, inappropriate dual relationships, acceptance of inappropriate gifts or favour, failure to report safeguarding concerns, falsification of records, or conduct resulting in disciplinary action. 1- Repeated minor lapses in professional conduct are evident, including incomplete informed consent, inconsistent confidentiality practices, inappropriate professional boundaries, delayed safeguarding action, or failure to follow departmental protocols.	Signed informed consent forms, confidentiality records case files, Referral documentation, Complaint register, Disciplinary records, Supervisor observations, Case supervision records, MDT meeting observation, Feedback from Head, parents and colleagues	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
relationships, conflicts of interest, acceptance of gifts or favour, and protection of students' rights and dignity.	Requires close supervision and corrective guidance. 2- Complies with professional ethics, confidentiality, informed consent, safeguarding procedures, and departmental policies in routine practice. Maintains appropriate professional boundaries and avoids conflicts of interest. No substantiated ethical violations. 3- Consistently demonstrates professional integrity, confidentiality, impartiality, and sound professional judgement in complex situations. Maintains appropriate therapeutic boundaries, appropriately manages dual relationships and conflicts of interest, declines inappropriate gifts or favour in accordance with departmental policy, and serves as a reliable ethical resource for colleagues. 4- Demonstrates exemplary ethical leadership by consistently modelling best professional practice, supporting ethical decision-making within multidisciplinary teams, mentoring colleagues, promoting ethical awareness, strengthening safeguarding culture, and contributing to institutional compliance with professional ethical standards. No substantiated ethical concerns.		
Documentation & Record Keeping in full compliance with confidentiality and Data security (Excludes clinically justified delays duly documented in case notes to qualify for exclusion)	0- Files updated for <60% of cases. 1- 60-69% updated. 2- 70-79% updated. 3- 80-89% updated. 4- ≥90% updated.	Case files, Individual, Group session logs and observance of data sharing protocols	
Caseload Management Effective management of assigned cases, including timely reviews, follow-ups, documentation, referrals and case closure. Expected Caseload 15–20 active cases per month; lower caseload acceptable in case of intensive cases. Caseload count for group session will be 0.5 for one student as compared to 1 rating in individual session.	0- > 25% of active cases overdue for scheduled follow-up/review. 1- 16–25% of active cases overdue for review or follow-up. 2- 10-15 of active cases overdue 3- 5–9% of active cases are overdue for review or follow-up. Caseload is effectively managed with timely documentation and scheduled reviews. 4- Less than 5% of active cases are overdue. More than 95% of assigned cases receive timely reviews, follow-up, documentation, and appropriate case closure.	Appointment scheduling system, Caseload register, case review / closure logs, Monthly workload reports, Audit report, referral register	7
Evidence-Based Psychological Practices Percentage of therapy	0- Uses interventions without clear assessment findings or clinical rationale. Little evidence that	Individual intervention plans Psychological	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
sessions in which interventions are explicitly documented as evidence-based, aligned and modified with students needs and recognized professional guidelines. (e.g., Applied Behaviour Analysis (ABA), CBT, social stories, DBT, PCIT, Behaviour Therapy, Trauma-informed approaches, solution-focused counselling as per applicable standards)	interventions are selected according to students' needs or reviewed for effectiveness. 1- Uses some appropriate intervention strategies but relies primarily on routine or generic approaches. Limited adaptation of interventions based on assessment findings or student progress. 2- Selects and implements evidence-based interventions appropriate to students' assessed needs. Student progress is monitored periodically, and intervention plans are modified when required. 3- Consistently selects, implements, and documents evidence-based interventions tailored to individual student needs. Uses assessment findings and systematic progress monitoring to evaluate intervention effectiveness and appropriately refine intervention plans. 4- Consistently demonstrates advanced clinical reasoning by critically evaluating intervention effectiveness and adapting evidence-based interventions in response to assessment data, student progress, and emerging research evidence. Intervention decisions are well documented and consistently result in individualized, evidence-informed practice.	assessment reports Case files Therapy session records Progress monitoring records Goal Attainment Scaling (where applicable) Standardized assessment results Behaviour rating scales Clinical supervision records Case review meetings Evidence of intervention review and modification	

C-Collaboration/Engagement: 5

Indicator	Scaling Criteria	Verification Method	Score (0-4)
Multidisciplinary Collaboration and family Engagement (Initial consultation, monthly progress update, review meeting. Evaluates the psychologist's effectiveness in collaborating with class teachers, parents, siblings, family members, and multidisciplinary professionals throughout assessment, intervention, monitoring, and review processes to promote positive self-esteem, disability acceptance, emotional and behavioral adjustment, psychological readiness for learning, and achievement of intervention goals.	0- No meaningful collaboration with teachers, families, or multidisciplinary professionals. 1- Initial collaboration occurs for 50–60% of assigned cases with limited follow-up or coordinated intervention planning. 2- Regular collaboration is evident for 61–75% of cases. Relevant stakeholders participate in assessment, intervention planning, and periodic review. 3- Maintains ongoing collaboration with teachers, parents, and multidisciplinary professionals in 76–90% of applicable cases. Regular case discussions, progress reviews, and home programmes are documented, and collaborative recommendations are reflected in intervention planning.	Multidisciplinary Evidence MDT meeting records Case conference minutes Referral and consultation records Family Engagement PTM records Parent counselling logs Home programmes Guidance materials Professional Collaboration Teacher consultation records Training sessions Skill transfer documentation Follow-up reports Student Outcomes Student/parent satisfaction Progress against intervention goals Evidence of improved emotional adjustment Behaviour monitoring records	

Indicator	Scaling Criteria	Verification Method	Score (0-4)
	4- Consistent multidisciplinary collaboration is demonstrated in more than 90% of assigned cases. The psychologist actively builds the capacity of teachers and families through counselling, consultation, and skill transfer, resulting in coordinated support for students' acceptance, adjustment, psychological well-being, and educational progress.		

D-Assessment & Diagnosis: 25

Indicator	Scaling Criteria	Verification Method	Score (0-4)
Selection and Use of Standardized Psychological Assessment Tools Evaluates the therapist's appropriate selection, administration, interpretation, and documentation of standardized, criterion-referenced, and functional assessment tools to establish baseline functioning, guide intervention planning, and monitor progress at scheduled assessment points.	0- Assessment tools are rarely or inappropriately used. Standardized or criterion-referenced assessments are missing or incorrectly administered in more than 50% of applicable assessment points. Assessment records are incomplete or inaccurate. 1- Appropriate assessment tools are used in 50–64% of applicable assessment points; however, selection, administration, scoring, interpretation, or documentation is inconsistent. 2- Appropriate assessment tools are correctly selected and administered in 65–74% of applicable assessment points. Assessment procedures are generally accurate and adequately documented, with occasional inconsistencies. 3- Appropriate standardized, criterion-referenced, or functional assessment tools are correctly selected, administered, interpreted, and documented in 75–89% of applicable assessment points. Assessment reports are comprehensive, accurate, and support valid clinical conclusions. 4- Appropriate standardized, criterion-referenced, and functional assessment tools are consistently selected, administered, interpreted, and documented in more than 90% of applicable assessment points. Assessment reports are comprehensive, evidence-based, clinically sound, and accurately reflect students' strengths, needs, and functional abilities.	Assessment reports Assessment protocols Assessment scoring sheets Standardized assessment records Reassessment documentation. Examples include, but are not limited to, WISC, BASC, Conners Rating Scales, ABAS, Vineland Adaptive Behavior Scales, functional behaviour assessments, structured clinical interviews, behaviour rating scales, and other standardized or criterion-referenced psychological assessment tools appropriate to the student's needs.	
Development, adaptation and utilization of therapy materials Evaluates the psychologist's ability to develop, adapt, or effectively utilize individualized psychological intervention resources and behaviour support materials that are aligned with	0- Individualized psychological intervention resources are developed, adapted, or utilized in less than 50% of applicable cases. Interventions rely primarily on generic materials with limited relevance to students' assessed needs.	Session logs and files showing use of self-prepared or adapted materials, Supervisor observations, Evidence of resource utilization during counselling or intervention	

Indicator	Scaling Criteria	Verification Method	Score (0-4)
students' assessment findings, intervention goals, developmental needs, and evidence-based practices to enhance therapeutic effectiveness and generalization of skills across educational and home settings. These may be Individual intervention plans, therapy session plans and case notes, Portfolio of psychologist-developed or adapted resources, Behaviour Support Plans (BSPs), Functional Behaviour Assessment (FBA) records, Social stories, emotional regulation tools, visual supports, coping toolkits, behaviour contracts, self-monitoring charts, Teacher and parent guidance materials, anger management worksheets, Age-appropriate CBT thought records, Social Skills training materials, relaxation and mindfulness exercises, Teacher behaviour support guides	1- Individualized resources are developed, adapted, or utilized in 50–64% of applicable cases. Resources demonstrate limited alignment with assessment findings or intervention goals and are used inconsistently. 2- Individualized intervention resources are appropriately developed, adapted, or utilized in 65–74% of applicable cases. Resources generally support students' intervention goals and are integrated into therapy with reasonable consistency. 3- High-quality, individualized psychological intervention resources are developed, adapted, or effectively utilized in 75–89% of applicable cases. Resources are evidence-based, aligned with assessment findings and intervention goals, and facilitate emotional regulation, behavioural adjustment, social-emotional development, or coping skills. 4- Innovative, individualized, and evidence-based psychological intervention resources are consistently developed, adapted, shared, or effectively utilized in more than 90% of applicable cases. Resources promote skill generalization across school and home settings, are shared with teachers and families where appropriate, and contribute to measurable progress toward students' individualized intervention goals.	sessions	

E-Clinical Effectiveness: 20

Indicator	Scaling Criteria	Verification Method	Score (0-4)
Intervention Outcomes Evaluates the effectiveness of psychological interventions in enabling students to achieve individualized intervention goals and demonstrate measurable progress in emotional well-being, positive self-concept, self-esteem, resilience, coping skills, emotional and behavioural adjustment, adaptive functioning, psychological readiness for learning, and overall participation.	0- Less than 50% of students demonstrate measurable progress toward their individualized intervention goals. Progress monitoring is inconsistent or absent, intervention effectiveness is rarely evaluated, and intervention plans are seldom modified when students fail to make expected progress. 1- 50–64% of students demonstrate measurable progress toward individualized intervention goals. Progress is monitored, but outcome measurement, documentation, or adjustment of intervention strategies is inconsistent. 2- 65–74% of students demonstrate measurable progress toward individualized intervention goals. Progress is regularly monitored	Pre- and post-intervention psychological assessments, Criterion-referenced progress records, Goal Attainment Scaling (GAS), where applicable, Standardized outcome measures and behavioural rating scales (e.g., BASC, CBCL, Conners, Vineland/ABAS, SDQ, where appropriate), Individualized progress charts, Case notes and therapy session logs, Behaviour monitoring records and Behaviour Support Plan (BSP)	

	using appropriate assessment methods, and intervention strategies are reviewed and modified where required based on students' responses. 3- 75–84% of students demonstrate measurable progress toward individualized intervention goals. Intervention outcomes are systematically monitored using appropriate standardized, criterion-referenced, or functional measures. Outcome data are regularly reviewed to evaluate intervention effectiveness and intervention plans are modified where required to optimize students' emotional, behavioural, and adaptive functioning. 4- More than 85% of students demonstrate measurable and sustained progress toward individualized intervention goals. Intervention outcomes are systematically evaluated using multiple sources of evidence. The psychologist consistently uses outcome data to refine intervention strategies, document sustained improvements, and support generalization of skills across educational, home, and community settings.	reviews, Review of intervention plans following progress evaluations, Teacher, parent, and multidisciplinary team feedback on students' emotional, behavioural, adaptive, and social functioning, Student self-reflections or self-report measures, where developmentally appropriate, Classroom observations and functional behaviour observations, where applicable, Evidence of skill generalization across school, home, and community settings	
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F- Community Mobilization:10

Indicator	Scaling Criteria	Verification Method	Score (0-4)
Community outreach Evaluates the psychologist's effectiveness in planning and conducting community outreach and awareness activities to promote positive mental health, disability awareness, prevention of psychological and behavioural difficulties, positive disability perception, emotional well-being, early identification, and guidance for parents, educators, and community members.	0- No community outreach or awareness activities are conducted, or activities lack planning, relevance, or documentation. No evidence of promoting mental health awareness, disability perception, or preventive guidance. 1- Conducts at least one awareness activity during the year. Sessions have limited planning, use minimal educational materials, and provide basic information with little participant engagement or documented follow-up. 2- Conducts 2–3 planned awareness activities annually using appropriate educational materials. Sessions address mental health, disability perception, prevention, or parent guidance. Participant attendance and basic feedback are documented. 3- Conducts at least one planned outreach activity per quarter (4 or more annually) using structured content, appropriate IEC materials, and interactive learning strategies. Sessions actively engage participants, address community needs, and include documented participant feedback and evaluation	Annual/quarterly outreach plan and reports, Attendance registers, Session agendas and presentation materials, IEC (Information, Education and Communication) materials developed or distributed, Community feedback and satisfaction forms, Session photographs or other documentary evidence (with informed consent), Collaboration records with schools, health facilities, NGOs, or community organizations, Records of referrals or follow-up guidance resulting from outreach activities, where applicable, Supervisor observations or monitoring reports	

Indicator	Scaling Criteria	Verification Method	Score (0-4)
	of learning outcomes. 4- Conducts at least six well-planned outreach activities annually with high-quality educational materials and collaborative partnerships with schools, health services, or community organizations. Systematically evaluates participant feedback, follows up where appropriate, and demonstrates evidence that outreach activities have improved awareness, promoted positive mental health and disability perception, strengthened preventive practices, or increased appropriate referrals and family engagement.		
Inclusion, Mainstreaming, and Educational / Vocational Transition Support Evaluates the psychologist's effectiveness in assessing student readiness, planning, coordinating, and supporting educational inclusion, mainstreaming, and educational or vocational transitions through collaboration with families, schools, multidisciplinary teams, and receiving institutions to promote successful adjustment and sustained participation in less restrictive or appropriate educational, vocational, and community settings.	No documented guidance, transition planning, or coordination is provided for students eligible for inclusion, mainstreaming, or educational/vocational transition. Parents, schools, or receiving institutions receive little or no professional support. 1-Provides occasional guidance to parents, teachers, or receiving institutions for 50–64% of eligible students. Support is largely reactive, with limited documentation, transition planning, or follow-up. 2-Provides structured guidance and collaborates with families and receiving schools/institutions for 65–74% of eligible students. Individualized transition plans are developed where required, and basic follow-up support is documented. 3-Provides comprehensive transition planning and multidisciplinary coordination for 75–89% of eligible students. Collaborates with families, teachers, and receiving institutions to facilitate inclusion, mainstreaming, or vocational transition. Follow-up monitoring demonstrates that students are generally adjusting successfully within their new educational or vocational setting. 4-Provides individualized transition planning and coordinated support for more than 90% of eligible students. Demonstrates leadership in promoting inclusive education and successful educational or vocational transitions through systematic collaboration, capacity building of receiving institutions, and documented follow-up showing sustained student participation, adjustment, and successful placement in appropriate settings.	· Individualized Transition Plans (ITPs) · Readiness assessment reports · Transition planning meeting minutes · Parent counselling and guidance records · Consultation records with receiving schools, vocational centres, or community organizations · Mainstreaming/inclusion placement records · Post-placement follow-up reports · Parent, teacher, and receiving institution feedback · Visit logs · Student progress and adjustment monitoring records · Multidisciplinary team meeting records	

Review credit: Ms. Ruqia Malik, Clinical Psychologist, Ms. Roohi Yousaf (Psychologist), Ms. Asma Noreen (Psychologist), Ms. Rehana Yasmeen (Psychologist)

KPIs for Speech Therapist

Performance Standards, Guidelines for evaluators and Scoring representation and Interpretation

Rating	Description
4	Exceeds Expectations – Performance consistently beyond institutional standards/assigned expectations with documented evidence of exceptional initiative, innovation, leadership, or impact.
3	Fully Successful / Meets Expectations – Performance consistently meets expected professional standards for competent performance and assigned responsibilities effectively.
2	Partially Meets Expectations – Performance meets standards inconsistently; improvement and support required in some areas.
1	Needs Significant Improvement – Performance frequently falls below standards despite guidance and support.
0	Unsatisfactory – Performance seriously deficient, non-compliant, or unsupported by evidence.
NA	If the mainstreaming KPI is not applicable due to student profile or institutional context, it may be marked “N/A” and proportionately redistributed.

- Ratings shall be evidence-based and strictly aligned with the prescribed verification methods. Random cross-verification of ratings may be conducted to ensure transparency and accuracy. Evidence submitted by Speech Therapists may also be reviewed where necessary.
- Central tendency bias and rating inflation will be avoided. Evaluations will be conducted bi-annually by the respective Heads of Institutions/Supervisors.
- Best Speech Therapist shall be identified and rewarded annually at the divisional level based on their performance evaluations.

Domain	Weight-age	Raw Score	Operations Obtained /raw scores/total scores* domain weight age	Weighted Score
Professional Behaviour	15			
Professional Practice	25			
Collaboration/Engagement	5			
Assessment & Diagnosis	25			
Clinical Effectiveness	20			
Community Mobilization	10			

- **85–100 (Excellent): Level 4.** May be considered for recognition, awards, leadership responsibilities, mentorship.
- **70–84 (Good): Level 3.** Meets performance expectations in most areas and qualifies for recognition, awards, leadership responsibilities; Further development in innovation, leadership, or specialized areas may enhance performance.
- **50–69 (Satisfactory): Level 2.** Meets minimum performance requirements along with indication for areas of improvement. Requires counselling/improvement recommendations.
- **Below 50 (Unsatisfactory): Level 0-1.** Critical gap; requires immediate intervention/training, mentoring and close monitoring to address performance issues.

A-Professional Behaviour: 15

Indicator	Scaling Criteria with Scores	Verification Method	Score s (0-4)
Punctuality Timeliness in arriving at work where Late is defined as reporting more than 10 minutes after the scheduled reporting time (in line with government's	0- Frequently late (4 times / quarterly) with no justification. 4 instances of early departure 1- Occasionally late (3 times/quarterly), disrupting routines. 2 instances of early departure 2- Rarely late (1-2 times/ quarterly) with valid	Digital attendance logs (biometric/facial recognition) compared with manual sign-in/out registers	

Indicator	Scaling Criteria with Scores	Verification Method	Scores (0-4)
instruction)	reasons, one instance of tardiness/early departure. 3- Always punctual but with rare, unavoidable delays due to approved duty or medical emergency, No instance of tardiness or early departure. 4- Consistently punctual, demonstrating commitment and reliability, no early departure		
Regularity Assesses the attendance consistency (90–95%) during the evaluation period with responsible leave management and minimal unplanned absences.	0- Attendance below 70%; repeated un-notified absences (3+ instances quarterly), frequent half leaves or early departures causing serious disruption. 1- Attendance between 70–79%; 2 un-notified absences or repeated irregularity affecting institutional routines. 2- Attendance between 80–89%; occasional unplanned absence or half leave with generally satisfactory compliance and communication. 3- Attendance maintained within target range (90–95%); no un-notified absence; approved leave managed responsibly with minimal disruption 4- Attendance exceeds 95%; no unplanned leave, half leave, or early departure; demonstrates exceptional reliability, flexibility, and institutional commitment.	Attendance records (biometric/manual), Random verification, Sanctioned Leave records and approvals, Heads observation note	

B-Professional Practice: 25

Indicator	Scaling Criteria with Scores	Verification Method	Scores (0-4)
Professional Development Workshop/ Seminar Attendance, specialized trainings as per nomination or self driven. Attending Training carries 1 and implementation carries 3	0- Attended no nominated/peer-led trainings 1- Attended one nominated/ peer-led training. No evidence of application 2- Attended 2-3 nominated/peer-led training. Beginning to apply learning with emerging evidence. 3- Attended 3-4 nominated/peer-led training. Applies new strategies with evidence of positive change in practice. 4- Attended more than 4 nominated/peer-led trainings. Actively leads application (e.g., demo lessons, mentoring) with clear evidence of impact.	Certificates, attendance logs. Evidence on application like demo sessions, trainings/seminar/conference logs, reflective practices, pre/-post training knowledge check	
Documentation & Record Keeping in full compliance with confidentiality and Data security (Excludes clinically justified delays duly documented in case notes to qualify for exclusion)	0- Files updated for <60% of cases. 1- 60-69% updated. 2- 70-79% updated. 3- 80-89% updated. 4- ≥90% updated.	Case files, Individual, Group session logs and observance of data sharing protocols	
Professional Boundaries and Conduct Evaluates the therapist's	0- Professional ethical protocols are followed in less than 50% of applicable cases. Serious or repeated breaches of confidentiality,	Supervisor/peer observations; Peer observations	

Indicator	Scaling Criteria with Scores	Verification Method	Score s (0-4)
adherence to professional ethics, confidentiality, informed consent, safeguarding responsibilities, professional boundaries, impartiality, respectful communication, and applicable professional standards while maintaining appropriate therapeutic relationships with students, families, colleagues, and multidisciplinary teams. This includes appropriate management of dual relationships, conflicts of interest, acceptance of gifts or favour, and protection of students' rights and dignity.	informed consent, professional boundaries, safeguarding procedures, dual relationship management, or acceptance of inappropriate gifts/favour are evident, requiring immediate corrective action 1- Professional ethical protocols are followed in 50–60% of applicable cases. Informed consent, confidentiality, documentation, or professional boundaries are inconsistently maintained. Minor ethical lapses require frequent supervision and corrective guidance. 2- Professional ethical protocols are followed in 61–75% of applicable cases. Appropriate informed consent, confidentiality, respectful communication, and professional boundaries are maintained in routine practice. No substantiated serious ethical violations are identified. 3- Professional ethical protocols are consistently followed in 76–90% of applicable cases. The therapist demonstrates sound professional judgement, maintains appropriate therapeutic boundaries, appropriately manages dual relationships and conflicts of interest, declines inappropriate gifts or favour in accordance with departmental policy, and communicates respectfully and sensitively with students, families, and colleagues. 4- Professional ethical protocols are consistently followed in more than 90% of applicable cases. The therapist demonstrates exemplary ethical leadership by consistently modelling professional conduct, maintaining complete documentation of informed consent and confidentiality, exercising sound professional judgement in complex situations, supporting colleagues in ethical decision-making, and contributing to a culture of safeguarding, dignity, and professional accountability. No substantiated ethical concerns are identified.	Case file audit Informed consent documentation Confidentiality records Communication logs Complaint/disciplinary records Safeguarding referral records Conflict-of-interest declarations (where applicable) ☐ Parent and multidisciplinary team feedback	
Evidence-based practice Evaluates the speech therapist's consistent selection, implementation, documentation, and review of evidence-based assessment and intervention approaches that are appropriate to students' communication needs, while adapting interventions based on clinical evidence, student response, and professional judgement. Examples include, but are not	0- Evidence-based interventions are rarely or never used. Therapy relies primarily on routine or non-standardized practices with no documented rationale or reference to evidence-based approaches. 1- Evidence-based interventions are appropriately selected and documented for 50–64% of active cases. Application is inconsistent, with limited justification for intervention choices or adaptation based on student progress. 2- Evidence-based interventions are appropriately selected, implemented, and documented for 65–74% of active cases.	Therapy session plans and logs Case file audit Intervention plans Progress monitoring records Clinical supervision records Documentation of intervention review/modification References to clinical guidelines or evidence sources (where	

Indicator	Scaling Criteria with Scores	Verification Method	Score s (0-4)
limited to, articulation therapy approaches, phonological intervention, language intervention models, fluency therapy protocols, AAC interventions, and other evidence-based practices supported by recognized professional bodies (e.g., ASHA, RCSLT), systematic reviews, or national/international clinical guidelines.	Therapy generally follows established clinical guidelines, and intervention plans are modified when basic progress monitoring indicates a need. 3- Evidence-based intervention is consistently selected, implemented, and documented for 75–89% of active cases. Intervention decisions are supported by current clinical guidelines or research evidence, and modifications are clearly justified based on student progress and clinical judgement. 4- Evidence-based interventions are consistently implemented and documented for more than 90% of active cases. The therapist demonstrates advanced clinical reasoning by integrating current research evidence, professional expertise, and student/family needs; critically evaluates intervention effectiveness; appropriately adapts interventions; and supports colleagues in implementing evidence-based practice.	applicable)	
Caseload Management Active caseload is 20–25 on monthly basis. However, lower caseload is acceptable in case of intensive cases. Caseload count for group session will be 0.5 per student as compared to 1 rating in individual session.	0- > 25% of active cases overdue for follow-up/review. 1- 16-25% overdue. 2- 10-15 overdue 3- 5–9% of active cases are overdue for review or follow-up. Caseload is effectively managed with timely documentation and scheduled reviews. 4- Less than 5% of active cases are overdue. More than 95% of assigned cases receive timely reviews, follow-up, documentation, and appropriate case closure.	Appointment scheduling system Case review / closure logs	

C-Collaboration/Engagement: 5

Indicator	Scaling Criteria	Verification Method	Scores (0-4)
Multidisciplinary Collaboration and family Engagement Evaluates the Speech Therapists effectiveness in collaborating with class teachers, parents, siblings, family members, and multidisciplinary professionals throughout assessment, intervention, monitoring, and review processes to promote communication confidence, family acceptance of communication needs, functional communication, successful adjustment across home and school, and	0- Doesn't collaborate with teachers, family and professionals at any stage. 1- Initially collaborates with teachers, family and professionals for 50-60% cases. 2- Random Collaboration for 61-75% of cases. 3- Maintains ongoing collaboration with teachers, parents, and multidisciplinary professionals in 76–90% of applicable cases. Regular case discussions, progress reviews, and home programmes are documented, and collaborative 4- Maintains ongoing, well-documented collaboration in more than 90% of applicable cases. Demonstrates	No. of meetings of multidisciplinary team, Evidence of skill transfer to classroom / home settings, home programs, therapy materials PTM records, Guidance & counseling logs for parents and teachers' engagement, Records of Training Sessions with parents and teachers Student parent satisfaction scores, documents of informed consent, meeting notes	

Indicator	Scaling Criteria	Verification Method	Scores (0-4)
achievement of communication goals."	effective coordination among family members, teachers, and multidisciplinary professionals, facilitates skill generalization across home and school, and actively supports shared decision-making and communication goal achievement.		

D-Assessment and Diagnosis=25

Indicator	Scaling Criteria	Verification Method	Scores (0-4)
Assessment & Planning Evaluates the speech therapist's effectiveness in conducting timely and comprehensive assessments using appropriate standardized and functional assessment methods, and developing individualized intervention plans with specific, measurable, achievable, relevant, and time-bound (SMART) goals.	0- Assessment and intervention plans are completed within the prescribed timeline (10 working days for mild cases and 20 working days for complex cases) for less than 50% of referred cases. Assessments are incomplete or lack appropriate clinical information. Intervention plans are absent or goals are not individualized. 1- Assessment and intervention plans are completed within the prescribed timeline for 50–64% of referred cases. Assessments identify basic needs but lack comprehensive analysis. Intervention goals are partially individualized and only some meet SMART criteria. 2- Assessment and intervention plans are completed within the prescribed timeline for 65–74% of referred cases. Appropriate assessment methods are used, findings are adequately documented, and most intervention goals are individualized and generally meet SMART criteria. 3- Assessment and intervention plans are completed within the prescribed timeline for 75–89% of referred cases. Assessments are comprehensive, accurately interpreted, and clearly inform intervention planning. Individualized goals consistently meet SMART criteria and address students' priority communication needs. 4- Assessment and intervention plans are completed within the prescribed timeline for more than 90% of referred cases. Assessments are comprehensive, evidence-based, and integrated from multiple sources (e.g., standardized tools, observations, parent/teacher input). Intervention goals consistently meet	Initial /pre-therapy assessment and documented intervention plans, review of goal quality following SMART criteria, Standardized assessment records Progress review documentation , Supervisor audit of assessment reports and intervention plans	

Indicator	Scaling Criteria	Verification Method	Scores (0-4)
	SMART criteria, are functionally relevant, and are regularly reviewed and updated based on student progress.		
Assessment Using Standardized and Appropriate Assessment Tools Evaluates the speech therapist's appropriate selection, administration, interpretation, and documentation of standardized, criterion-referenced, and functional assessment tools to establish baseline communication functioning, guide individualized intervention planning, and monitor progress at scheduled assessment points.	0- Assessment tools are rarely or inappropriately used. Standardized or criterion-referenced assessments are missing or incorrectly administered in more than 50% of applicable assessment points. Assessment findings do not adequately inform intervention planning. 1- Appropriate assessment tools are used in 50–64% of applicable assessment points; however, tool selection, administration, scoring, interpretation, or documentation is inconsistent. Assessment findings only partially inform intervention planning. 2- Appropriate assessment tools are correctly selected and administered in 65–74% of applicable assessment points. Assessment findings are generally documented accurately and used to guide intervention planning, with occasional inconsistencies. 3- Appropriate standardized, criterion-referenced, or functional assessment tools are correctly selected, administered, interpreted, and documented in 75–89% of applicable assessment points. Assessment findings consistently establish baseline, guide individualized intervention planning and support periodic progress reviews. 4- Appropriate standardized, criterion-referenced, and functional assessment tools are consistently selected, administered, interpreted, and documented in more than 90% of applicable assessment points. Assessment data are systematically used to establish communication baselines, refine individualized intervention goals, monitor therapeutic progress, and support evidence-based clinical decision-making.	Assessment reports Assessment protocols Assessment scoring sheets Standardized assessment records Reassessment documentation, Individualized intervention plans demonstrating use of assessment findings	
Development, adaptation and utilization of therapy materials Evaluates the speech therapist's ability to develop,	0- Resources are rarely developed, adapted, or used. Therapy relies primarily on generic materials with limited relevance to individual communication goals.	Therapy session plans and logs, Individual student therapy files, Samples/portfolio of therapist-developed or adapted resources, Observation of	

Indicator	Scaling Criteria	Verification Method	Scores (0-4)
adapt, or effectively utilize individualized therapy resources and augmentative communication supports that are aligned with students' communication goals, developmental needs, and intervention plans to enhance participation, functional communication, and therapy effectiveness.	1- Resources are adapted or developed for 50–64% of applicable sessions but show limited individualization or consistency. 2- Resources are appropriately adapted and used in 65–74% of applicable sessions and generally support students' individualized communication goals 3- High-quality, individualized therapy resources are developed, adapted, or effectively utilized in 75–89% of applicable sessions, facilitating student engagement and communication. 4- Innovative, individualized, and accessible therapy resources are consistently developed, adapted, shared, or effectively utilized in more than 90% of applicable sessions. Resources demonstrate creativity, support functional communication across settings, and are shared with teachers and families where appropriate.	therapy sessions, Evidence of AAC or communication support materials, Teacher/home programmes incorporating adapted resources, Student progress linked to use of adapted materials	

Clinical Effectiveness:20

Indicator	Scaling Criteria	Verification Method	Scores (0-4)
Intervention outcomes Evaluates the effectiveness of speech and language interventions in enabling students to achieve individualized communication goals and demonstrate measurable improvement in communication confidence, functional communication, social participation, communication adjustment, independence, and communication self-advocacy in accordance with their individualized intervention plans.	0- Less than 50% of students achieve their expected progress targets. Progress monitoring is inconsistent, and intervention strategies are rarely reviewed or modified when expected outcomes are not achieved. 1- 50–64% of students achieve their expected progress targets. Progress is monitored, but intervention adjustments are inconsistent or insufficiently documented. 2- 65–74% of students achieve their expected progress targets. Progress is regularly monitored using appropriate assessment methods, and intervention plans are modified where required to support continued improvement. 3- 75–84% of students achieve their expected progress targets. Intervention outcomes are systematically monitored using standardized or criterion-referenced measures. Therapy is adjusted based on student progress, and most students demonstrate measurable improvement in functional communication and participation.	Pre and post-therapy assessments criterion referenced records, Goal Attainment Scaling, Standardized outcome measures or behavioural rating scales, individualized progress chart, case notes and session logs, percentage of students who show measurable improvement toward their individual goals. Functional communication observations, Review of intervention plans following progress evaluations, Teacher and parent feedback on communication outcomes, Communication samples (where applicable)	

Indicator	Scaling Criteria	Verification Method	Scores (0-4)
	4- More than 85% of students demonstrate measurable and sustained progress toward individualized intervention goals. Intervention outcomes are systematically evaluated using multiple sources of evidence. The psychologist consistently uses outcome data to refine intervention strategies, document sustained improvements, and support generalization of skills across educational, home, and community settings.		

E- Community Mobilization:10

Indicator	Scaling Criteria	Verification Method	Scores (0-4)
Community outreach Evaluates the speech therapist's effectiveness in planning and conducting community outreach and awareness activities to promote positive communication attitudes, early identification of communication disorders, communication-friendly environments, family engagement, and inclusive participation of individuals with communication needs.	0- No community outreach or awareness activities are conducted, or activities lack planning, documentation, or relevance to communication awareness. 1- Conducts at least one community awareness activity during the year with limited planning or documentation. Content is largely informational, with minimal audience engagement or follow-up. 2- Conducts 2-3 planned awareness activities during the year using appropriate educational materials. Sessions address positive communication attitudes, early identification, or communication support, and basic participant feedback is documented. 3- Conducts at least one planned outreach activity per quarter (4 or more annually) using structured content, appropriate IEC materials, and interactive methods. Participant feedback is collected, and evidence demonstrates increased awareness or engagement among parents, teachers, or community members. 4- Conducts at least six well-planned outreach activities annually (or more frequently as required), develops or adapts high-quality awareness materials, collaborates with schools or	Annual/Quarterly outreach plan and reports, Attendance registers, session photos with consent, community feedback forms, number of IEC materials distributed, Participant feedback forms, Photographs or other evidence of activities (with appropriate consent), Collaboration records with schools, health facilities, or community organizations, attendance logs, student communication sampling in inclusive setting. Evidence of referrals or follow-up actions resulting from outreach (where applicable)	

Indicator	Scaling Criteria	Verification Method	Scores (0-4)
	community organizations, systematically documents participant feedback, and demonstrates evidence that outreach activities have strengthened positive communication attitudes, early referrals, family engagement, or inclusive communication practices.		
Inclusion (Helps the student communicate effectively in the regular classroom (e.g., using AAC devices, modeling social language, training peers/teachers on communication supports).), Mainstreaming (Provides communication goals that enable the student to participate in academic and social activities alongside peers confidently. Works with teachers to modify instruction and assessment for students with speech/language disorders.) and transitions both educational and vocational(Supports the student's ability to understand and use language required in the new grade /settings whether educational or vocational(e.g., following complex instructions, narrative skills, social script , interactions, requesting help etc.)	0- No guidance to students' parents, school and nearby educational institutions on communication accommodations (e.g., visual supports, AAC devices, modeling, training peers/teachers, social language and language modifications) and collaborating with teachers to adapt classroom communication demands. 1- Initial guidance/support is provided randomly (e.g., in a meeting) but with no formal plan or follow-up. 2- Structured guidance/support is provided or school receiving schools with a documented transition plan for students. 3- Successfully facilitates mainstreaming, inclusion and transition of at least one student into a less restrictive environment within quarter. 4- 2+Students mainstreamed/included with consistent follow-up support to ensure stability.	Number of students with formal transition plans, number of students successfully mainstreamed/included, parent/teacher feedback from the new setting, post placement follow-up and guidance, visit logs.	

Review credit: Ms. Nabeela Malik (SLP), Sadia Idrees (SLP)

KPIs for Educators

Performance Standards, Guidelines for evaluators and Scoring representation and Interpretation

Rating	Description
4	Exceeds Expectations – Performance consistently beyond institutional standards/assigned expectations with documented evidence of exceptional initiative, innovation, leadership, or impact.
3	Fully Successful / Meets Expectations – Performance consistently meets expected professional standards for competent performance and assigned responsibilities effectively.
2	Partially Meets Expectations – Performance meets standards inconsistently; improvement and support required in some areas.
1	Needs Significant Improvement – Performance frequently falls below standards despite guidance and support.
0	Unsatisfactory – Performance seriously deficient, non-compliant, or unsupported by evidence.
NA	If the mainstreaming KPI is not applicable due to student profile or institutional context, it may be marked “N/A” and proportionately redistributed.

- Ratings shall be evidence-based and strictly aligned with the prescribed verification methods. Random cross-verification of ratings may be conducted to ensure transparency and accuracy. Evidence submitted by teachers may also be reviewed where necessary.
- Specific effort will be made to avoid central tendency bias and rating inflation during the evaluation process. Evaluations will be conducted annually by the respective Heads of Institutions/Supervisors.
- Category-wise best teachers shall be identified and rewarded annually at the divisional level based on their performance evaluations.

Domain	Weight-age	Raw Score	Operations Obtained /raw scores/total scores* domain weight age	Weighted Score
Professional Behavior	20			
Professional Competence	45			
Ethical and Professional Conduct	10			
Learning Environment	5			
Students and Parental Engagement	10			
Holistic Character Development	10			

- **85–100 (Excellent): Level 4.** May be considered for recognition, awards, leadership responsibilities, mentorship.
- **70–84 (Good): Level 3.** Meets performance expectations in most areas and qualifies for recognition, awards, leadership responsibilities; Further development in specialized areas may enhance performance.
- **50–69 (Satisfactory): Level 2.** Meets minimum performance requirements along with indication for areas of improvement. Requires counseling/improvement recommendations.
- **Below 50 (Unsatisfactory): Level 0-1.** Critical gap; requires immediate intervention like training, mentoring and close monitoring to address performance issues.

A-Professional Behavior: 20

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
Punctuality Timeliness in arriving at work where Late is defined as reporting more than 10 minutes after the	0- Frequently late (4 times / quarterly) with no justification. 4 instances of early departure 1- Occasionally late (3	Digital attendance logs (biometric/facial recognition) compared with manual sign-in/out registers	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
scheduled reporting time (in line with government's instruction)	times/quarterly), disrupting routines. 2 instances of early departure 2- Rarely late (1-2 times/ quarterly) with valid reasons, one instance of tardiness/early departure 3- Always punctual but with rare, unavoidable delays due to approved duty or medical emergency, No instance of tardiness or early departure. 4- Consistently punctual, demonstrating commitment and reliability, no early departure		
Regularity Assesses the attendance consistency (90–95%) during the evaluation period with responsible leave management and minimal unplanned absences.	0- Attendance below 70%; repeated unnotified absences (3+ instances quarterly), frequent half leaves or early departures causing serious disruption. 1- Attendance between 70–79%; 2 un-notified absences or repeated irregularity affecting institutional routines. 2- Attendance between 80–89%; occasional unplanned absence or half leave with generally satisfactory compliance and communication. 3- Attendance maintained within target range (90–95%); no un-notified absence; approved leave managed responsibly with minimal disruption. 4- Attendance exceeds 95%; no unplanned leave, half leave, or early departure; demonstrates exceptional reliability, flexibility, and institutional commitment.	Attendance records (biometric/manual), Random verification, Sanctioned Leave records and approvals, Heads observation note	
Additional Task Compliance Tracks the teacher's ability to meet deadlines for additional assigned tasks i.e. enrollment Drive, Tree plantation, discipline management, organizing social activities in school etc.	0- Frequently misses deadlines; incomplete tasks. 1- Misses 3-4 deadlines but completes task eventually. 2- Meets deadlines for most tasks but occasionally delays (1–2 times). 3- Consistently meets deadlines with quality outcomes. 4- Completes all tasks on time with exceptional quality and foresight.	Tasks reports, Clear Task Logs, Equitable distribution records of duties apart from duties performed by teachers	
Record Management Validates that individual file of each student is managed and updated by the respective teacher	0- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for >50%. 1- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for 51% to 70%	Individual student files, random file audits	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
	students available 2- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) of children are managed for 71% to 85% students available 3- Updated individual files (including education assessments, anecdotal record, therapeutic services and others) for more than 86-95% students available. 4- 96–100% updated, timely, complete, and audit-ready		
Professional Development Workshop/ Seminar Attendance, specialized training as per nomination or self-driven	0- Attended no nominated/peer-led trainings 1- Attended 1nominated//peer-led training. No evidence of application 2- Attended 2-3 nominated/peer-led training. Beginning to apply learning with emerging evidence. 3- Attended 3-4 nominated/peer-led training. Applies new strategies with evidence of positive change in practice. 4- Attended more than 4 nominated/peer-led trainings. Actively leads application (e.g., demo lessons, mentoring) with clear evidence of impact.	Certificates, attendance logs. Evidence on application like demo sessions, trainings/seminar/conference logs, reflective practices. pre/-post training knowledge check	Attending Training carries 1 and implementation carries 3 weight age 2

B-Professional Competence = 45

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Lesson Planning & Delivery 100% lesson plans aligned with academic calendar and adapted to students learning while employing Universal Design of Learning (UDL) approach	0- Lesson plans are incomplete, or absent, poorly aligned with academic calendar and non-evidence based. 1- Lesson planning is partial with weak alignment. Inconsistent use of adaptive strategies (e.g., simple drills, occasional visuals), but they lack depth and consistency. Focus on rote learning, undermines comprehension and confidence. 2- Lesson plans aligned with academic calendar. Teacher consistently implements core adaptive strategies effectively, such as Multi-sensory instruction, scaffolded questioning, basic graphic organizers and vocabulary pre-teaching, differentiated worksheets/assignments. Student engagement is satisfactory.	Review of lesson plans/ lesson planner/ teachers' diary, implementation of academic calendar, Differentiated & Scaffolded Materials, Classroom Observations/Video Clips, Student Work Samples & Portfolios, Formative Assessment Records, Records of related Activities	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	3- Lesson plans are consistently aligned and differentiated. Teacher expertly employs a wide range of specialized strategies to meet diverse needs, such as systematic, explicit instruction in core skills, peer tutoring and cooperative learning structures, chunking & task analysis, regular formative assessment with immediate feedback, integrated technology, strategy instruction (e.g., reading comprehension strategies, problem-solving steps) etc. 4- Lesson plans are comprehensive, diagnostic and exceptionally aligned with the calendar. Teacher consistently integrates adaptive, motivational and evidence-based strategies aligned with student's needs. i.e., project based learning, flipped classroom etc..		
Subject Knowledge Assesses the teacher's accurate mastery of and ability to explain the curriculum content for their assigned subjects, including an understanding of how students learn (and struggle with) this content.	0- Teacher lacks fundamental knowledge in all assigned subjects) significantly affecting their ability to teach effectively. 1- Teacher demonstrates surface level knowledge of curriculum, can states key topics but struggles to explain the why behind procedures or concepts. Unaware of common student misconceptions. 2- Teacher demonstrates adequate knowledge of all subjects. Can provide clear, correct explanations of concepts and procedures. Is aware of common areas where students typically struggle. 3- Teacher demonstrates strong competence in subjects for the assigned classes and can explain content in multiple ways, makes connections between topics, and anticipates specific student errors and conceptual hurdles. 4- Teacher's knowledge is extensive and analytical. Can trace the learning progression of concepts across grade levels, expertly diagnoses the root causes of students' misunderstandings.	Content quizzes, analysis of explanations of curriculum-based content in class, teacher interviews on concept map. Analysis of response to students queries record of number of students trained in specific vocational skills and transit in mainstream school / community successfully.	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Use of Teaching Aids Evaluates the teacher's selection and integration of multi-sensory and cognitively accessible low-tech, high-impact teaching aids to make abstract concepts concrete, reduce cognitive load, reinforce foundational skills, and promote active engagement among learners with diverse cognitive and learning needs.	0- Rarely uses teaching aids; materials are irrelevant or ineffective. Aids do not support lesson objectives or student understanding. 1- Occasionally uses basic, teacher centered aids and lacks consistency and appropriateness. 2- Uses teaching aids effectively but with limited variety, adaptation or differentiation. 3- Consistently integrates a range of multi-sensory teaching aids that align with lesson objectives and learner needs, enhancing participation and comprehension. 4- Creatively designs, adapts, or develops innovative teaching aids that promote active engagement, independence, concept mastery, and self-directed learning among diverse learners.	Lesson plans Classroom observations Teacher-made learning materials Animated videos Flashcards and visual supports Graphic organizers Manipulatives and hands-on materials Interactive presentations Student work samples demonstrating use of teaching aids Observation of student engagement and participation	
Teacher contribution to Learning Outcome Evaluates the teachers effectiveness in facilitating curriculum-aligned learning outcomes as per students own baseline i.e. reading skills, writing skills, content knowledge and mathematics skills etc.	0- Less than 50% of students demonstrate measurable progress from baseline toward their learning goals (IEP, grade-level, or personalized). 1- Approximately, 50%–60% of students demonstrate partial progress. Students show inconsistent progress. Data collection is irregular, and instructional adjustments are infrequent or ineffective. 2- Almost 60%–70% students demonstrate consistent and significant progress and meet annual learning goals. 3- 71%–90% demonstrate significant progress. Uses data dynamically to individualize and innovate in real-time. Students show strong growth towards their individualized goals. Evidence of skill generalization across settings. 4- More than 90% of students show outstanding progress relative to their potential. Data systems are sophisticated; student growth is clearly attributable to targeted instruction. Outcomes serve as a benchmark for others.	LSA reports, Monitoring reports/ evaluation reports/ student progress chart/ formative and summative assessments, students' portfolios, pre/post assessments	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Teacher contribution to Inclusion, Mainstreaming or transition of students in General Education. The teacher's effectiveness in supporting students to access and participate in general education settings (inclusion), partial participation from special to regular classrooms (mainstreaming), and transition between educational stages (Primary to Middle) or into skill-development/vocational programs (transitions)	0- No planning, guidance provided to parents, general education teachers or school administration on the mentioned aspects 1- Makes referrals but without follow up or support. 2- Actively prepares student and initiates in-formal communication/collaboration with receiving teachers. 3- Follow-up with parents and teachers of at least one student to support the mainstreaming of students during and after the transition into general school or skill development entity. 4- Consistent and significant efforts lead to formal mainstreaming of 2 or more students and support a successful educational or vocational transition.	Report by head of the institution, Monitoring student progress chart, follow up reports.	

C. Ethical & Professional Conduct = 10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Professional Ethics, Integrity, Role Modeling Observes professional ethics while making any decision, use of accessible materials or assistive technologies, academic honesty and contributes to integrity of institution.	0- Documented unethical conduct, academic dishonesty, misuse of institutional resources, or serious complaints affecting institutional integrity well-being. 1- Repeated reminders required regarding professional conduct, ethical standards, or respectful interactions. 2- Generally respectful Minor lapses corrected upon feedback 3- Demonstrating high standards of academic honesty in teaching, assessment, and accessible material. Responsible institutional behavior with no disciplinary concerns. 4- Serves as an ethical role model; actively promotes integrity, mentors colleagues, and contributes positively to institutional ethical culture.	Review of teaching materials, digital content Assessment design and reviewing of grading Documentation of all class activities prepared by teacher including Assessment design and reviewing of grading awarded to students Documentation of all class activities prepared by teacher Principal Reports, peer and students' feedback, Observation, Disciplinary Record, complaints Documentation of ethical issue handling Peer feedback	
Safeguarding, Dignity and Compliance Demonstrates respect for the dignity, privacy, and individual differences of students including confidentiality of student's information, cultural sensitivity, and inclusive professional behavior. Adheres	0- Repeated violations of student's dignity or confidentiality; complaints or documented ethical breaches. Frequent non-compliance with policies; unprofessional conduct affecting institutional integrity 1- Limited awareness of confidentiality and diversity;	Classroom observations Student feedback Review of complaints, commendations, or disciplinary records Peer and supervisor evaluation reports Compliance reports and administrative documentation	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
to institutional policies, professional codes of ethics, and national/international standards related to education of students, including punctuality, responsible use of resources, and ethical collaboration.	occasional inappropriate or insensitive conduct. Inconsistent compliance; requires repeated reminders regarding professional responsibilities. 2- Generally respectful behavior; maintains confidentiality with minor lapses requiring guidance. Meets basic professional and ethical requirements; occasional lapses without serious impact 3- Consistently respects student dignity, diversity, and confidentiality; demonstrates inclusive professional conduct. Fully compliant with institutional policies and education standards; reliable and responsible. 4- Exemplary ethical conduct; actively promotes inclusive practices and serves as a role model for colleagues. Demonstrates leadership in ethical practice; supports policy implementation and mentors peers.	Annual performance review reports Head of department / supervisor evaluations	

D-Learning Environment = 5

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Accessible Learning Environment and Assistive Technology Evaluates how effectively the teacher designs and utilizes the physical environment, classroom organization, accommodations, and assistive technologies to remove barriers and enable equitable participation, independence and engagement for all learners, particularly those performing below grade level or with additional support needs.	0- Classroom lacks accessible seating arrangements and accommodations. The teacher shows little awareness of environmental barriers or student support needs. Assistive devices, where available, are not utilized. 1- Limited accommodations are made. Some seating adjustments or devices are available, but used inconsistently or improperly, resulting in restricted student engagement. 2- The classroom organization supports basic accessibility. Materials are accessible. Available assistive devices and accommodations are used appropriately but with limited adaptation to individual student needs. 3- The teacher proactively designs the environment and selects resources to support learning goals. Assistive devices and accommodations are effectively	Classroom observation Monitoring reports Verification of functional and available assistive devices Teacher demonstrations of device use Student demonstration, engagement observations Teachers' Initiative	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	integrated into classroom routines and learning activities. The teacher takes initiative to arrange, adapt, or source additional supports where required. 4- Classroom is flexible, accessible, student-centred and exemplifies Universal Design. Appropriate assistive devices for all students, and consistent, effective use of tools that promotes equal participation, independence, and comfort.		

E. Students and Parental Engagement=10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Attendance Improvement Tracks teacher's efforts to improve students' attendance and participation from baseline levels while maintain attendance at 85%-90% with minimum 10% improvement from baseline where applicable	0- No strategies for improving attendance documented; attendance remains below 60 % 1- Limited follow-up strategies with slight improvement (1–5%). Attendance remains below 70% 2- Consistent follow-up with parents/guardians documented. Attendance remains 70-80% with 5–10% improvement. 3- Effective strategies lead to (10–15%) improvement. Attendance remains 81-89 % 4- Multiple targeted interventions documented; attendance exceeds 90% with improvement greater than 15% sustained over the evaluation period.	Home follow-ups, individualized support plans, Parent counseling, Student Attendance records/ facial recognition attendance, class participation, Documentation of barriers, reasons of absenteeism may also be recorded to credit teachers' effort, not just outcome.	
Parent Interaction Evaluates teacher's efforts to build trusting partnerships with families, communicates (physically or digitally) effectively with parents regarding positive acceptance of individual learning pace, emotional adjustment and student progress; and arrangement of orientation sessions for parents to support their child needs. Minimum one documented PTM or structured parent communication per month.	0- Rarely communicates with parents; no documented updates or follow-up 1- Occasional communication with limited consistency and incomplete documentation. 2- Maintains regular two-way communication using multiple methods. Conducts periodic parent orientation sessions addressing the child's progress, emotional well-being, self-esteem, family acceptance, addressing stigma and misconceptions and strategies to support adjustment at home. 3- Supports parents in promoting acceptance of the child's strengths, independence, and participation at home and school. 4- Actively partners with families in	PTM records/analysis, communication samples, parent feedback and satisfaction surveys, parents orientation/training record, documentation of accommodations and home support strategies, Evidence of parent guidance on self-acceptance, emotional adjustment, family support, and promoting student independence.	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	educational planning, facilitates parent awareness/orientation activities that strengthen acceptance and adjustment, and serves as a bridge between home, school, and community to promote the child's holistic development.		

F. Holistic Character Development =10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Assesses the teacher's planning, organization, and adaptation of extracurricular activities Extra-curricular (sports, clubs) to foster teamwork, leadership, confidence, and public speaking skills) and Co-curricular activities (e.g., debates, science clubs, reading clubs, literacy games)	0- Teacher does not organize or facilitate activities; students' participation is minimal. 1- Teacher facilitates activities irregularly or without structured support; participation is limited. 2- Teacher plans and implements some structured activities with basic adaptations; majority of students participate with identifiable skill development. 3- Teacher consistently organizes diverse activities, promotes teamwork and leadership, and ensures all student participation. 4- Teacher excels in creating an accessible, vibrant activity culture, enabling all students to develop leadership, confidence, and public speaking skills at their level.	Activity schedules and lesson plans/ implementation of curricular and extracurricular activities according to calendar Observation Feedback from students monitoring reports Student portfolios/photos Student outputs from co-curricular activities (projects, presentations, competitions) Logs of participation and teacher feedback Progress reports showing skill development and learning reinforcement Student portfolios/photos, output from activities	
Positive Self-Acceptance, Safeguarding, Ethical Values, and Self-Advocacy Education Assess the teacher's delivery of positive self-acceptance of individual learning pace, resilience, perseverance, emotional and educational adjustment, safeguarding, Islamic (for Muslim students), ethical values (for minority students), and social-emotional learning (SEL), while fostering self-advocacy, resilience, confidence in personal abilities, independence, and the ability to respond constructively to social stigma, discrimination while remaining focused on personal goals.	0- No evidence of planned instruction or monitoring of students' positive self-acceptance, emotional and educational adjustment, behaviour, or safety awareness. 1- Delivers lessons on positive self-acceptance, emotional and educational adjustment, safeguarding, ethical values, or SEL irregularly. 2- Delivers structured lessons on positive self-acceptance, emotional and educational adjustment, safeguarding, ethical values, and SEL. Students demonstrate basic understanding of personal safety, empathy, cooperation, self-regulation, and responsible behaviour in familiar situations. 3- Teacher consistently integrates positive self acceptance, emotional and educational adjustment, safeguarding, ethical values, and SEL into daily classroom activities.	Planning and Delivery Lesson plans, teaching materials, Safeguarding awareness activities, Ethical values instruction records, SEL lesson documentation Observation Classroom observations, Monitoring reports, Observation of classroom interactions, Observation of behaviour management practices. Student Evidence Student self-reflections, Student discussions and participation, Behaviour records, Demonstration of self-advocacy and help-seeking behaviours, Evidence of peer cooperation and respectful interactions Professional Evidence Child safeguarding, Child protection, Inclusive education, SEL child rights and protection	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	The teacher uses age-appropriate strategies to reinforce positive self-acceptance, respect for individual differences, self-regulation, responsible decision-making, personal safety, and independence while monitoring students' application of these skills across school settings. 4- Teacher demonstrates excellence in positive self-acceptance, emotional and educational adjustment, safeguarding and SEL education by developing or sharing accessible resources, promoting self-advocacy, personal safety, consent and boundary awareness, and providing regular opportunities for students to practice decision-making, help-seeking, leadership, and responsible citizenship; and documents evidence that these strategies are being applied by students in educational and social contexts.	Reinforcement Evidence Classroom displays, Awareness campaigns, School assemblies, Parent communication records, Resource materials developed or shared by the teacher	

Review Credit: Ms. Saima Akbar, Headmistress, GISL, LHR.

KPIs for Teachers of IDD
Performance Standards, Guidelines for evaluators and Scoring representation and Interpretation

Rating	Description
4	Exceeds Expectations – Performance consistently beyond institutional standards/assigned expectations with documented evidence of exceptional initiative, innovation, leadership, or impact.
3	Fully Successful / Meets Expectations – Performance consistently meets expected professional standards for competent performance and assigned responsibilities effectively.
2	Partially Meets Expectations – Performance meets standards inconsistently; improvement and support required in some areas.
1	Needs Significant Improvement – Performance frequently falls below standards despite guidance and support.
0	Unsatisfactory – Performance seriously deficient, non-compliant, or unsupported by evidence.
NA	If the mainstreaming KPI is not applicable due to student profile or institutional context, it may be marked “N/A” and proportionately redistributed.

- Ratings shall be evidence-based and strictly aligned with the prescribed verification methods. Random cross-verification of ratings may be conducted to ensure transparency and accuracy. Evidence submitted by teachers may also be reviewed where necessary.
- Heads of Institutions and Supervisors shall avoid central tendency bias and rating inflation during the evaluation process. Teacher evaluations will be conducted on a quarterly basis by the respective Heads of Institutions/Supervisors.
- Furthermore, category-wise best teachers shall be identified and rewarded annually at the divisional level based on their performance evaluations.

Domain	Weight-age	Raw Score	Operations Obtained /raw scores/total scores* domain weight age	Weighted Score
Professional Behaviour	20			
Professional Competence	45			
Ethical and Professional Conduct	10			
Learning Environment	5			
Students and Parental Engagement	10			
Holistic Character Development	10			

- **85–100 (Excellent): Level 4.** May be considered for recognition, awards, leadership responsibilities, mentorship.
- **70–84 (Good): Level 3.** Meets performance expectations in most areas and qualifies for recognition, awards, leadership responsibilities; Further development in specialized areas may enhance performance.
- **50–69 (Satisfactory): Level 2.** Meets minimum performance requirements along with indication for areas of improvement. Requires counseling/improvement recommendations.
- **Below 50 (Unsatisfactory): Level 0-1.** Critical gap; requires immediate intervention like training, mentoring and close monitoring to address performance issues.

A-Professional Behaviour: 20

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
Punctuality Timeliness in arriving at work where Late is defined as reporting more than 10 minutes after the scheduled reporting time (in	0- Frequently late (4 times / quarterly) with no justification. 4 instances of early departure 1- Occasionally late (3 times/quarterly), disrupting routines. 2 instances of early	Digital attendance logs (biometric/facial recognition) compared with manual sign-in/out registers	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
line with government's instruction)	departure 2- Rarely late (1-2 times/ quarterly) with valid reasons, one instance of tardiness/early departure 3- Always punctual but with rare, unavoidable delays due to approved duty or medical emergency, No instance of tardiness or early departure. 4- Consistently punctual, demonstrating commitment and reliability, no early departure		
Regularity Assesses the attendance consistency (90–95%) during the evaluation period with responsible leave management and minimal unplanned absences.	0- Attendance below 70%; repeated un-notified absences (3+ instances quarterly), frequent half leaves or early departures causing serious disruption. 1- Attendance between 70–79%; 2 un-notified absences or repeated irregularity affecting institutional routines. 2- Attendance between 80–89%; occasional unplanned absence or half leave with generally satisfactory compliance and communication 3- Attendance maintained within target range (90–95%); no un-notified absence; approved leave managed responsibly with minimal disruption. 4- Attendance exceeds 95%; no unplanned leave, half leave, or early departure; demonstrates exceptional reliability, flexibility, and institutional commitment.	Attendance records (biometric/manual), Random verification, Sanctioned Leave records and approvals, Heads observation note	
Additional Task Compliance Tracks the teacher's ability to meet deadlines for additional assigned tasks i.e. enrollment drive, tree plantation, discipline management, organizing social activities in school etc.	0- Frequently misses deadlines; incomplete tasks. 1- Misses 3-4 deadlines but completes task eventually. 2- Meets deadlines for most tasks but occasionally delays (1–2 times). 3- Consistently meets deadlines with quality outcomes. 4- Completes all tasks on time with exceptional quality and foresight.	Tasks reports, Clear Task Logs, Equitable distribution records of duties apart from duties performed by teachers	
Record Management Validates that individual file of each student is managed and updated by the respective teacher	0- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for >50%. 1- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for 51% to 70% students available. 2- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) of children are managed for 71% to 85% students available.	Individual student files, random file audits	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
	3- Updated individual files (including education assessments, anecdotal record, therapeutic services and others) for more than 86-95% students available. 4- 96–100% updated, timely, complete, and audit-ready		
Professional Development Workshop/ Seminar Attendance, specialized training as per nomination or self-driven. Attending training carries 1 and implementation carries 3% weight age	0- Attended no nominated/peer-led trainings 1- Attended one nominated//peer-led training. No evidence of application 2- Attended 2-3 nominated/peer-led training. Beginning to apply learning with emerging evidence. 3- Attended 3-4 nominated/peer-led training. Applies new strategies with evidence of positive change in practice. 4- Attended more than 4 nominated/peer-led trainings. Actively leads application (e.g., demo lessons, mentoring) with clear evidence of impact.	Certificates, attendance logs. Evidence on application like demo sessions, trainings/seminar/conference logs, reflective practices	

B-Professional Competence=45

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Lesson Planning& Delivery 100% lesson plans aligned with academic calendar and adapted to student learning while employing Universal Design of Learning (UDL) approach. Visual strategies (PECS) for nonverbal, positive behavior support (PBS), plans for generalization and maintenance etc.	0- Lesson plans are incomplete or absent and poorly aligned with IEP objectives/transition goals and academic/functional curriculum. No literacy and numeracy, functional life and communication skills, independence developed. 1- Plans are partially aligned with IEP. Inconsistently adapts evidence-based instructional strategies which lack effectiveness, and literacy, numeracy skills are undermined. 2- IEPs are aligned with academic calendar but need greater consistency or detail. Consistently adapts core evidence-based instructional strategies, and focuses foundational literacy skills. 3- Plans are consistently aligned, detailed, and regularly updated. Adapts wide range of evidence-based instructional strategies and meeting sensory, communication, behavioural, and physical needs with developed literacy and numeracy skills 4- Comprehensive, evidence-based, and meets all standards of alignment and detail. Teacher effectively adapts instructional and motivational strategies for each lesson to fully address diverse	Review of lesson plans/ students work and behavior samples, implementation of academic calendar, planner/ teachers' diary/ Student work samples/Portfolios including any record of class activities, Classroom Observations / interaction with Students, Formative Assessment Records	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	student requirements with literacy and numeracy skills at par.		
Subject Knowledge Evaluates the teacher's knowledge and skill in selecting, adapting, and implementing curriculum (academic, functional, vocational) to match the unique learning profiles, IEP goals, and future needs of students with IDD.	0- Teacher lacks fundamental knowledge and skill on how to link activities to IEP goals and functional outcomes. Gaps in understanding of pre-requisite skills. 1- Adaptation of material is superficial and weekly aligned with IEP goals. Task analysis is inconsistent. 2- Consistently adapts curriculum content and materials to be accessible. Clear alignment with IEP goals and functional skills. Task analysis is consistent 3- Integration of individualized, multi-domain curricula. Usage of evidence-based instructional strategies in alignment with future community living and transition pathways 4- Creates and shares original adapted curricula, assessment tools, or instructional resources for complex learners. Mentors others in curriculum adaptation and transition.	Lesson Plans & IEPs, Instructional Materials created, Observation Notes (Structured)	
Use of Teaching Aids Evaluates the teacher's selection and integration of multi-sensory and cognitively accessible low-tech, high-impact teaching aids to make abstract concepts concrete, reduce cognitive load, reinforce foundational skills, and promote active engagement among learners with diverse cognitive and learning needs.	0- Rarely uses teaching aids; materials are irrelevant or ineffective. Aids do not support lesson objectives or student understanding. 1- Occasionally uses basic, teacher centered aids and lacks consistency and appropriateness. 2- Uses teaching aids effectively but with limited variety, adaptation or differentiation. 3- Consistently integrates a range of multi-sensory teaching aids that align with lesson objectives and learner needs, enhancing participation and comprehension. 4- Creatively designs, adapts, or develops innovative teaching aids that promote active engagement, independence, concept mastery, and self-directed learning among diverse learners.	• Lesson plans. • Classroom observations. • Teacher made learning materials. • Animated videos. • Flashcards and visual supports. • Graphic organizers. • Manipulatives and hands-on materials. • Interactive presentations/ • Student work samples demonstrating use of teaching aids. • Observation of student engaged and participation.	
Teacher contribution to Learning Outcome Evaluates the teacher's effectiveness in achieving measurable progress toward IEP goals and individualized learning outcomes across domains (academic, functional, communication, daily living, vocational, social-emotional).	0- Less than 50% of students demonstrate measurable progress from baseline toward their learning goals (IEP, grade-level, or personalized). 1- Approximately, 50%–60% of students demonstrate partial/ inconsistent progress. Data collection is irregular, and instructional adjustments are infrequent or ineffective. 2- Almost 50%–60% students demonstrate adequate, measurable progress toward their IEP goals. Uses	IEP Progress Monitoring Reports & Charts, Pre/Post Assessments, Student Portfolios, Generalization Data. Formative & Summative Assessment	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	progress monitoring data regularly to make planned instructional adjustments. 3- 71%–90% demonstrate consistent and significant progress. Uses data dynamically to individualize and innovate in real-time. Evidence of skill generalization across settings. 4- More than 90% of students show outstanding progress relative to their potential. Data systems are sophisticated; student growth is clearly attributable to targeted instruction. Outcomes serve as a benchmark for others.		
Contribution to Inclusion, Mainstreaming and Transition Efforts The teacher's efficacy in supporting students with Intellectual and Developmental Disabilities (IDD) to access and participate in general education settings (inclusion), move from special to regular classrooms (mainstreaming), and transition between educational stages or into skill-development/vocational programs (transitions)	0- No guidance provided to parents, general education teachers, or school administration regarding inclusion, mainstreaming, or transition planning. 1- Provides initial, general guidance (e.g., during an IEP meeting) but with no documented plan, no classroom observation, and no follow-up support for the student or general education teacher. 2- Develops a structured support plan (e.g., accommodation checklist, visual schedule, "one-pager") for the student. Provides direct, in-class coaching to the student and collaborates with the general education teacher on basic accommodations. 3- Successfully facilitates inclusion or mainstreaming for at least one student into a less restrictive environment within the review period. Uses data to identify barriers, models strategies, and maintains consistent follow-up with the general education team. 4- Successfully facilitates inclusion or mainstreaming for one student, and/or supports a successful educational or vocational transition (e.g., school to skill-development program). Provides comprehensive, ongoing follow-up to ensure student stability and actively shares effective strategies with other teachers to build school-wide capacity.	Formal transition plans, IEP goals related to inclusion, accommodation checklists, collaboration with co-teachers, no. of students successfully placed in general education classrooms (partial or full day) or transitioned to new programs (e.g., vocational training, life skills programs), feedback from general education teachers and parents, follow-up logs	

C. Ethical & Professional Conduct = 10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Professional Ethics, Integrity, Role Modeling Observes professional ethics while making any decision, use of accessible materials or assistive technologies, academic honesty and contributes to integrity of institution.	0- Documented unethical conduct, academic dishonesty, misuse of institutional resources, or serious complaints affecting institutional integrity well-being. 1- Repeated reminders required regarding professional conduct, ethical standards, or respectful interactions. 2- Generally Respectful Minor lapses corrected upon feedback 3- Demonstrating high standards of academic honesty in teaching, assessment, and accessible material. Responsible institutional behavior with no disciplinary concerns. 4- Serves as an ethical role model; actively promotes integrity, mentors colleagues, and contributes positively to institutional ethical culture.	Review of teaching materials, digital content Assessment design and reviewing of grading Documentation of all class activities prepared by teacher including Assessment design and reviewing of grading awarded to students Documentation of all class activities prepared by teacher Principal Reports, peer and students' feedback, Observation, Disciplinary Record, complaints Documentation of ethical issue handling Peer feedback	3
Safeguarding, Dignity and Compliance Demonstrates respect for the dignity, privacy, and individual differences of students including confidentiality of disability-related information, cultural sensitivity, and inclusive professional behavior. Adheres to institutional policies, professional codes of ethics, and national/international standards related to education of students, including punctuality, responsible use of resources, and ethical collaboration.	0- Repeated violations of student dignity or confidentiality; complaints or documented ethical breaches. Frequent non-compliance with policies; unprofessional conduct affecting institutional integrity. 1- Limited awareness of confidentiality and diversity; occasional inappropriate or insensitive conduct. Inconsistent compliance; requires repeated reminders regarding professional responsibilities. 2- Generally respectful behavior; maintains confidentiality with minor lapses requiring guidance. Meets basic professional and ethical requirements; occasional lapses without serious impact. 3- Consistently respects student dignity, diversity, and confidentiality; demonstrates inclusive professional conduct. Fully compliant with institutional policies and education standards; reliable and responsible. 4- Exemplary ethical conduct; actively promotes inclusive practices and serves as a role model for colleagues. Demonstrates leadership in ethical practice; supports policy implementation and mentors peers.	Classroom and clinical/practicum observations Student feedback Review of complaints, commendations, or disciplinary records Peer and supervisor evaluation reports Compliance reports and administrative documentation Annual performance review reports Head of department / supervisor evaluations	2

D-Learning Environment: 5

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Accessible Learning Environment and Assistive Technology Evaluates how effectively the teacher designs and utilizes an accessible, safe and supportive learning environment, appropriate accommodations, and assistive technologies to remove barriers and enable equitable participation, independence, dignity and engagement for all learners, particularly those performing below grade level or with additional support needs.	0- Classroom lacks accessible seating arrangements and accommodations. The teacher shows little awareness of environmental barriers or student support needs. Assistive devices, where available, are not utilized. 1- Limited accommodations are made. Some seating adjustments or devices are available, but used inconsistently or improperly, resulting in restricted student engagement. 2- The classroom organization supports basic accessibility. Materials are accessible. Available assistive devices and accommodations are used appropriately but with limited adaptation to individual student needs. 3- The teacher proactively designs the environment and selects resources to support learning goals. Assistive devices and accommodations are effectively integrated into classroom routines and learning activities. The teacher takes initiative to arrange, adapt, or source additional supports where required. 4- Classroom is flexible, accessible, student-centred and exemplifies Universal Design. Appropriate assistive devices for all students, and consistent, effective use of tools that promotes equal participation, independence, and comfort.	Classroom observation Monitoring reports Verification of functional and available assistive devices Teacher demonstrations of device use Student demonstration, engagement observations Teachers' Initiative	

E-Students and Parental Engagement=10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Attendance Improvement Tracks teacher 's efforts to improve student attendance and participation	0- No strategies for improving attendance; attendance remains below then 60 % 1- Limited strategies with slight improvement (1–5%). Attendance remains 70 % 2- Consistent efforts lead to moderate improvement (5–10%). Attendance remains 80 % 3- Effective strategies result in significant improvement (10–15%). Attendance remains 90 % 4- Innovative approaches dramatically improve attendance (>15%). Attendance above 90 %	Home follow-ups, Parent counseling, Student Attendance records/ facial recognition attendance, class participation, Documentation of barriers, reasons of absenteeism may also be recorded to credit teachers' effort, not just outcome.	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Parent Interaction Evaluates the teacher's efforts to build trusting partnerships with families; communicate (physically or digitally) regarding student progress; and organize parent orientation sessions to support the child's educational and emotional adjustment, promote positive attitudes, recognition of strengths, confidence, and dignity.	0- Rarely communicates with parents; no updates on progress, Families are disconnected. 1- Occasional updates but inconsistent communication, little opportunity for dialogue. 2- Maintains regular two-way communication using multiple methods. Addresses parents' concerns effectively and conducts periodic orientation sessions to strengthen positive attitudes, support the child's emotional and educational adjustment, and encourage learning at home. 3- Maintains proactive positive contact with families early in the year. Communication is respectful, collaborative, and focused on supporting the child's emotional well-being, educational adjustment, and learning at home. 4- Actively integrates families into the learning community. Parents participate in goal setting and educational decision-making. The teacher serves as a bridge between home, school, and community, promoting positive attitudes, shared responsibility, and the child's holistic development.	PTM records/analysis, communication samples, parent feedback, parents training record, Parent orientation materials or presentations	

F- Holistic Character Development =10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Co- curricular and Extra-Curricular Activities Assess the teacher's planning and facilitation of accessible co-curricular & extra-curricular activities to Develop Functional, Social, and Life Skills in alignment with IEP objectives including communication, social, adaptive, motor). e.g., sensory-based clubs, simplified life-skills projects (sorting and recycling) social circles, adapted physical education (Paralympics), usage of AAC devices, PECS, or gestures to express choice or participate, supported participation,	0- Teacher does not organize or facilitate structured, adapted activities. Activities are not accessible or aligned with IEP goals. Student participation is minimal with no structured guidance or skill development. 1- Teacher facilitates activities irregularly or without structured planning. Student participation is inconsistent; activities are only loosely aligned with IEP goals. Student engagement and skill development are minimal. 2- Teacher plans and implements structured accessible activities. Students participate in ways that are aligned with their individual IEP goals. Engagement is facilitated using basic individualized supports (visuals, AAC, adaptations) and is satisfactorily documented.	Activity plans and schedules with explicit links to IEP goals/objectives Individualized adaptations and visual supports used (photo schedules, choice boards, AAC setups, task strips Implementation of adapted sports calendar Student participation records Participation logs and teacher feedback records Photos/videos showing supported participation and adaptive tools in use. Students' portfolios	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
usage of individualized visual supports (schedules, task strips), AAC, and behavioral strategies to ensure accessibility. Demonstrations of emerging skills in social and emotional areas like turn taking, following a routine, completing steps in a task, expressing choice, sharing materials etc.	3- Highly Proficient: Teacher consistently organizes diverse and accessible activities, ensuring consistent, meaningful engagement based on Individualized Education Programs (IEPs) for all students. Activities are well-integrated with IEP objectives across domains. 4- Exemplary: Teacher excels in creating and facilitating a wide range of differentiated, motivating activities that are universally designed or individually adapted. Activities are seamlessly integrated with IEP objectives. The teacher uses sophisticated strategies (peer buddies, systematic instruction, data collection) to foster skill generalization. All students show documented progress in targeted functional, social, or life skills through their participation.		
Ethical and Safeguarding Education Teacher systematically promotes positive self-worth, emotional and educational adjustment, functional safeguarding, and social-behavioural skills aligned with students' IEPs by embedding individualized instruction into daily routines and learning activities.	0- Teacher does not plan for or instructs on safeguarding or key social-behavioural skills. Responses to Students' behaviours are reactive, with no systematic monitoring or support. 1- Teacher occasionally addresses safeguarding or social skills with reactive or generic instructions (e.g., occasional group reminders). Use of visual support or behavioral strategies are absent or rare. Monitoring is inconsistent. 2- Teacher plans instruction on positive self-worth, safeguarding, and social-behavioural skills irregularly. Visual supports and behavioural strategies are used inconsistently and not fully embedded. Data collection is not regular. 3- Teacher plans and implements structured instruction that promotes positive self-worth, appropriate social behaviour, individualized safeguarding, and independence. Uses consistent visual supports and behaviour strategies while monitoring progress towards IEP goals. 4- Teacher consistently embeds instruction that promotes positive self-worth, confidence, self-advocacy (where appropriate), individualized safeguarding, social skills, and independence across daily routines and co-curricular activities. Effectively	IEPs & Behaviour Support Plans (BSPs) Individualized Visual Supports (Social stories, "Stop"/"Wait" cards, "My Body" rules posters, First-Then boards, "Break" cards, emotional regulation charts). Task Analyses & Skill Protocols Data Collection Sheets Lesson Plans / Activity Plans Observation Reports & Video Clips Records of Training, Student portfolios demonstrating increasing independence and self-advocacy (where developmentally appropriate).	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	uses evidence-based strategies (video modelling, task analysis, peer modelling) and systematically analyses data to refine instruction and support student progress.		

KPIs for Teachers of VIC

Performance Standards, Guidelines for evaluators and Scoring representation and Interpretation

Rating	Description
4	Exceeds Expectations – Performance consistently beyond institutional standards/assigned expectations with documented evidence of exceptional initiative, innovation, leadership, or impact.
3	Fully Successful / Meets Expectations – Performance consistently meets expected professional standards for competent performance and assigned responsibilities effectively.
2	Partially Meets Expectations – Performance meets standards inconsistently; improvement and support required in some areas.
1	Needs Significant Improvement – Performance frequently falls below standards despite guidance and support.
0	Unsatisfactory – Performance seriously deficient, non-compliant, or unsupported by evidence.
NA	If the mainstreaming KPI is not applicable due to student profile or institutional context, it may be marked “N/A” and proportionately redistributed.

- Ratings shall be evidence-based and strictly aligned with the prescribed verification methods. Random cross-verification of ratings may be conducted to ensure transparency and accuracy. Evidence submitted by teachers may also be reviewed where necessary.
- Heads of Institutions and Supervisors shall avoid central tendency bias and rating inflation during the evaluation process. Teacher evaluations will be conducted annually by the respective Heads of Institutions/Supervisors.
- Category-wise best teachers shall be identified and rewarded annually at the divisional level based on their performance evaluations.

Domain	Weight-age	Raw Score	Operations Obtained /raw scores/total scores* domain weight age	Weighted Score
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Ethical and Professional Conduct	10			
Learning Environment	5			
Students and Parental Engagement	10			
Holistic Character Development	10			

- **85–100 (Excellent): Level 4.** May be considered for recognition, awards, leadership responsibilities, mentorship.
- **70–84 (Good): Level 3.** Meets performance expectations in most areas and qualifies for recognition, awards, leadership responsibilities; Further development in specialized areas may enhance performance.
- **50–69 (Satisfactory): Level 2.** Meets minimum performance requirements along with indication for areas of improvement. Requires counselling/improvement recommendations.
- **Below 50 (Unsatisfactory): Level 0-1.** Critical gap; requires immediate intervention/training, training, mentoring and close monitoring to address performance issues.

A-Professional Behaviour: 20

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
Punctuality Timeliness in arriving at work where Late is defined as reporting more than 10 minutes after the scheduled reporting time (in line with government's instruction)	0- Frequently late (4 times / quarterly) with no justification. 4 instances of early departure 1- Occasionally late (3 times/quarterly), disrupting routines. 2 instances of early departure	Digital attendance logs (biometric/facial recognition) compared with manual sign-in/out registers	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
	2- Rarely late (1-2 times/ quarterly) with valid reasons, one instance of tardiness/early departure. 3- Always punctual but with rare, unavoidable delays due to approved duty or medical emergency, No instance of tardiness or early departure. 4- Consistently punctual, demonstrating commitment and reliability, no early departure		
Regularity Assesses the attendance consistency (90–95%) during the evaluation period with responsible leave management and minimal unplanned absences.	0- Attendance below 70%; repeated unnotified absences (3+ instances quarterly), frequent half leaves or early departures causing serious disruption. 1- Attendance between 70–79%; 2 un-notified absences or repeated irregularity affecting institutional routines. 2- Attendance between 80–89%; occasional unplanned absence or half leave with generally satisfactory compliance and communication. 3- Attendance maintained within target range (90–95%); no un-notified absence; approved leave managed responsibly with minimal disruption. 4- Attendance exceeds 95%; no unplanned leave, half leave, or early departure; demonstrates exceptional reliability, flexibility, and institutional commitment.	Attendance records (biometric / manual), Random verification, Sanctioned Leave records and approvals, Heads observation note	
Additional Task Compliance Tracks the teacher's ability to meet deadlines for additional assigned tasks i.e. enrollment Drive, Tree plantation, discipline management, organizing social activities in school etc.	0- Frequently misses deadlines; incomplete tasks. 1- Misses 3-4 deadlines but completes task eventually. 2- Meets deadlines for most tasks but occasionally delays (1–2 times). 3- Consistently meets deadlines with quality outcomes. 4- Completes all tasks on time with exceptional quality and foresight.	Tasks reports, Clear Task Logs, Equitable distribution records of duties apart from duties performed by teachers	
Record Management Validates that individual file of each student is managed and updated by the respective teacher	0- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for >50%. 1- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for 51% to 70% students available. 2- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) of children are	Individual student files, random file audits	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
	managed for 71% to 85% students available. 3- Updated individual files (including education assessments, anecdotal record, therapeutic services and others) for more than 86-95% students available. 4- 96–100% updated, timely, complete, and audit-ready		
Professional Development Workshop/ Seminar Attendance, specialized trainings as per nomination or self-driven	0- Attended no nominated/peer-led trainings 1- Attended 1nominated//peer-led training. No evidence of application 2- Attended 2-3 nominated/peer-led training. Beginning to apply learning with emerging evidence. 3- Attended 3-4 nominated/peer-led training. Applies new strategies with evidence of positive change in practice. 4- Attended more than 4 nominated/peer-led trainings. Actively leads application (e.g., demo lessons, mentoring) with clear evidence of impact.	Certificates, attendance logs. Evidence on application like demo sessions, trainings/seminar/conference logs, reflective practices. pre-/post training knowledge check	Attending Training carries 1 and implementati on carries 3 weight age 2

B-Professional Competence = 45

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Lesson Planning & Delivery Determine the teacher's effectiveness in planning and delivering instruction aligned with the academic calendar while employing evidence-based pedagogical approaches and Universal Design for Learning (UDL) principles to address diverse learning needs of students with physical disabilities.	0- Lesson plans are missing or not aligned with the academic calendar. Teaching is predominantly teacher-directed with minimal student engagement. Instruction lacks appropriate adaptations for students with visual impairment. Braille and low-vision accommodations are absent or ineffective. 1- Lesson plans show partial alignment with the academic calendar. Limited instructional adaptations are evident. Teacher uses a narrow range of teaching strategies. Braille and low-vision accommodations are used inconsistently. Students' participation is limited. 2- Lesson plans are aligned with the academic calendar. Appropriate instructional adaptations are incorporated. Teacher uses a variety of teaching strategies that support student participation and understanding. Braille and low-vision accommodations are regularly integrated into instruction.	Review of lesson plans/ lesson planner/ teachers' diary/ implementation of academic calendar, Student work samples including Braille/,Evidence of active participation and engagement, Classroom observations , any record of innovative class activities, Observation	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	Students' participation and engagement is satisfactory. 3- Lesson plans are consistently aligned and differentiated according to individual learning needs. Teaching promotes active participation, understanding, and achievement. UDL principles are evident in lesson delivery. Braille and low-vision accommodations are effectively embedded across learning activities. Students demonstrate strong engagement and increasing independence. 4- Lesson planning is highly individualized, data-informed, and consistently responsive to students' needs. Teacher demonstrates exemplary implementation of UDL and evidence-based instructional practices. Learning experiences maximize engagement, independence, self-advocacy, and problem-solving. Braille and low-vision accommodations are seamlessly integrated across all learning environments. Students demonstrate high levels of achievement, autonomy, and ownership of learning.		
Communication & Student Interaction Assess the teacher's ability to communicate information clearly and accessibly through descriptive language, verbal explanations, auditory cues, questioning techniques, feedback, and responsive interactions that support understanding, participation, independence, and learning for students with visual impairment.	0- Communication is unclear, inaccessible, or largely dependent on visual references. Teacher frequently uses phrases such as "look here" or "see this" without providing alternative descriptions. Instructions are incomplete or confusing. Limited opportunities are provided for student questioning, interaction, or feedback. Students frequently require additional clarification to complete tasks. 1- Teacher provides basic verbal explanations and instructions but communication is sometimes unclear, insufficiently descriptive, or inconsistently adapted to students' visual needs. Opportunities for interaction and feedback are limited. Students occasionally require additional support to understand instructions and lesson content. 2- Teacher communicates instructions and concepts clearly using appropriate verbal	Classroom Observation, Student Interaction Samples, Lesson Plans / Teacher Diary, Student Feedback (where age-appropriate), Supervisor/Head Teacher Observation Records, Student Performance and Work Samples	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	explanations and descriptive language. Communication is generally adapted to students' sensory needs. Teacher encourages questions, checks for understanding, and provides constructive feedback. Most students are able to understand instructions and participate effectively. 3- Teacher consistently uses precise, descriptive, and accessible communication strategies that enable students to understand concepts, directions, and learning materials independently. Effective questioning, discussion, and feedback techniques promote active participation and engagement. Students confidently communicate their ideas and seek clarification when needed. 4- Teacher demonstrates exemplary accessible communication practices tailored to individual student needs. Rich descriptive language, structured auditory cues, and responsive interactions maximize student understanding, independence, self-advocacy, and participation. Students actively engage in meaningful dialogue, demonstrate strong communication skills, and independently access and interpret information through teacher-facilitated communication strategies.		
Subject Knowledge Assess teachers have required knowledge to teach the assigned classes including mathematics, science, computer and linguistic skills etc. He will adapt to the emerging concepts, research and latest national and international level trends. It will also include the ability to read and write subject content in Braille, usage of adapted Math tools where applicable.	0- Teachers lack fundamental knowledge in all assigned subjects (mathematics, science, and English), significantly affecting their ability to teach effectively. Not cognizant of international trends and latest researches, doesn't demonstrate Braille literacy (reading/writing and Math). 1- Teachers demonstrate adequate knowledge in one or two subjects but lacks sufficient understanding of other subjects, leading to inconsistent teaching quality. A little cognizance of emerging and latest researches, Limited emerging Braille Proficiency (reading/writing and Math) 2- Teachers possess a general understanding of all subjects and related emerging trends but lacks	Teacher subject-knowledge assessments Monitoring and classroom observation reports Review of lesson plans and instructional material Braille literacy assessment (reading, writing and Math) Teacher's demonstrations Students work samples assessed and reviewed by the teacher Creative writing skill of students as per their level of class	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	depth and confidence, which may hinder advanced concept explanation or student engagement, Basic Braille reading/writing and Math skills demonstrated, cognizance of emerging and latest researches. 3- Teachers demonstrate strong competence in subjects for the assigned classes and can effectively teach their assigned classes while relating to emerging trends, with minor gaps in specific areas. Shows functional and accurate Braille reading and writing skills. 4- Teachers demonstrate strong competence in most subjects while relating it to current advancements and can effectively teach their assigned classes, with minor gaps in specific areas and shows high proficiency in Braille reading and writing.		
Use of Teaching Aids Assesses the teacher's effective selection, adaptation, and use of tactile, auditory, and Braille-based teaching aids to support curriculum access, concept development, <i>and</i> active participation of students with visual impairment.	0- Rarely or never uses teaching aids. Materials are unavailable, inappropriate, or do not support lesson objectives or student learning. 1- Uses basic teaching aids occasionally, but their selection, adaptation, or timing is inconsistent and provides limited support to students with visual impairment. 2- Uses appropriate teaching aids that support lesson objectives and student understanding, but with limited variety, adaptation, or differentiation according to learner needs. 3- Consistently integrates a range of tactile, auditory, Braille-based, and adapted teaching aids aligned with lesson objectives and individual learner needs, enhancing participation, comprehension, and skill development. 4- Creatively develops, adapts, or innovates teaching aids that promote independent learning, concept mastery, problem-solving, and active engagement while effectively addressing diverse visual needs.	Observation of tactile teaching materials and adapted learning resources, Braille worksheets, embossed diagrams, tactile graphics, tactile maps, models, and manipulatives, Audio recordings, talking books, and auditory instructional materials. Student work samples produced using adapted instructional materials. Lesson plans showing planned use of teaching aids. Classroom observation demonstrating integration of teaching aids during instruction. Teacher-developed or adapted learning materials for specific student needs.	
Teacher contribution to Learning Outcome Evaluates teachers effectiveness in facilitating	0- Teacher instructional practices result in less than 50% of students demonstrating expected learning outcomes.	- Classroom observation reports. - Lesson plans and instructional materials.	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
curriculum-aligned learning outcomes i.e. reading skills, writing skills, content knowledge and mathematics skills etc.	1- Teacher instructional practices result in 50%–60% of students demonstrating expected learning outcomes, with partial alignment to curriculum and learner needs. 2- Teacher instructional practices result in 60%–70% of students demonstrating expected learning outcomes. 3- Teacher instructional practices result in 71%–90% of students demonstrating expected learning outcomes. 4- Teacher instructional practices result in more than 90% of students demonstrating expected learning outcomes.	- Formative and summative assessment analysis. - Braille reading and writing assessment records. - Monitoring and academic progress reports	
Teacher planning and implementation of structured Orientation & Mobility (O&M) instruction Teacher provides daily structured Orientation & Mobility (O&M) activities, ensuring students can navigate the school environment confidently and demonstrate appropriate responses during emergency drills.	0- Teacher does not plan or implement structured O&M activities. Students rely entirely on assistance, and no systematic O&M instruction is evident. 1- Teacher provides irregular or informal O&M activities with limited structure. Instruction is inconsistent and does not adequately address student needs or safety. 2- Teacher implements basic, structured O&M activities in familiar environments. Limited adaptation is made for new spaces or emergency situations. 3- Teacher consistently delivers structured O&M instruction across familiar and new environments, preparing students to manage common obstacles and participate in drills. 4- Teacher demonstrates strong expertise in O&M instruction, integrating daily structured activities, adapting to individual needs, and systematically preparing students to respond independently and safely in all environments, including emergencies.	Classroom and school-environment observations Review of O&M lesson plans and schedules Students' observation during mobility activities and drills Monitoring reports	
Teacher contribution to Inclusion, Mainstreaming or transition of students in General Education. The teacher's effectiveness in supporting students to access and participate in general education settings (inclusion), partial participation from special to regular classrooms (mainstreaming), and	0- No planning, guidance provided to parents, general education teachers or school administration on the mentioned aspects 1- Makes referrals but without follow up or support. 2- Actively prepares student and initiates in-formal communication/collaboration with receiving teachers. 3- Follow-up with parents and	Report by head of the institution, Monitoring student progress chart, follow up reports	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
transition between educational stages(Primary to Middle) or into skill-development/vocational programs (transitions)	teachers of at least one student to support the mainstreaming of students during and after the transition into general school or skill development entity. 4- Consistent and significant efforts lead to formal mainstreaming of 2 or more students and supports a successful educational or vocational transition		

C. Ethical & Professional Conduct = 10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Professional Ethics, Integrity, Role Modeling Observes professional ethics while making any decision, use of accessible materials or assistive technologies, academic honesty and contributes to integrity of institution.	0- Documented unethical conduct, academic dishonesty, misuse of institutional resources, or serious complaints affecting institutional integrity well-being. 1- Repeated reminders required regarding professional conduct, ethical standards, or respectful interactions. 2- Generally Respectful Minor lapses corrected upon feedback 3- Demonstrating high standards of academic honesty in teaching, assessment, and accessible material. Responsible institutional behavior with no disciplinary concerns. 4- Serves as an ethical role model; actively promotes integrity, mentors colleagues, and contributes positively to institutional ethical culture.	Review of teaching materials, digital content Assessment design and reviewing of grading Documentation of all class activities prepared by teacher including Assessment design and reviewing of grading awarded to students Documentation of all class activities prepared by teacher Principal Reports, peer and students' feedback, Observation, Disciplinary Record, complaints Documentation of ethical issue handling Peer feedback.	
Safeguarding, Dignity and Compliance Demonstrates respect for the dignity, privacy, and individual differences of students including confidentiality of disability-related information, cultural sensitivity, and inclusive professional behavior. Adheres to institutional policies, professional codes of ethics, and national/international standards related to education of students, including punctuality, responsible use of resources, and ethical collaboration.	0- Repeated violations of student's dignity or confidentiality; complaints or documented ethical breaches. Frequent non-compliance with policies; unprofessional conduct affecting institutional integrity. 1- Limited awareness of confidentiality and diversity; occasional inappropriate or insensitive conduct. Inconsistent compliance; requires repeated reminders regarding professional responsibilities. 2- Generally respectful behavior; maintains confidentiality with minor lapses requiring guidance. Meets basic professional and ethical requirements; occasional lapses without serious impact. 3- Consistently respects student dignity, diversity, and	Classroom and clinical/practicum observations Student feedback Review of complaints, commendations, or disciplinary records Peer and supervisor evaluation reports Compliance reports and administrative documentation Annual performance review reports Head of department / supervisor evaluations	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	confidentiality; demonstrates inclusive professional conduct. Fully compliant with institutional policies and education standards; reliable and responsible. 4- Exemplary ethical conduct; actively promotes inclusive practices and serves as a role model for colleagues. Demonstrates leadership in ethical practice; supports policy implementation and mentors peers.		

D-Learning Environment=5

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Accessible Learning Environment and Assistive Technology Evaluates the teacher's effectiveness in creating a safe, accessible, accepting, and well-organized learning environment that promotes positive disability acceptance, independence, educational and emotional adjustment, dignity, and equitable participation through appropriate accommodations and assistive technologies. Positive disability here means "respond constructively to social stigma while remaining confident and focused on personal goals."	0- Classroom environment contains physical and instructional barriers that limit student access and participation. Seating, materials, and classroom organization do not consider visual needs. Available assistive devices are not utilized. 1- Basic environmental accommodations are provided inconsistently. Some adaptations or assistive devices are available but are used irregularly or ineffectively, resulting in limited student independence and participation. 2- Classroom organization supports basic accessibility. Learning materials are available in accessible formats where required. Assistive devices and accommodations are used appropriately but with limited differentiation according to individual visual needs. 3- Teacher proactively organizes an accessible and supportive classroom that promotes disability acceptance, mutual respect, independence, and active participation. Appropriate assistive technologies, Braille resources, low-vision devices, and accommodations are effectively integrated into daily instruction. The teacher encourages students to adapt confidently to classroom routines and learning activities. 4- Teacher creates an exemplary classroom culture that promotes	Classroom observation. Physical classroom accessibility (clear pathways, seating arrangements, orientation cues, safety considerations). Availability and use of accessible learning materials (Braille, large print, tactile graphics, embossed diagrams, audio materials). Verification of functional assistive devices and technologies (Braille writer, Braille display, magnifiers, CCTV, screen readers, talking calculators, accessible software/apps). Teacher demonstration of assistive technology integration during instruction. Student demonstration of independent use of assistive devices. Student engagement and participation observations. Lesson plans showing planned accommodations and accessibility measures. Monitoring reports and supervisory observations. Evidence of teacher initiative in sourcing, adapting, or maintaining accessible resources and assistive devices.	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	disability acceptance, confidence, self-advocacy, independence, and positive peer relationships. The learning environment consistently supports students' successful adjustment through individualized accommodations, innovative use of assistive technologies, Universal Design for Learning principles, and opportunities for independent participation and leadership.		

E. Students and Parental Engagement=10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Attendance Improvement Tracks teacher 's efforts to improve students' attendance and participation from baseline levels while maintain attendance at 85%-90% with minimum 10%improvement from baseline where applicable	0- No strategies for improving attendance documented; attendance remains below 60 %. 1- Limited follow-up strategies with slight improvement (1–5%). Attendance remains below 70%. 2- Consistent follow-up with parents/guardians documented. Attendance remains 70-80% with 5–10% improvement. 3- Effective strategies lead to (10–15%) improvement. Attendance remains 81-89 %. 4- Multiple targeted interventions documented; attendance exceeds 90% with improvement greater than 15% sustained over the evaluation period.	Home follow-ups, individualized support plans, Parent counseling, Student Attendance records/ facial recognition attendance, class participation, Documentation of barriers, reasons of absenteeism may also be recorded to credit teachers' effort, not just outcome.	
Parent Interaction Evaluates teacher's efforts to build trusting partnerships with families, communicate (physically or digitally) effectively with parents about acceptance and emotional and educational adjustment with disability, student progress; and arrangement of orientation sessions for parents to support their child needs. Minimum one documented PTM or structured parent communication per month.	0- Rarely communicates with parents; no documented updates or follow-up 1- Occasional communication with limited consistency and incomplete documentation. 2- Maintains regular two-way communication using multiple methods. Conducts periodic parent orientation sessions addressing the child's progress, disability-related acceptance, and strategies to support adjustment at home. 3- Maintains proactive contact with families through at least one documented PTM each month. Supports parents in promoting acceptance of the child's disability, independence, and participation at home and school. 4- Actively partners with families in educational planning, facilitates parent awareness/orientation activities that strengthen acceptance and adjustment, and serves as a bridge	PTM records/analysis, communication samples, parent feedback and satisfaction surveys, parents orientation/training record, documentation of accommodations and home support strategies, Evidence of parent guidance on acceptance, adjustment and promoting student independence.	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	between home, school, and community to promote the child's holistic development.		

F. Holistic Character Development =10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Plans, adapts, and facilitates Extra-curricular (sports, Paralympics, blind cricket, clubs) and Co-curricular activities (e.g., debates, science clubs, reading clubs, Braille literacy games) appropriate for students with visual impairment to promote participation, leadership, communication, confidence, teamwork, self-expression, independence and social inclusion.	0- Teacher does not organize or facilitate activities; students' participation is minimal. 1- Teacher facilitates activities irregularly or without structured support; participation is restricted to limited students. 2- Teacher plans and implements structured activities with basic adaptations; majority of students participate and demonstrate emerging communication, teamwork or leadership skills. 3- Teacher consistently organizes diverse and accessible activities, promotes teamwork and leadership, and ensures all student participation. 4- Teacher excels in creating an accessible, vibrant activity culture, enabling all students to develop leadership, confidence, and public speaking skills at their level	- Activity schedules and annual activity calendar - Lesson/activity plans - Observation records - Monitoring reports - Student participation logs - Student portfolios and photographs - Student outputs (projects, presentations, competitions, performances) - Teacher feedback records - Progress reports demonstrating skill development - Student feedback	
Ethical Values, Disability acceptance, Safeguarding, and Self-Advocacy Education Assesses the teacher's delivery of disability acceptance, emotional and educational adjustment, safeguarding, Islamic (for Muslim students), ethical values (for minority students), and social-emotional learning (SEL), while fostering self-advocacy, resilience, confidence, independence, and the ability to respond constructively to social stigma, discrimination while remaining confident and focused on personal goals.	0- No monitoring of students' disability acceptance, emotional and educational adjustment, behaviour, or safety awareness. 1- Teacher delivers disability acceptance, adjustment, safeguarding, ethical values, or SEL lessons irregularly. Monitoring and reinforcement are inconsistent, resulting in students demonstrating limited understanding or application of these concepts. 2- Delivers structured lessons on disability acceptance, adjustment, safeguarding, ethical values, and SEL. Students demonstrate basic understanding of personal safety, empathy, cooperation, self-regulation, and responsible behaviour in familiar situations. 3- Teacher consistently integrates disability acceptance, adjustment safeguarding, ethical values, and SEL into daily classroom activities. The teacher uses age-	Planning and Delivery Lesson plans, teaching materials, Safeguarding awareness activities, Ethical values instruction records, SEL lesson documentation Observation Classroom observations, Monitoring reports, Observation of classroom interactions, Observation of behaviour management practices. Student Evidence Student self-reflections, Student discussions and participation, Behaviour records, Demonstration of	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	appropriate strategies to reinforce self-acceptance, peer acceptance, self-regulation, responsible decision-making, personal safety, and independence, while monitoring students' application of these skills across school settings. 4- Teacher demonstrates excellence in disability acceptance, adjustment safeguarding and SEL education by developing or sharing accessible resources, promoting self-advocacy, personal safety, consent and boundary awareness, and providing regular opportunities for students to practice decision-making, help-seeking, leadership, and responsible citizenship; and systematically documents evidence of students applying these skills in educational and social contexts..	self-advocacy and help-seeking behaviours, Evidence of peer cooperation and respectful interactions Professional Evidence Child safeguarding, Child protection, Inclusive education, SEL Disability rights and protection Reinforcement Evidence Classroom displays, Awareness campaigns, School assemblies, Parent communication records, Resource materials developed or shared by the teacher	

Review Credit: Mr. Pervaiz Akhter, Principal, Govt Qandeel Secondary School for the Blind, Rawalpindi.

KPIs for Teachers of HIC

Performance Standards, Guidelines for evaluators and Scoring representation and Interpretation

Rating	Description
4	Exceeds Expectations – Performance consistently beyond institutional standards/assigned expectations with documented evidence of exceptional initiative, innovation, leadership, or impact.
3	Fully Successful / Meets Expectations – Performance consistently meets expected professional standards for competent performance and assigned responsibilities effectively.
2	Partially Meets Expectations – Performance meets standards inconsistently; improvement and support required in some areas.
1	Needs Significant Improvement – Performance frequently falls below standards despite guidance and support.
0	Unsatisfactory – Performance seriously deficient, non-compliant, or unsupported by evidence.
NA	If the mainstreaming KPI is not applicable due to student profile or institutional context, it may be marked “N/A” and proportionately redistributed.

- Ratings shall be evidence-based and strictly aligned with the prescribed verification methods. Random cross-verification of ratings may be conducted to ensure transparency and accuracy. Evidence submitted by teachers may also be reviewed where necessary.
- Evaluation process will be kept free from central tendency bias and rating inflation. Teacher evaluations will be conducted annually by the respective Heads of Institutions/Supervisors.
- Category-wise best teachers shall be identified and rewarded annually at the divisional level based on their performance evaluations.

Domain	Weight-age	Raw Score	Operations Obtained /raw scores/total scores* domain weight age	Weighted Score
Professional Behaviour	20			
Professional Competence	45			
Ethical and Professional Conduct	10			
Learning Environment	5			
Students and Parental Engagement	10			
Holistic Character Development	10			

- **85–100 (Excellent): Level 4.** May be considered for recognition, awards, leadership responsibilities, mentorship.
- **70–84 (Good): Level 3.** Meets performance expectations in most areas and qualifies for recognition, awards, leadership responsibilities; Further development in specialized areas may enhance performance.
- **50–69 (Satisfactory): Level 2.** Meets minimum performance requirements along with indication for areas of improvement. Requires counseling/improvement recommendations.
- **Below 50 (Unsatisfactory): Level 0-1.** Critical gap; requires immediate intervention/training, mentoring and close monitoring to address performance issues.

A-Professional Behaviour: 20

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
Punctuality Timeliness in arriving at work where Late is defined as reporting more than 10 minutes after the	0- Frequently late (4 times / quarterly) with no justification. 4 instances of early departure 1- Occasionally late (3 times/quarterly), disrupting routines. 2 instances of	Digital attendance logs (biometric/facial recognition) compared with manual sign-in/out registers	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
scheduled reporting time (in line with government's instruction)	early departure 2- Rarely late (1-2 times/ quarterly) with valid reasons, one instance of tardiness/early departure. 3- Always punctual but with rare, unavoidable delays due to approved duty or medical emergency, No instance of tardiness or early departure 4- Consistently punctual, demonstrating commitment and reliability, no early departure		
Regularity Assesses the attendance consistency (90–95%) during the evaluation period with responsible leave management and minimal unplanned absences.	0- Attendance below 70%; repeated unnotified absences (3+ instances quarterly), frequent half leaves or early departures causing serious disruption 1- Attendance between 70–79%; 2 unnotified absences or repeated irregularity affecting institutional routines. 2- Attendance between 80–89%; occasional unplanned absence or half leave with generally satisfactory compliance and communication. 3- Attendance maintained within target range (90–95%); no un-notified absence; approved leave managed responsibly with minimal disruption 4- Attendance exceeds 95%; no unplanned leave, half leave, or early departure; demonstrates exceptional reliability, flexibility, and institutional commitment.	Attendance records (biometric/manual), Random verification, Sanctioned Leave records and approvals, Heads observation note	
Additional Task Compliance Tracks the teacher's ability to meet deadlines for additional assigned tasks i.e. enrollment Drive, Tree plantation, discipline management, organizing social activities in school etc.	0- Frequently misses deadlines; incomplete tasks. 1- Misses 3-4 deadlines but completes task eventually. 2- Meets deadlines for most tasks but occasionally delays (1–2 times). 3- Consistently meets deadlines with quality outcomes. 4- Completes all tasks on time with exceptional quality and foresight.	Tasks reports, Clear Task Logs, Equitable distribution records of duties apart from duties performed by teachers for cross verification.	
Record Management Validates that individual file of each student is managed and updated by the respective teacher	0- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for >50%. 1- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for 51% to 70% students available. 2- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) of children are managed for	Individual student files, random file audits	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
	71% to 85% students available. 3- Updated individual files (including education assessments, anecdotal record, therapeutic services and others) for more than 86-95% students available. 4- 96–100% updated, timely, complete, and audit-ready		
Professional Development Workshop/ Seminar Attendance, specialized trainings as per nomination or self-driven	0- Attended no nominated/peer-led trainings 1- Attended 1nominated//peer-led training. No evidence of application 2- Attended 2-3 nominated/peer-led training. Beginning to apply learning with emerging evidence. 3- Attended 3-4 nominated/peer-led training. Applies new strategies with evidence of positive change in practice. 4- Attended more than 4 nominated/peer-led trainings. Actively leads application (e.g., demo lessons, mentoring) with clear evidence of impact.	Certificates, attendance logs. Evidence on application like demo sessions, trainings/seminar/conference logs, reflective practices	Attending Training carries 1 and implementation carries 3 weight age 2

B-Professional Competence = 45

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
Lesson Planning & Delivery 100% lesson plans aligned with academic calendar and adapted to students learning while employing Universal Design of Learning (UDL) approach. Evaluates instructional strategies, including lecture, role play, discussion, demonstration, drill, modelling, blended learning, peer tutoring, guided discovery, project-based learning, brainstorming, Q&A sessions, communication skills and flipped classrooms;	0- Lesson plans are incomplete, or absent, poorly aligned with academic calendar. Instruction ineffective, non-adaptive and non-evidence based. Limited or inconsistent use of Total Communication. No consideration of students' needs. 1- Lesson planning is partial with weak alignment. Inconsistent use of adaptive strategies like active learning techniques (discussion, peer tutoring). Partial integration of Total Communication. Limited responsiveness to diverse learner needs. 2- Plans are well-aligned, detailed, and regularly updated. Consistently adapts wide range of instructional strategies for diverse learning need students, Systematic use of Total Communication. 3- Plans are consistently aligned, detailed, and regularly updated. Adapts wide range of evidence-based instructional strategies and meeting with sensory, communication, behavioural, and physical needs; Total Communication is fully embedded	Review of lesson plans/ I explicitly indicating Total Communication components, students work samples/ planner/ teachers' diary/ implementation of academic calendar, any record of related class activities, observation	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
	and seamlessly applied. 4- Lesson Plans are comprehensive, evidence-based and meet all standards of alignment and detail. Teacher effectively adapts instructional and motivational strategies for each lesson to fully address diverse student requirements; resulting in high student engagement. Total communication is highly effective, natural and fully embedded in all classroom interactions. Instruction results in consistently high levels of student engagement and learning outcomes.		
Subject Knowledge Assesses teacher has required knowledge to teach the assigned classes including mathematics, science, computer and linguistic skills in English, Urdu and mathematics skills etc. can accurately convey that knowledge using Total Communication appropriate for learners with hearing impairment.	0- Teacher lacks fundamental knowledge in all assigned subjects (mathematics, science, and English), significantly affecting their ability to teach effectively. Not cognizant of international trends and latest researches, unable to explain basic concepts with Total Communication support 1- Teacher demonstrates adequate knowledge in one or two subjects but lacks sufficient understanding of other subjects, leading to inconsistent teaching quality. A little cognizance of emerging and latest researches, Limited ability to convey subject concepts using Total Communication, leading to inconsistent teaching quality. 2- Teacher possess a general understanding of all subjects and related emerging trends but lacks depth and confidence, which may hinder advanced concept explanation or student's engagement, can explain basic concepts using partial or inconsistent Total Communication, but lacks depth or confidence for advanced concepts. 3- Teacher demonstrates strong competence in subjects for the assigned classes and can effectively teach their assigned classes while relating to emerging trends, with minor gaps in specific areas, effectively communicates subject concepts using total communication, for the assigned classes with minor gaps in specific areas. 4- Teacher demonstrates strong	Teacher subject-knowledge assessments Monitoring and classroom observation reports Review of lesson plans and instructional material Total communication method Teacher's demonstrations Students work samples assessed and reviewed by the teacher Creative writing skill activities as per grade level Teacher's assessment of subject knowledge and ability to use total communication method	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
	competence in subjects for the assigned classes and can effectively teach their assigned classes while relating to emerging trends, consistently and accurately delivers subject content through Total Communication, enabling clear understanding and high student engagement		
Use of Teaching Aids Evaluates the teacher's selection and integration of multi-sensory and cognitively accessible low-tech, high-impact teaching aids to make abstract concepts concrete, reduce cognitive load, reinforce foundational skills, and promote active engagement among learners with diverse cognitive and learning needs.	0- Rarely uses teaching aids; materials are irrelevant or ineffective. Aids do not support lesson objectives or student understanding. 1- Occasionally uses basic, teacher centered aids and lacks consistency and appropriateness. 2- Uses teaching aids effectively but with limited variety, adaptation or differentiation. 3- Consistently integrates a range of multi-sensory teaching aids that align with lesson objectives and learner needs, enhancing participation and comprehension. 4- Creatively designs, adapts, or develops innovative teaching aids that promote active engagement, independence, concept mastery, and self-directed learning among diverse learners.	Lesson plans Classroom observations Teacher-made learning materials Animated videos Flashcards and visual supports Graphic organizers Manipulatives and hands-on materials Interactive presentations Student work samples demonstrating use of teaching aids Observation of student engagement and participation	
Teacher contribution to Learning Outcome Evaluates teachers effectiveness in facilitating curriculum-aligned learning outcomes i.e. reading skills, writing skills, content knowledge and mathematics skills etc.	0- Less than 50% of students demonstrate minimal or no progress in learning outcomes. Gaps are widening 1- Approximately, 50%–60% of students demonstrate partial progress. Students, particularly those with individualized needs, not meeting short-term targets. 2- Almost 60%–70% students demonstrate consistent progress and meet annual learning goals. 3- Majority of students 71%–90% demonstrate significant progress. Students show strong growth towards their individualized goals, often closing achievement gaps. 4- Almost all students (more than 90%) of students demonstrate expected growth/ learning outcomes. Teaching reflects best practices, effective differentiation, and strong assessment use.	Classroom observation reports. Lesson plans and instructional materials. Formative and summative assessment analysis. Monitoring and academic progress reports	
Teacher Planning and Implementation of structured program for	0- Teacher does not plan or implement language development programs. 1- Teacher provides irregular or	Classroom and school-environment observations Review of language	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
development of communication skills Teacher provides daily structured program for development of communication skills including sign language skills, finger spelling, speech reading skills or other suitable modes etc.	informal language development activities with limited structure. Instruction is inconsistent and does not adequately address student needs. 2- Teacher implements basic, structured language development activities in familiar environments. 3- Teacher consistently delivers structured language development across familiar and new environments, preparing students to communicate independently in familiar situations. 4- Teacher demonstrates strong expertise in language, integrating daily structured activities, adapting to individual needs, and systematically preparing students to communicate across all situations	development lesson plans and schedules. remedial sign language training sessions etc. etc. Students' observation Monitoring reports	
Teacher contribution to Inclusion, Mainstreaming or transition of students in General Education. The teacher's effectiveness in supporting students to access and participate in general education settings (inclusion), partial participation from special to regular classrooms (mainstreaming), and transition between educational stages(Primary to Middle) or into skill-development/vocational programs (transitions)	0- No planning, guidance provided to parents, general education teachers or school administration on the mentioned aspects 1- Makes referrals but without follow-up or support. 2- Actively prepares students and initiates in-formal communication/collaboration with receiving teachers. 3- Follow-up with parents and teachers of at least one student to support the mainstreaming of students during and after the transition into general school or skill development entity. Consistent and significant efforts lead to formal mainstreaming of 2 or more students and supports a successful educational or vocational transition.	Report by head of the institution, Monitoring student progress chart, follow up reports.	

C. Ethical & Professional Conduct = 10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
Professional Ethics, Integrity, Role Modeling Observes professional ethics while making any decision, use of accessible materials or assistive technologies, academic honesty and contributes to integrity of institution.	0- Documented unethical conduct, academic dishonesty, misuse of institutional resources, or serious complaints affecting institutional integrity and well-being. 1- Repeated reminders required regarding professional conduct, ethical standards, or respectful interactions. 2- Generally respectful Minor lapses corrected upon feedback 3- Demonstrating high standards of	Review of teaching materials, digital content Assessment design and reviewing of grading Documentation of all class activities prepared by teacher including Assessment design and reviewing of grading awarded to students Documentation of all class activities prepared by	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
	academic honesty in teaching, assessment, and accessible material. Responsible institutional behavior with no disciplinary concerns. 4- Serves as an ethical role model; actively promotes integrity, mentors colleagues, and contributes positively to institutional ethical culture.	teacher Principal Reports, peer and students' feedback, Observation, Disciplinary Record, complaints Documentation of ethical issue handling Peer feedback	
Safeguarding, Dignity and Compliance Demonstrates respect for the dignity, privacy, and individual differences of students including confidentiality of disability-related information, cultural sensitivity, and inclusive professional behavior. Adheres to institutional policies, professional codes of ethics, and national/international standards related to education of students, including punctuality, responsible use of resources, and ethical collaboration.	0- Repeated violations of student's dignity or confidentiality; complaints or documented ethical breaches. Frequent non-compliance with policies; unprofessional conduct affecting institutional integrity. 1- Limited awareness of confidentiality and diversity; occasional inappropriate or insensitive conduct. Inconsistent compliance; requires repeated reminders regarding professional responsibilities. 2- Generally respectful behavior; maintains confidentiality with minor lapses requiring guidance. Meets basic professional and ethical requirements; occasional lapses without serious impact. 3- Consistently respects student dignity, diversity, and confidentiality; demonstrates inclusive professional conduct. Fully compliant with institutional policies and education standards; reliable and responsible. 4- Exemplary ethical conduct; actively promotes inclusive practices and serves as a role model for colleagues. Demonstrates leadership in ethical practice; supports policy implementation and mentors' peers.	Classroom observations Student feedback Review of complaints, recommendations, or disciplinary records Peer and supervisor evaluation reports Compliance reports and administrative documentation Annual performance review reports Head of department / supervisor evaluations	

D-Learning Environment: 5

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
Accessible Learning Environment and Assistive Technology Evaluates the teacher's effectiveness in creating a safe, accessible, accepting, and well-organized learning environment that promotes positive deaf identity/disability acceptance and communication confidence, independence, educational	0- Classroom environment contains physical and instructional barriers that limit student access and participation. Seating, materials, and classroom organization do not consider visual needs. Available assistive devices are not utilized. 1- Basic environmental accommodations are provided inconsistently. Some adaptations or assistive devices are available but are used irregularly or ineffectively,	Classroom observation. Physical classroom accessibility (clear pathways, seating arrangements, orientation cues, safety considerations). Availability and use of accessible learning materials (Braille, large print, tactile graphics, embossed diagrams, audio	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
and emotional adjustment, dignity, and equitable participation through appropriate accommodations and assistive technologies. Positive disability here means “respond constructively to social stigma while remaining confident and focused on personal goals.”	resulting in limited student independence and participation. 2- Classroom organization supports basic accessibility. Learning materials are available in accessible formats where required. Assistive devices and accommodations are used appropriately but with limited differentiation according to individual visual needs. 3- Teacher proactively organizes an accessible and supportive classroom that promotes positive deaf identity/disability acceptance, mutual respect, independence, and active participation. Appropriate assistive technologies, Braille resources, low-vision devices, and accommodations are effectively integrated into daily instruction. The teacher encourages students to adapt confidently to classroom routines and learning activities. 4- Teacher creates an exemplary classroom culture that promotes positive deaf identity/disability acceptance, confidence, self-advocacy, independence, and positive peer relationships. The learning environment consistently supports students' successful adjustment through individualized accommodations, innovative use of assistive technologies, Universal Design for Learning principles, and opportunities for independent participation and leadership.	materials). Verification of functional assistive devices and technologies (Braille writer, Braille display, magnifiers, CCTV, screen readers, talking calculators, accessible software/apps). Teacher demonstration of assistive technology integration during instruction. Student demonstration of independent use of assistive devices. Student engagement and participation observations. Lesson plans showing planned accommodations and accessibility measures. Monitoring reports and supervisory observations. Evidence of teacher initiative in sourcing, adapting, or maintaining accessible resources and assistive devices.	

E. Students and Parental Engagement=10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
Attendance Improvement Tracks teacher 's efforts to improve students' attendance and participation from baseline levels while maintain attendance at 85%-90% with minimum 10%improvement from baseline where applicable	0- No strategies for improving attendance documented; attendance remains below 60 % 1- Limited follow-up strategies with slight improvement (1–5%). Attendance remains below 70% 2- Consistent follow-up with parents/guardians documented. Attendance remains 70-80% with 5–10% improvement. 3- Effective strategies lead to (10–15%) improvement. Attendance remains 81-89 % 4- Multiple targeted interventions	Home follow-ups, individualized support plans, Parent counseling, Student Attendance records/ facial recognition attendance, class participation, Documentation of barriers, reasons of absenteeism may also be recorded to credit teachers' effort, not just outcome	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
	documented; attendance exceeds 90% with improvement greater than 15% sustained over the evaluation period.		
Parent Interaction Evaluates teacher's efforts to build trusting partnerships with families, communicate (physically or digitally) effectively with parents about positive deaf identity/disability acceptance and emotional and educational adjustment with disability, student progress; and arrangement of orientation sessions for parents to support their child needs. Minimum one documented PTM or structured parent communication per month.	0- Rarely communicates with parents; no documented updates or follow-up 1- Occasional communication with limited consistency and incomplete documentation. 2- Maintains regular two-way communication using multiple methods. Conducts periodic parent orientation sessions addressing the child's progress, positive deaf identity/disability acceptance, and strategies to support adjustment at home. 3- Maintains proactive contact with families through at least one documented PTM each month. Supports parents in promoting positive deaf identity/disability acceptance of their child's disability, independence, and participation at home and school. 4- Actively partners with families in educational planning, facilitates parent awareness/orientation activities that strengthen positive deaf identity/disability acceptance and adjustment, and serves as a bridge between home, school, and community to promote the child's holistic development.	PTM records/analysis, communication samples, parent feedback and satisfaction surveys, parents orientation/training record, documentation of accommodations and home support strategies, Evidence of parent guidance on positive deaf identity/disability acceptance, adjustment and promoting student independence.	

F- Holistic Character Development =10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
Co- curricular and Extra-Curricular Assess the teacher's planning, organization, and facilitation of accessible extracurricular activities (sports, Paralympics, clubs, debates, drama, assemblies, leadership activities) that promotes teamwork, leadership, confidence, and public speaking (Sign language presentations, Visual storytelling, Group leadership roles) for students with hearing impairment, using Total Communication and appropriate visual supports. Assess the teacher's ability to plan, organize, and facilitate accessible co-	0- Teacher does not organize or facilitate co-curricular or extracurricular activities. Activities are inaccessible to students with hearing impairment. Communication supports are absent, and student participation is minimal. 1- Teacher occasionally plans activities with limited structure. Adaptations for hearing-impaired students are minimal or inconsistent. Communication access through sign language, visual supports, or captioning is inadequate. Student engagement and skill development are limited. 2- Teacher plans and implements	- Activity plans, schedules, and sports calendars - Records showing curriculum links and communication adaptations - Observation reports focusing on accessibility and communication support - Student participation records and attendance logs - Teacher feedback and reflection records - Student leadership, performance, and	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
curricular activities (Debates (sign-based or visual), science clubs, reading and writing clubs, STEM activities, life-skills projects, academic competitions adapted for HI students)that reinforce academic learning, teamwork, leadership, problem-solving, and independent life skills for students with hearing impairment, using Total Communication and visual supports.	structured activities with basic adaptations for hearing-impaired students. Uses some Total Communication strategies and visual supports. Most participating students demonstrate basic teamwork, confidence, and engagement. Activities show limited links to curriculum or skill development. 3- Teacher consistently plans and facilitates accessible co-curricular and extracurricular activities. Uses appropriate Total Communication, sign language, and visual supports to ensure meaningful participation. Activities reinforce academic learning, teamwork, leadership, confidence, and problem-solving skills for most students. 4- Teacher demonstrates exemplary leadership in organizing diverse, inclusive, and highly engaging activities. Communication access is fully embedded through effective Total Communication and visual supports. Activities provide opportunities for leadership, independent learning, self-advocacy, teamwork, and real-world skill development. Nearly all students actively participate and demonstrate measurable growth in confidence, leadership, and life skills.	achievement records • Photos/videos of activities, projects, sign-based presentations, competitions, and events • Progress reports demonstrating skill development, teamwork, leadership, and learning reinforcement	
Ethical Values, Disability positive deaf identity/disability acceptance, Safeguarding, and Self-Advocacy Education Assesses the teacher's delivery of disability positive deaf identity/disability acceptance, emotional and educational adjustment, safeguarding, Islamic (for Muslim students), ethical values (for minority students), and social-emotional learning (SEL), while fostering self-advocacy, resilience, confidence, independence, and the ability to respond constructively to social stigma, discrimination while remaining confident and focused on personal goals.	0- No monitoring of students' positive deaf identity/disability acceptance, emotional and educational adjustment, behaviour, or safety awareness. 1- Teacher delivers positive deaf identity/disability acceptance, adjustment, safeguarding, ethical values, or SEL lessons irregularly. Monitoring and reinforcement are inconsistent, resulting in students demonstrating limited understanding or application of these concepts. 2- Delivers structured lessons on positive deaf identity/disability acceptance, adjustment, safeguarding, ethical values, and SEL. Students demonstrate basic understanding of personal safety,	Planning and Delivery Lesson plans, teaching materials, Safeguarding awareness activities, Ethical values instruction records, SEL lesson documentation Observation Classroom observations, Monitoring reports, Observation of classroom interactions, Observation of behaviour management practices. Student Evidence	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Scores(0-4)
	empathy, cooperation, self-regulation, and responsible behaviour in familiar situations. 3- Teacher consistently integrates positive deaf identity/disability acceptance, adjustment safeguarding, ethical values, and SEL into daily classroom activities. The teacher uses age-appropriate strategies to reinforce positive deaf identity/disability acceptance, peer acceptance, self-regulation, responsible decision-making, personal safety, and independence, while monitoring students' application of these skills across school settings. 4- Teacher demonstrates excellence in positive deaf identity/disability acceptance, adjustment safeguarding and SEL education by developing or sharing accessible resources, promoting self-advocacy, personal safety, consent and boundary awareness, and providing regular opportunities for students to practice decision-making, help-seeking, leadership, and responsible citizenship; and systematically documents evidence of students applying these skills in educational and social contexts.	Student self-reflections, Student discussions and participation, Behaviour records, Demonstration of self-advocacy and help-seeking behaviours, Evidence of peer cooperation and respectful interactions Professional Evidence Child safeguarding, Child protection, Inclusive education, SEL Disability rights and protection Reinforcement Evidence Classroom displays, Awareness campaigns, School assemblies, Parent communication records, Resource materials developed or shared by the teacher	

KPIs for Teachers (PD)

Performance Standards, Guidelines for evaluators, Scoring representation and Interpretation

Rating	Description
4	Exceeds Expectations – Performance consistently beyond institutional standards/assigned expectations with documented evidence of exceptional initiative, innovation, leadership, or impact.
3	Fully Successful / Meets Expectations – Performance consistently meets expected professional standards for competent performance and assigned responsibilities effectively.
2	Partially Meets Expectations – Performance meets standards inconsistently; improvement and support required in some areas.
1	Needs Significant Improvement – Performance frequently falls below standards despite guidance and support.
0	Unsatisfactory – Performance seriously deficient, non-compliant, or unsupported by evidence.
NA	If the mainstreaming KPI is not applicable due to student profile or institutional context, it may be marked “N/A” and proportionately redistributed.
• Ratings shall be evidence-based and strictly aligned with the prescribed verification methods. Random cross-verification of ratings may be conducted to ensure transparency and accuracy. Evidence submitted by teachers may also be reviewed where necessary. • Heads of Institutions and Supervisors shall avoid central tendency bias and rating inflation during the evaluation process. Teacher evaluations will be conducted annually by the respective Heads of Institutions/Supervisors. • Category-wise best teachers shall be identified and rewarded annually at the divisional level based on their performance evaluations.	

Domain	Weight-age	Raw Score	Operations Obtained /raw scores/total scores* domain weight age	Weighted Score
Professional Conduct	20			
Professional Competence	45			
Ethical and Professional Conduct	10			
Learning Environment	5			
Students and Parental Engagement	10			
Holistic Character Development	10			

• 85–100 (Excellent): Level 4. May be considered for recognition, awards, leadership responsibilities, mentorship. • 70–84 (Good): Level 3. Meets performance expectations in most areas and qualifies for recognition, awards, leadership responsibilities; Further development in specialized areas may enhance performance. • 50–69 (Satisfactory): Level 2. Meets minimum performance requirements along with indication for areas of improvement. Requires counseling/improvement recommendations. • Below 50 (Unsatisfactory): Level 0-1. Critical gap; requires immediate intervention/training, training, mentoring and close monitoring to address performance issues.

A-Professional Conduct: 20

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
Punctuality Timeliness in arriving at work where Late is defined as reporting more than 10 minutes after the scheduled reporting time (in line with government's instruction)	0- Frequently late (4 times / quarterly) with no justification. 4 instances of early departure 1- Occasionally late (3 times/quarterly), disrupting routines. 2 instances of early departure 2- Rarely late (1-2 times/ quarterly) with valid reasons, one instance of tardiness/early departure. 3- Always punctual but with rare,	Digital attendance logs (biometric/facial recognition) compared with manual sign-in/out registers	

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
	unavoidable delays due to approved duty or medical emergency, No instance of tardiness or early departure. 4- Consistently punctual, demonstrating commitment and reliability, no early departure		
Regularity Assesses the attendance consistency (90–95%) during the evaluation period with responsible leave management and minimal unplanned absences.	0- Attendance below 70%; repeated unnotified absences (3+ instances quarterly), frequent half leaves or early departures causing serious disruption. 1- Attendance between 70–79%; 2 unnotified absences or repeated irregularity affecting institutional routines. 2- Attendance between 80–89%; occasional unplanned absence or half leave with generally satisfactory compliance and communication. 3- Attendance maintained within target range (90–95%); no un-notified absence; approved leave managed responsibly with minimal disruption. 4- Attendance exceeds 95%; no unplanned leave, half leave, or early departure; demonstrates exceptional reliability, flexibility, and institutional commitment.	Attendance records (biometric / manual), Random verification, Sanctioned Leave records and approvals, Heads observation note	
Additional Task Compliance Tracks the teacher's ability to meet deadlines for additional assigned tasks i.e. enrollment Drive, Tree plantation, discipline management, organizing social activities in school etc.	0- Frequently misses deadlines; incomplete tasks. 1- Misses 3-4 deadlines but completes task eventually. 2- Meets deadlines for most tasks but occasionally delays (1–2 times). 3- Consistently meets deadlines with quality outcomes. 4- Completes all tasks on time with exceptional quality and foresight.	Tasks reports, Clear Task Logs, Equitable distribution records of duties apart from duties performed by teachers	
Record Management Validates that individual file of each student is managed and updated by the respective teacher	0- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for >50%. 1- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) for 51% to 70% students available. 2- Updated individual files (including education assessments, therapeutic services, anecdotal record and others) of children are managed for 71% to 85% students available. 3- Updated individual files (including education assessments, anecdotal record, therapeutic services and others) for more than 86-95% students available. 4- 96–100% updated, timely, complete, and audit-ready	Individual student files, random file audits	
Professional Development Workshop/ Seminar Attendance, specialized trainings as per nomination or self driven	0- Attended no nominated/peer-led trainings 1- Attended 1nominated//peer-led training. No evidence of application 2- Attended 2-3 nominated/peer-led training. Beginning to apply learning	Certificates, attendance logs. Evidence on application like demo sessions, trainings/seminar/con	Attending Training carries 1 and implementation carries

Indicator	Scaling Criteria with Scores	Verification Method	Score (0-4)
	with emerging evidence. 3- Attended 3-4 nominated/peer-led training. Applies new strategies with evidence of positive change in practice. 4- Attended more than 4 nominated/peer-led trainings. Actively leads application (e.g., demo lessons, mentoring) with clear evidence of impact.	ference logs, reflective practices. pre/-post training knowledge check	3 weight age 2

B- Professional Competence: 45

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Lesson Planning and Delivery Determine the teacher's effectiveness in planning and delivering instruction aligned with the academic calendar while employing evidence-based pedagogical approaches and Universal Design for Learning (UDL) principles to address diverse learning needs of students with physical disabilities.	0- Lesson plans are incomplete, poorly aligned with the academic calendar, and lack appropriate instructional adaptations. Teaching is predominantly teacher-directed with limited opportunities for participation, engagement, or meaningful learning. 1- Lesson plans show partial alignment with the academic calendar. Limited differentiation is evident, and instructional strategies are inconsistently adapted to students' learning needs. Student engagement and participation are minimal or uneven. 2- Lesson plans are aligned with the academic calendar and include appropriate instructional adaptations. Teaching strategies support student participation, understanding, and achievement of lesson objectives. 3- Lesson plans are consistently aligned and differentiated according to individual learning needs. The teacher effectively applies UDL principles, promotes active participation, provides multiple pathways for engagement and expression, and encourages increasing learner autonomy and problem-solving. 4- Lesson plans are comprehensive, data-informed, and highly responsive to individual student needs. The teacher skilfully employs a wide range of evidence-based instructional approaches, fostering critical thinking, self-directed learning, collaboration, and meaningful participation. Instruction is continuously refined based on student progress and emerging learning needs.	Review of lesson plans/planners, Classroom observations, Alignment with academic calendar and scheme of work, Evidence of differentiated instructional strategies, Student work samples and assessment records.	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Subject Knowledge Assess teachers have required knowledge teach the assigned classes including mathematics, science, computer and linguistic skills in English, Urdu and mathematics skills etc.	0- Teacher Lacks fundamental knowledge in assigned subjects (mathematics, science, and English), can't answer basic queries or correct mistakes. 1- Demonstrates adequate knowledge but Struggles to analyse curriculum for potential access barriers. 2- Possess a general understanding of all subjects. Can analyse curriculum concepts to identify their physical/cognitive barriers to learning them 3- Demonstrates strong competence in subjects for the assigned classes and anticipates student misconceptions 4- Demonstrates strong competence in most subjects and enhance curriculum materials for inclusivity	Teachers Assessment/ Monitoring reports	
Use of Teaching Aids Evaluates integration of tools and adaptations to overcome physical motor barriers to ensure equitable access, participation, independent task completion, and cognitive engagement.	0- Rarely uses teaching aids or adaptive resources. Materials are physically inaccessible, require typical motor abilities, and do not support participation of learners with physical disabilities. 1- Occasionally uses basic teaching aids or simple adaptations. Access supports are inconsistently provided, and students remain largely dependent on adult assistance to access materials, operate tools, or complete learning tasks. 2- Uses appropriate teaching aids and adaptive resources that address identified physical and motor needs. Students can participate in learning activities with moderate support, though adaptations may be limited in variety, customization, or consistency. 3- Consistently integrates a range of multi-sensory teaching aids that align with lesson objectives and learner needs, enhancing independence, participation and comprehension. 4- Creatively designs, modifies, or develops innovative adaptive resources and accessible learning environments that maximize independence, self-advocacy, engagement, and mastery of learning outcomes. Students independently access materials and participate meaningfully across learning activities.	Lesson plans showing planned accommodations and adaptations, Classroom observations, Individualized Education Plans (IEPs), Teacher-developed adaptive learning materials, Use of adaptive writing tools, grips, slant boards, stabilized worksheets/books, Accessible seating, positioning, and posture supports, Use of alternative access methods (switches, adapted keyboards, touchscreens, eye-gaze systems, adapted mice, AAC devices), Observation of student independence during tasks, Student engagement and participation records, Samples of adapted classroom resources and assessments	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Teacher contribution to Learning Outcome Evaluates the teacher's effectiveness in facilitating student progress toward individualized and appropriate learning goals, utilizing adapted assessments and evidence of skill development across cognitive, communicative, and functional domains.	0- Less than 50% of students demonstrate measurable progress from baseline toward identified learning goals (IEP, curriculum-based, functional, or individualized targets). Progress monitoring data is limited or unavailable. 1- Approximately 50%–60% of students demonstrate partial or inconsistent progress toward learning goals. Progress monitoring is irregular, and instructional adaptations or interventions are seldom adjusted based on student performance data. 2- Approximately 61%–70% of students demonstrate measurable progress toward curriculum outcomes and/or IEP goals. The teacher regularly reviews progress data and makes planned instructional, environmental, or accessibility adjustments to support learning. 3- Approximately 71%–90% of students achieve expected learning benchmarks or IEP targets. Students demonstrate application and generalization of academic, communicative, functional, assistive technology, or independent living skills across subjects, settings, or activities. 4- More than 90% of students achieve or exceed expected learning benchmarks and/or IEP targets. Students demonstrate sustained growth, increasing independence, self-advocacy, and successful transfer of skills across educational, social, and functional contexts.	• Students on General Curriculum Track Learning Support Assistant (LSA) records, graded classwork and assignments, Formative and summative assessments, Reading, writing, and numeracy assessments, Progress reports and monitoring records, Practical and performance-based assessments, Adapted assessment results • Students on IEP Track IEP goal attainment data, Progress monitoring records, Academic achievement data, Functional skill assessments, Communication skill assessments, Assistive technology usage records, Independence and self-care skill records, Mobility and participation data, Observation records and work samples	
Facilitation of students Mobility Evaluates the teacher's role in teaching, supporting and ensuring safe and independent mobility in school even during emergencies	0- Teacher's actions foster constant dependence (pushing wheelchair). No instruction/opportunity to teach independent mobility skills. 1- Teacher's actions allow restricted mobility with limited supervision. Focus on prevention and task completion not building skills. 2- Integration of mobility practice into daily routine. Explicit instruction on navigating the classroom/school promoting independence 3- Systematically touches skills for varied environment. Adaptation of environment and specific planning for emergencies and evacuation 4- Generalization of skills to varying environments to face safety challenges.	Observation and drills for wheelchair bound(electric & manual), walker / crutches users/ physio therapy session records	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	Teacher is a resource for school-wide inclusive safety.		

C. Ethical & Professional Conduct = 10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Professional Ethics, Integrity, Role Modeling Observes professional ethics while making any decision, use of accessible materials or assistive technologies, academic honesty and contributes to integrity of institution.	0- Documented unethical conduct, academic dishonesty, misuse of institutional resources, or serious complaints affecting institutional integrity well-being. 1- Repeated reminders required regarding professional conduct, ethical standards, or respectful interactions. 2- Generally Respectful Minor lapses corrected upon feedback 3- Demonstrating high standards of academic honesty in teaching, assessment, and accessible material. Responsible institutional behavior with no disciplinary concerns. 4- Serves as an ethical role model; actively promotes integrity, mentors colleagues, and contributes positively to institutional ethical culture.	Review of teaching materials, digital content Assessment design and reviewing of grading Documentation of all class activities prepared by teacher including assessment design and reviewing of grading awarded to students, Documentation of all class activities prepared by teacher, Principal Reports, peer and student's feedback, Observation, Disciplinary Record, complaints Documentation of ethical issue handling Peer feedback	
Safeguarding, Dignity and Compliance Demonstrates respect for the dignity, privacy, and individual differences of students including confidentiality of disability-related information, cultural sensitivity, and inclusive professional behavior. Adheres to institutional policies, professional codes of ethics, and national/international standards related to education of students, including punctuality, responsible use of resources, and ethical collaboration.	0- Repeated violations of student dignity or confidentiality; complaints or documented ethical breaches. Frequent non-compliance with policies; unprofessional conduct affecting institutional integrity. 1- Limited awareness of confidentiality and diversity; occasional inappropriate or insensitive conduct. Inconsistent compliance; requires repeated reminders regarding professional responsibilities. 2- Generally respectful behavior; maintains confidentiality with minor lapses requiring guidance. Meets basic professional and ethical requirements; occasional lapses without serious impact. 3- Consistently respects students' dignity, diversity, and confidentiality; demonstrates inclusive professional conduct. Fully compliant with institutional policies and education standards; reliable and responsible. 4- Exemplary ethical conduct; actively promotes inclusive practices and serves as a role model for colleagues. Demonstrates leadership in ethical practice; supports policy implementation and mentors peers.	Classroom and clinical/practicum observations, Student feedback, Review of complaints, recommendations, or disciplinary records Peer and supervisor evaluation reports Compliance reports and administrative documentation, Annual performance review reports, Head of department / supervisor evaluations	

D-Learning Environment=5

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Accessible Learning Environment and Assistive Technology Evaluates the teacher's effectiveness in creating a safe, accessible, accepting, and well-organized learning environment that promotes positive disability acceptance, independence, educational and emotional adjustment, dignity, and equitable participation through appropriate accommodations and assistive technologies. Positive disability here means "respond constructively to social stigma while remaining confident and focused on personal goals."	0- Classroom environment contains physical and instructional barriers that limit student access and participation. Seating, materials, and classroom organization do not consider visual needs. Available assistive devices are not utilized. 1- Basic environmental accommodations are provided inconsistently. Some adaptations or assistive devices are available but are used irregularly or ineffectively, resulting in limited student independence and participation. 2- Classroom organization supports basic accessibility. Learning materials are available in accessible formats where required. Assistive devices and accommodations are used appropriately but with limited differentiation according to individual visual needs. 3- Teacher proactively organizes an accessible and supportive classroom that promotes disability acceptance, mutual respect, independence, and active participation. Appropriate assistive technologies, Braille resources, low-vision devices, and accommodations are effectively integrated into daily instruction. The teacher encourages students to adapt confidently to classroom routines and learning activities. 4- Teacher creates an exemplary classroom culture that promotes disability acceptance, confidence, self-advocacy, independence, and positive peer relationships. The learning environment consistently supports students' successful adjustment through individualized accommodations, innovative use of assistive technologies, Universal Design for Learning principles, and opportunities for independent participation and leadership.	Classroom observation. Physical classroom accessibility (clear pathways, seating arrangements, orientation cues, safety considerations). Availability and use of accessible learning materials (Braille, large print, tactile graphics, embossed diagrams, audio materials). Verification of functional assistive devices and technologies (Braille writer, Braille display, magnifiers, CCTV, screen readers, talking calculators, accessible software/apps). Teacher demonstration of assistive technology integration during instruction. Student demonstration of independent use of assistive devices. Student engagement and participation observations. Lesson plans showing planned accommodations and accessibility measures. Monitoring reports and supervisory observations. Evidence of teacher initiative in sourcing, adapting, or maintaining accessible resources and assistive devices.	

E-Students and Parental Engagement=10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Attendance Improvement Tracks teacher 's efforts to improve student attendance and participation	0- No strategies for improving attendance; attendance remains below then 60 % 1- Limited strategies with slight improvement (1–5%). Attendance remains 70 % 2- Consistent efforts lead to moderate improvement (5–10%). Attendance remains 80 % 3- Effective strategies result in significant improvement (10–15%). Attendance remains 90 % 4- Innovative approaches dramatically improve attendance (>15%). Attendance above 90 %	Home follow-ups, Parent counseling, Student Attendance records/ facial recognition attendance, class participation, Documentation of barriers, reasons of absenteeism may also be recorded to credit teachers' effort, not just outcome.	
Parent Interaction Evaluates teacher's efforts to build trusting partnerships with families, communicate (physically or digitally) effectively with parents about acceptance and emotional and educational adjustment with disability, student progress; and arrangement of orientation sessions for parents to support their child needs. Minimum one documented PTM or structured parent communication per month.	0- Rarely communicates with parents; no documented updates or follow-up 1- Occasional communication with limited consistency and incomplete documentation. 2- Maintains regular two-way communication using multiple methods. Conducts periodic parent orientation sessions addressing the child's progress, disability-related acceptance, and strategies to support adjustment at home. 3- Maintains proactive contact with families through at least one documented PTM each month. Supports parents in promoting acceptance of the child's disability, independence, and participation at home and school. 4- Actively partners with families in educational planning, facilitates parent awareness/orientation activities that strengthen acceptance and adjustment, and serves as a bridge between home, school, and community to promote the child's holistic development.	PTM records/analysis, communication samples, parent feedback and satisfaction surveys, parents orientation/training record, documentation of accommodations and home support strategies, Evidence of parent guidance on acceptance, adjustment and promoting student independence.	

F. Holistic Character Development= 10

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
Co-curricular and Extra-Curricular Activities Assesses the teacher's planning, adaptation, organization, and facilitation of accessible co-curricular (e.g., debates, science clubs, reading clubs) and extra-curricular activities Sports, (Paralympics) to foster teamwork, leadership,	0- Teacher rarely plans or facilitates adaptive co-curricular or extra-curricular activities. Activities are inaccessible or unsuitable for students with physical disabilities, resulting in minimal participation and limited opportunities for skill development. 1- Teacher rarely plans or facilitates adaptive co-curricular or extra-curricular activities. Activities are	Activity schedules and lesson plans/ implementation of sports calendar, Observation, Feedback from students, monitoring reports, Student portfolios/photos, Student outputs from co-curricular activities (projects, presentations, competitions), Logs of	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
confidence, independence, skill development, communication and self-expression skills).	inaccessible or unsuitable for students with physical disabilities, resulting in minimal participation and limited opportunities for skill development. 2- Teacher plans and implements accessible and appropriately adapted activities. Most students participate meaningfully and demonstrate development of targeted social, communication, teamwork, functional, or leadership skills. 3- Teacher consistently organizes a variety of inclusive and adaptive activities aligned with student abilities and interests. Activities promote teamwork, confidence, leadership, communication, and active participation through appropriate supports and adaptations. 4- Teacher demonstrates excellence in designing innovative and highly inclusive activity programs that maximize participation, independence, leadership, self-advocacy, confidence, and skill generalization across school and community settings. Students regularly assume meaningful roles in planning, leading, or facilitating activities.	participation and teacher feedback, Progress reports showing skill development and learning reinforcement	
Ethical Values, Disability acceptance, Safeguarding, and Self-Advocacy Education Assesses the teacher's delivery of disability acceptance, emotional and educational adjustment, safeguarding, Islamic (for Muslim students), ethical values (for minority students), and social-emotional learning (SEL), while fostering self-advocacy, resilience, confidence, independence, and the ability to respond constructively to social stigma, discrimination while remaining confident and focused on personal goals.	0- No monitoring of students' disability acceptance, emotional and educational adjustment, behaviour, or safety awareness. 1- Teacher delivers disability acceptance, adjustment, safeguarding, ethical values, or SEL lessons irregularly. Monitoring and reinforcement are inconsistent, resulting in students demonstrating limited understanding or application of these concepts. 2- Delivers structured lessons on disability acceptance, adjustment, safeguarding, ethical values, and SEL. Students demonstrate basic understanding of personal safety, empathy, cooperation, self-regulation, and responsible behaviour in familiar situations. 3- Teacher consistently integrates disability acceptance, adjustment safeguarding, ethical values, and SEL into daily classroom activities. The teacher uses age-appropriate strategies to reinforce self-acceptance, peer acceptance, self-regulation, responsible decision-making, personal safety, and independence, while monitoring	Planning and Delivery Lesson plans, teaching materials, Safeguarding awareness activities, Ethical values instruction records, SEL lesson documentation Observation Classroom observations, Monitoring reports, Observation of classroom interactions, Observation of behaviour management practices. Student Evidence Student self-reflections, Student discussions and participation, Behaviour records, Demonstration of self-advocacy and help-seeking behaviours, Evidence of peer cooperation and respectful	

Indicator	Scaling Criteria with Scores	Means of Appraisal	Score (0-4)
	students' application of these skills across school settings. 4- Teacher demonstrates excellence in disability acceptance, adjustment safeguarding and SEL education by developing or sharing accessible resources, promoting self-advocacy, personal safety, consent and boundary awareness, and providing regular opportunities for students to practice decision-making, help-seeking, leadership, and responsible citizenship; and systematically documents evidence of students applying these skills in educational and social contexts..	interactions Professional Evidence Child safeguarding, Child protection, Inclusive education, SEL Disability rights and protection Reinforcement Evidence Classroom displays, Awareness campaigns, School assemblies, Parent communication records, Resource materials developed or shared by the teacher	



No.SO(SE)2-28/2018
GOVERNMENT OF THE PUNJAB
SPECIAL EDUCATION DEPARTMENT

Dated Lahore the October 07, 2020

Tel: 042-99231825

To

1. All the Section Officers,
Government of the Punjab,
Special Education Department.
2. The Law Officer,
Government of the Punjab,
Special Education Department.

Subject:-

KEY PERFORMANCE INDICATORS (KPIs) PERTAINING TO
OFFICERS OF SPECIAL EDUCATION DEPARTMENT

Pursuant to the directions of the Chief Secretary, Punjab communicated by the S&GAD vide letter No.SO(Cab-I)7-1/2020 dated 19.02.2020, the Competent Authority has been pleased to approve the Key Performance Indicators (KPIs) pertaining to Officers of Special Education Department (Copy enclosed).

2. The performance of the Officers shall be evaluated in future, keeping in view the "Key Result Areas", and the "Targets/ Time Lines" specified against the Key Performance Indicators. All the Officers are required to discharge their duties and functions, keeping in view the KPIs of this Department.


(GHULAM SAGHIR SHAHID)
Deputy Secretary (SE)

07.10.2020

C.C.

1. The Section Officer (Cab-I), Government of the Punjab, S&GAD – w/r to letter referred above.

2. PS to Secretary, Special Education Department.
3. PS to Additional Secretary, Special Education Department.

KEY PERFORMANCE INDICATORS (KPIs)



SPECIAL EDUCATION DEPARTMENT
GOVERNMENT OF THE PUNJAB

KEY PERFORMANCE INDICATORS (KPIs)

(Special Education Department)

ADDITIONAL SECRETARY (SE)

Sr No.	KEY RESULT AREA	KPIs	TARGET/ TIME LINE
1.	President/Prime Minister/Chief Minister Directives	• Disposal of references on submission of files	1 day
2.	Summaries for Chief Minister/ Governor/Cabinet	• Disposal of Summaries on submission of files	1day
3.	Assembly Questions/Adjournment motions/cut motions/privilege motion	• Checking of reply of Assembly Questions	Same day
		• Examination of Note for Minister Incharge	Same day
4.	Court Cases	• Disposal of Court Cases on submission of files	1 day
5.	Cases involving Policy Matters	• Disposal of Policy matters of the Department on submission of files	2 days
6.	Public grievances cases	• Disposal of General Public's complaints on submission of files	1 day
7.	Leave Cases	• Sanction of all kinds of leave including medical leave to officers of BS-16 to BS-18 beyond 90 days and upto 2 years leave ex-Pakistan	2 days
		• Sanction of leave encashment in lieu of LPR	2 days
8.	Additional Charge	• Grant of additional charge of the post while sanctioning leave of officers (BS-16 to BS-18) beyond 90 days	2 days
		• Grant of additional charge allowance to the officers (BS-16 to BS-18) as notified by FD	2 days
9.	GP Fund advance	• Sanction of GP Fund advance to officers (BS-17 & BS-18)	Same day
10.	NOCs	• Grant of NOC for Hajj/ Umra and M.Phil/ PhD studies	Same day
11.	References	• References to Law Department for advice	2 days
12.	Posting/ Transfer	• Examination and submission of posting proposals for approval of Competent Authority	2 days
		• Requisitioning/ transfer/posting of staff (BS-16 to BS-17) within the Department	Same day
13.	Financial Assistance	• Sanction of Financial Assistance, leave encashment and four months salary to	Same day

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		the bereaved family of officers (BS-16 to BS-18)	
14.	SNEs	• Submission of SNEs (New) to Finance Department	2 days
15.	Medical Bills	• Submission of Medical Bills to Health Department for scrutiny/claims	2 days
16.	Seniority Lists	• Examination of Tentative Seniority Lists (cadre wise)	2 days
		• Processing of objections on Tentative Seniority List	Same day
17.	Recruitment	• Requisitions to PPSC for recruitment against the vacant posts falling in the purview of PPSC	2 days
		• Issuance of offer of appointment to the selected candidates	Same day
18.	PERs	• Checking of adverse remarks on PERs	Same day
		• Communication of adverse remarks	2 days
19.	Promotion	• Checking of Working Papers for promotion of officers (BS-16 & above)	2 days
		• Convening of DPC meetings for promotion from BS-16 to BS-18 in place of Secretary	Once in 90 days
		• Submission of Working Papers to S&GAD for placing before PSB-II	Same day
		• Examination of posting proposals after promotions	2 days
20.	Pension Cases	• Signing of Pension Papers being Pension Sanctioning Authority	Same day
21.	Complaints	• Examination of complaints as ex-officio Director, Anti Corruption Establishment	2 days
		• Marking of complaints to the concerned Section, received from different corners against the employees	Same day
		• Passing of instructions on the complaints filed against the employees in BS-16 & above	Same day
22.	Disciplinary Cases	• Initiation of disciplinary proceedings against the delinquent officials from BS-01 to BS-15 under PEEDA Act, 2006 being Competent Authority	3 days
		• Appointment of Inquiry Officer or Committee	Same day
		• Examination of inquiry reports	3 days
		• Issuance of Personal Hearing Notice to the accused officials	Same day
		• Issuance of speaking orders being Competent Authority	07 days
23.	Budget and Development Matters	• Examination of annual budget of the Department.	3 days
		• Submission of cases to P&D Department for allocation of budget	2 days

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		under ADP	
		• Submission of cases to Finance Department for release of funds for as per allocation of P&D Department	2 days
		• Submission of budget proposal to the Finance Department	2 days
		• Submission of Non-Development Budget of the Directorate of Special Education to FD	2 days
		• Submission of cases to FD for advance drawl of funds	Same day
		• Submission of cases to FD for release of annual Grant-in-Aid to the NGOs	Same day
		• Convening meetings of SDAC/DAC	As fixed by FD
		• Examination of Working Papers for settlement of audit paras	07 days
		• Signing minutes of the meetings of DAC/SDAC	3 days
24.	Notes for Chief Secretary	• Examination of Note for Chief Secretary, Minister Incharge and for different Heads of the Departments	2 days

DEPUTY SECRETARY (SE)

Sr No.	KEY RESULT AREA	KPIs	TARGET/ TIME LINE
1.	President/Prime Minister/Chief Minister Directives	• Disposal of references on submission of files	1 day
2.	Summaries for Chief Minister/ Governor/Cabinet	• Disposal of Summaries on submission of files	2 days
3.	Assembly Questions/ Adjournment motions/cut motions/privilege motion	• Checking of reply of Assembly Questions prepared by Section Officer	2 days
		• Initiation of Note for Minister Incharge on receipt of reply	Same day
4.	Court Cases	• Disposal of Court Cases on submission of files	1 day
5.	Cases involving Policy Matters	• Disposal of Policy Matters of the Department on submission of files	3 days
6.	Public grievances cases	• Disposal of General Public's complaints on submission of files	1 day
7.	Leave Cases	• Sanction of all kinds of leave including medical leave to officers of BS-16 to BS-18 upto 90 days except leave ex-Pakistan	2 days
8.	Additional Charge	• Grant of additional charge of the post while sanctioning leave to officers of	2 days

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		BS-16 to BS-18 upto 90 days	
9.	GP Fund advance	• Sanction of GP Fund advance (upto BS-16)	Same day
10.	NOCs	• NOCs for International Passport to all officers/ officials • NOC/departmental permission for applying through FPSC/ PPSC (BS-16 to BS-18)	Same day Same day
11.	References	• References to Regulations Wing, S&GAD/Finance Department for advice • Calling of comments from Directorate General of Special Education	3 days Same day
12.	Adjustment	• Adjustment of officers (BS-16 to BS-18) for drawl of pay only	2 days
13.	Posting/ Transfer	• Examination and submission of posting proposals • Requisitioning/ transfer/posting of staff (BS-01 to BS-15) within the Department	2 days 2 days
14.	Obituary Notification	• Issuance of Obituary Notifications	Same day
15.	SNEs	• Submission of SNEs (Continued) to Finance Department	2 days
16.	Medical Bills	• Submission of Medical Bills to Health Department for scrutiny/claims	2 days
17.	Seniority Lists	• Examination of Tentative Seniority Lists (cadre wise) • Circulation of Tentative Seniority Lists for inviting objections after approval • Processing of objections on Tentative Seniority List	2 days Same day Same day
18.	Recruitment	• Requisitions to PPSC for recruitment against the vacant post falling in the purview of PPSC • Issuance of offer of appointment to the selected candidates • Verification of degrees/police verification • Calling the selectees for interview regarding their posting • Posting of newly selected candidates after approval	2 days Same day 2 days 2 days Same day
19.	PERs	• Checking of adverse remarks on PERs • Communication of Adverse Remarks to the officer reported upon • Examination of representations against adverse remarks • Issuance of speaking orders after approval of the Competent Authority	Same day 2 days 3 days Same day
20.	Promotion	• Calculation of posts falling under promotion quota	3 days

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		Scrutiny/ checking of Working Papers for promotion (BS-16 & above)	7 days
		Signing of Working Papers for promotion from BS-16 to BS-18 to be placed before the DPC	2 days
		Forwarding Working Papers to S&GAD for placing before PSB-II	2 days
		Preparation of posting proposals after promotions	2 days
		Issuance of Promotion / Posting orders	Same day
21.	Pension Cases	Scrutiny of pension papers	3 days
22.	Complaints	Marking of complaints to the concerned Section, received from different corners against the employees	Same day
		Processing of Complaints against the employees in BS-16 & above	Same day
23.	Disciplinary Cases	Initiation of disciplinary proceedings against the delinquent officers/officials under PEEDA Act, 2006	2 days
		Examination of inquiry reports	3 days
		Issuance of speaking orders after approval of the Competent Authority	Same day
24.	Budget and Development Matters	Examination of annual budget of the Department.	3 days
		Submission of budget proposal to the Finance Department	2 days
		Examination of audit paras to be discussed in SDAC/DAC	As fixed by FD
		Examination of Working Papers for settlement of audit paras	7 days
		Examination/ vetting of minutes of the meeting DAC/SDAC	2 days
		Checking of Cash Books/ Stock registers and ledgers	Once in 90 days
25.	Notes for Chief Secretary	Examination of Note for Chief Secretary, Minister Incharge and for different Heads of the Departments	2 days

SECTION OFFICER (Estt)

Sr No.	KEY RESULT AREA	KPIs	TARGET/ TIME LINE
1.	President/Prime Minister/Chief Minister Directives	Preparation of reply to be submitted to the concerned quarter	3 days
2.	Summaries for Chief Minister/ Governor/Cabinet	Initiation of Summaries for Chief Minister/Governor/ Cabinet	5 days
3.	Cases involving Policy Matters	Initiation of all Policy Matters of the Department	7 days

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4.	Public grievances cases	Putting up cases on the complaints filed by General Public	3 days
5.	Human Resource Management	Proposals regarding amendment in Service Rules	15 days
		Putting up proposals regarding postings/ transfers etc.	3 days
		Disposal of pension cases after retirement	30 days
		Putting up/ disposal of the complaints	7 days
		Processing of cases relating to NOCs for Passport	3 days
		Processing of cases regarding grant of NOCs for M.Phil/Ph.D admissions and NOC for applying for other posts through FPSC/ PPSC etc.	7 days
		Processing of cases regarding grant of M.Phil/Ph.D Allowance	7 days
6.	Appointment/ Promotion/ Deputation	Preparation of tentative Seniority Lists (cadre wise)	7 days
		Circulation of Tentative Seniority Lists for inviting objections after approval	Same day
		Receipt and processing of objections on Tentative Seniority Lists	3 days
		Notification/Issuance of final Seniority List	3 days
		Preparation of Working Papers for promotion to be submitted to S&GAD	15 days
		Preparation of posting proposal after promotion	3 days
		Issuance of Promotion / Posting orders	Same day
		Requisitions to be made to PPSC	On quarterly basis
		Verification of degrees/police verification	30 days
		Processing of cases regarding appointment of candidates recommended by PPSC	3 days
		Acceptance of resignation	1 week
		Deputation cases (terms & conditions)	2 weeks
7.	Regularization of contract employees	Scrutiny of record by the Scrutiny Committee	On monthly basis
		Putting up recommendations of the Committee	1 st week of each month
		Putting up cases for approval on receipt of recommendations of the Committee	3 days
		Issuance of orders after approval	Same day
		Updation/ maintenance of data regarding contract/ regular employees	On monthly basis

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8.	PERs Management	• Communication of adverse remarks	Between March – June
		• Processing of representation against adverse remarks	3 days
		• Recording of decision of the expunging authority in PER dossier	Same day
		• Expunction of adverse remarks	Orders to be issued at the end of October at the latest
		• Communication of decision to the representationist	3 days
9.	Leave Cases	• Processing of leave applications of the officers (BS-16 & above) and issuance of orders / sanction of leave after approval	2 weeks
10.	Retirement Notification/ Pension Cases	• Issuance of retirement notifications	Within 1 year of retirement
		• Receipt & Processing of Pension Papers, etc	7 days
		• Submission of Papers to AG /DAO concerned after approval	Same day
		• Coordination with the concerned DAO/ AG Punjab for issuance of PPO	2 weeks
11.	Disciplinary proceedings	• Processing of cases	3 days
		• Receipt / Examination of inquiry reports	3 days
		• Issuance of orders signed by the Competent Authority	Same day
12.	Cases involving extensive reading	• Seen or filed cases involving extensive reading of previous references	7 days
13.	Routine cases	• Routine cases requiring short notes in which no reference to rules or regulations is required	3 days
14.	Re-employment	• Re-employment cases	2 weeks
15.	Cases requiring references to rules/regulations	• Processing of cases requiring references to rules/ regulations	2 weeks
		• Cases requiring application and interpretation of rules and regulations involving lengthy reading and noting	3 weeks
		• Cases containing recommendations for modification of Policy or cases referred to other Departments except of those of routine nature	1 to 2 months approximately
16.	Appeal/ representations	• Cases involving examinations and disposal of appeals, representations and memorials	1 month
17.	Seniority lists	• Collection of data and initial preparation	3 months
		• Circulation and inviting objections	1 month
		• Disposal of objections	1 month

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		• Final review and printing	1 month
18.	Miscellaneous	• Completion of service	1 week
		• Verification of service	1 week
		• Title to leave	1 week
		• Suspension & termination of lien	1 month

SECTION OFFICER (General)

Sr No.	KEY RESULT AREA	KPIs	TARGET/ TIME LINE
1.	President/Prime Minister/Chief Minister Directives	• Preparation of reply to be submitted to the concerned quarter	3 days
2.	Summaries for Chief Minister/ Governor/Cabinet	• Initiation of summaries for Chief Minister/Governor/ Cabinet	5 days
3.	Cases involving policy matters	• Initiation of all Policy matters of the Department	7 days
4.	Public grievances cases	• Putting up cases on the complaints filed by General Public	3 days
5.	Assembly Questions/ Adjournment motions/ cut motions/privilege motion	• Forwarding of Assembly Questions to DG(SE) for preparation of reply on receipt of the same from Punjab Assembly	Same day
		• Getting reply from DG(SE)	3 days
		• Examination and putting up Note for Minister Incharge on receipt of reply	2 days
		• Forwarding reply to the Assembly after approval	Same day
6.	Human Resource Management of Administrative Department	• Processing of cases relating to establishment matters	3 days
7.	Budget, Accounts and Audit Matters	• Purchase of durable goods, consumable goods, stationary etc under 10-GA	1 month
		• Preparation of budget proposal	15 days
		• Forwarding of cases to Finance Department	As per time assigned
		• Preparation of SNE proposals	7 days
		• 1 st & 2 nd Statements of Excesses and Surrenders	1 st week during December and 2 nd week during every year April
		• Reconciliation of budget statements with AG office	7 days
		• Convening of meetings of SDAC/DAC	As fixed by

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			FD
		• Checking up of schedules of Payments	1 week
		• Monthly Expenditure Statements	5 days
		• Preparation of Working Papers for settlement of audit paras	15 days
		• Recording of minutes of DAC/SDAC Meeting	3 days
		• Issuance of the minutes of the said meetings after approval	Same day
		• Checking of Cash Books/ Stock registers and ledgers	Once in 1 month
		• Processing of bills/changes	3 days
		• Disbursement of cash/cheques to the vendors	As per instructions
8.	Pay and other matters	• Fixation of Pay	1 month
		• Preparation of Monthly Pay Bills, Schedules and Acquaintance Rolls	2 weeks
		• Preparation of Arrear Bills	2 weeks
		• Preparation of LPC	4 days
		• TA Bills	1 week
		• Re-imbursement of Medical Claims	2 weeks
		• Permission to cross efficiency bar	1 month ahead of due date
		• Request regarding grant of Advances	2 weeks
		• Grant of GP Fund Advance	1 week
		• Grant of Aid out of Benevolent Fund	1 week
		• Advance for purchase of Cycle, Motorcycle and Cars	1 week
9.	Miscellaneous	• Repair/ Maintenance of official Vehicles, Maintenance of Log Books etc.	Regular activity As per time assigned
		• Issuance of Memo for medical treatment	Same day
		• References relating to allotment of quarters and recovery of rent	1 week
		• Completion of Rent Recovery Register	1 week
		• Writing-off losses	2 weeks
		• Preparation of Income Tax Returns	1 week
		• Purchase and distribution of consumable articles	2 days
		• Various periodical Reports & Returns	1 week
		• Cases for grant of House Building/ Purchase Advance	1 month
		• Grant of conveyance allowance	1 week
		• Grant of House Rent Allowance	1 week
		• Grant of Honorarium	2 weeks
		• Grant of Special Pay/ Additional Pay	1 month

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10.	Maintenance of Registers	• Issue of No Demand Certificate	1 week
		• Maintenance of Cash Book	Same day
		• Maintenance of Contingent Register	Same day
		• Maintenance of TA Account Register	Twice a week
		• Maintenance of Medical Account Register	Twice a week
		• Maintenance of Permanent Advance Register	Twice a week

SECTION OFFICER (SE)

Sr No.	KEY RESULT AREA	KPIs	TARGET/ TIME LINE
1.	President/Prime Minister/Chief Minister Directives	• Preparation of reply to be submitted to the concerned quarter	3 days
2.	Summaries for Chief Minister/ Governor/Cabinet	• Initiation of summaries for Chief Minister/Governor/ Cabinet	5 days
3.	Cases involving policy matters	• Initiation of all Policy matters of the Department	7 days
4.	Public grievances cases	• Putting up cases on the complaints filed by General Public	3 days
5.	Preparation of draft policy/ action plans, draft laws	• Preparation of draft law	2 months
		• Cases regarding framing of Policy	1 to 2 months approximately
		• Preparation of action plan	15 days
		• Sharing of draft law/policy/plan with stake holders inviting their input	15 days
		• Preparation of summary for Chief Minister/ Cabinet Committee	3 days
6.	Standardization/ specifications of items to be procured	• Examination of proposal received from DG (SE)	3 days
		• Convening the meeting of Standardization Committee	7 days
		• Putting up minutes of meeting of the said Committee	2 days
		• Issuance of the minutes after approval	Same day
7.	Examination of technical matters	• Putting up cases received from DG (SE)/NGOs/ Departments	3 days
		• Seeking comments from DG(SE)/ quarters concerned	2 days
		• Putting of cases and issuance of advice	3 days
8.	Matters relating to qualification, equivalence determination by QEDC	• Preparation of Working Papers, reports, proceeding of meetings and conferences	1 to 2 weeks
		• Putting up Working Paper seeking time for meeting of QEDC	2 days

		• Convening of meeting of QEDC	7 days
		• Preparation of minutes of the meeting	2 days
		• Issuance of minutes after approval	Same day
9.	Complaints received from Chief Secretary Complaint Cell/ CM portal	• Putting up of cases	3 days
10.	Harassment cases	• Submission of case to the Committee • Issuance of hearing notice • Recording evidences • Preparation of reports/ minutes • Follow up of decisions	As per time lines provided in the Act
11.	Miscellaneous	• Preparation of Working Papers, reports, proceedings of meetings and conference papers	3 days
		• Processing and disposal of references relating to human rights	7 days
		• Issuance of NOC to NGOs/Organizations/researchers for surveys/research curricular and co-curricular activities like celebration of days, nutrition week	14 days
		• Processing of requests regarding training of teachers	3 days
		• Implementation of the Minutes of the Administrative Secretaries Committee Meeting	As per time lines

SECTION OFFICER (B&D)

Sr No.	KEY RESULT AREA	KPIs	TARGET/ TIME LINE
1.	President/Prime Minister/Chief Minister Directives	• Preparation of reply to be submitted to the concerned quarter	3 days
2.	Summaries for Chief Minister/ Governor/Cabinet	• Initiation of summaries for Chief Minister/Governor/ Cabinet	5 days
3.	Cases involving policy matters	• Initiation of all Policy matters of the Department	7 days
4.	Public grievances cases	• Putting up cases on the complaints filed by General Public	3 days
5.	Development and Non-Development Budget and its Distribution	• Preparation of budget proposals	15 days
		• Forwarding of cases to Finance Department	Same day after approval
		• Distribution at the spending level DG(SE)	Same day
6.	Preparation of proposals	• Examination of references received from DG (SE)	3 days

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	regarding (SNEs)	Submission of cases to Finance Department after approval	Same day
7.	Grant in Aids and other financial matters of NGOs.	- Examination of related requests - Seeking comments from DG(SE) regarding availability of budget - Submission of cases to Finance Department for release of funds	3 days 3 days Same day after approval
8.	Preparation/ approval of Development Schemes	- Processing of cases received from DG (SE) regarding development schemes - Putting up Working Paper for convening of meeting of DDSC - Putting up minutes of the meeting of DDSC - Issuance of the minutes of the meeting after approval - Making reference to P&D/ FD for allocation/ release of funds - Putting up cases for transfer of State Land - Communication of advice to DG (SE) after approval from P&D/FD/BoR	3 days 3 days 2 days Same day 2 days 3 days 2 days
9.	References to Finance Department	- Examination of cases received from DG (SE) regarding creation of SNE posts/ OSD posts of deceased officers/ officials - Examination of proposal regarding advance drawl - Examination of cases regarding financial assistance - Forwarding cases to FD after approval - Communication of advice to DG(SE)/ AG Punjab/ concerned DAO	3 days 3 days 3 days Same day 2 days

SECTION OFFICER (Purchase)

Sr No.	KEY RESULT AREA	KPIs	TARGET/ TIME LINE
1.	President/Prime Minister/Chief Minister Directives	Preparation of reply to be submitted to the concerned quarter	3 days
2.	Summaries for Chief Minister/ Governor/Cabinet	Initiation of summaries for Chief Minister/Governor/ Cabinet	5 days
3.	Cases involving policy matters	Initiation of all Policy matters of the Department	7 days
4.	Public grievances cases	Putting up cases on the complaints filed by General Public	3 days
5.	Procurement of different items	- Preparation of tender documents - Uploading on PPRA Website - Advertisement in leading newspapers - Technical evaluation of bids	3 days Same day 7 days 3 days

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		Opening of tenders and award of contract	3 days
		Procurement of items	As per time line fixed in the award
		Scrutiny by the Technical Committee of the procured items	7 days
		Issue of No Demand Certificate.	1 week
		Supply of Stationery.	1 month of the receipt of the indent

LAW OFFICER

Sr No.	KEY AREA	RESULT	KPIs	TARGET/ TIME LINE
1.	Cases involving policy matters		Initiation of all Policy matters of the Department	7 days
2.	Court Cases		Preparation of list of court cases fixed for hearing in the Honourable Supreme Court of Pakistan, Lahore High Court, Punjab Service Tribunal etc.	On daily basis
			Filing of report/parawise comments in the Honourable Courts	7 days before the hearing
			Effective liaison with the Office of Advocate General Punjab and other Law Officers of the Courts	As and when required
3.	Disciplinary Proceedings		Processing of complaints received against the officers/ officials of the Department and seeking approval of the Competent Authority for initiation of disciplinary proceedings against the delinquent officers/officials on the basis of complaints	7 days
			Issuance of inquiry orders after approval	2 days
			Issuance of personal hearing notices after signatures	Same day
			Preparation of brief for Competent Authority before start of hearing proceedings	2 days before the hearing
			Preparation of speaking orders	3 days
4.	Departmental Appeals		Preparation of parawise comments on departmental appeals filed by the accused officers against the impugned orders	7 days
			Preparation of draft speaking orders	2 days after receipt
			Issuance of speaking orders after approval of the Appellate Authority	2 days
5.	Seeking Advice		To move references to the	7 days

	from other Departments	Regulations Wing, S&GAD, Law Department, Advocate General Punjab and Solicitor General Punjab for necessary advices on the law points after approval	
6.	Departmental Representations	Processing of representations of the officers/ officials of Special Education filed by them regarding their service matters and putting up Note for Chief Secretary, Punjab	7 days
		Conduct of hearing proceedings	On the fixed date
		Preparation of draft speaking orders	2 days
		Issuance of speaking orders after approval	Same day
7.	Litigation	References relating to Writ Petitions/ Civil Suits/ Notices u/s 80 of Civil Procedure Code	1 to 2 weeks