School Social Worker Effectiveness Rubric

“We have the power and the responsibility to close the achievement gap.”

I. Overview

II. Effectiveness Rubric
   a. Domain 1: Planning
   b. Domain 2: School Social Work Services
   c. Domain 3: Leadership
   d. Domain 4: Core Professionalism

III. Summary and Rating
Overview

What is the purpose of the School Social Work Effectiveness Rubric?

The School Social Work Effectiveness Rubric was developed for three key purposes:

- **To shine a spotlight on effective school social work:** The rubric is designed to assist principals in their efforts to increase the effectiveness of the school social worker and ensure differentiated distribution of great school social workers across the state.

- **To provide clear expectations for school social workers:** The rubric defines and prioritizes the actions that effective school social workers use to enable students to fully benefit from education.

- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing school social worker effectiveness along four discrete ratings.

Who developed the School Social Worker Effectiveness Rubric?

A representative group of school social workers from across the state, The Indiana School Social Work Association board members, along with staff from IDOE, contributed to the development of the rubric.

What are the laws and standards and ethical codes that guided the development of this rubric?

This rubric is based on the NASW School Social Work Code of Ethics, the Indiana School Social Work Standards that are an extension of the core Standards for School Services Professionals (approved May 20, 1998) of the State of Indiana, and Article 4 “Student Assistance Services 511 IAC 4-1.5-5”. The services described in the Article are those of prevention, assessment, intervention and referral.

How is the School Social Worker Effectiveness Rubric organized?

School social work services will be evaluated under the following 4 domains of effectiveness:

- Domain 1: Planning
- Domain 2: School Social Work Services
- Domain 3: Leadership
- Domain 4: Professionalism

Discrete indicators within each domain target specific areas that effective school social workers focus upon.
**DOMAIN 1: Purposeful Planning**

School social workers use the Indiana School Social Work Standards to develop a school social work plan based on a school and community data analysis that highlights the social, emotional, behavioral and mental health needs of the students within the jurisdiction of the school social worker.

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<thead>
<tr>
<th>Indicator</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Improvement Necessary (2)</th>
<th>Ineffective (1)</th>
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<tbody>
<tr>
<td>1.1 Utilize Student, School and Community Data to Plan</td>
<td>At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: - has mapped community resources and incorporated such resources into the school social work plan.</td>
<td>School social worker uses data to formulate culturally competent: - School-wide social work program goals, small group goals, AND individual student goals</td>
<td>School social worker uses data to formulate culturally competent: - School-wide social work program goals, small group goals, OR individual student goals, but not all of the above</td>
<td>School social worker rarely or never uses data when planning.</td>
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<td>1.2 Set Ambitious and Measurable Goals</td>
<td>At Level 4, a school social worker fulfills the criteria for Level 3 and additionally: - Plans annual goals at the school-wide, targeted and individual levels.</td>
<td>School social worker develops culturally competent student goals that are: - Measurable; - Aligned to Indiana School Social Work Standards; AND - Include benchmarks to help monitor progress and inform interventions throughout the year</td>
<td>School social worker develops annual student goals that are: - Measurable <strong>The goals may not:</strong> - Align to Indiana School Social Work Standards; OR - Include benchmarks to help monitor student progress and inform interventions throughout the year</td>
<td>School social worker rarely or never develops achievement goals for interventions OR goals are developed, but are extremely general and not helpful for planning purposes</td>
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</tbody>
</table>
| 1.3 Utilize Standards-Based Assessments and Interventions | At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:  
- Plans well-designed progress monitoring assessments for each intervention. These plans include opportunities to assess periodic response to the intervention and adjustments to the intervention, both in terms of frequency and duration to better meet the identified goal.  
- Plans school-wide prevention strategies. | Based on goals, school social worker plans culturally competent interventions by:  
- Identifying evidence-based interventions, strategies and practices specific to the identified need  
- Determining a base-line measure from which to determine a measurable outcome  
- Allocating an appropriate amount of time in which to achieve the identified goal. | School social worker plans culturally competent interventions by:  
- Utilizing information from school referral form and student interview  
School social worker may not:  
- Complete a thorough data search of relevant school, community data and conduct parent/guardian interview prior to developing individual and/or group intervention strategies  
- Utilize relevant research-based assessment tools  
School social worker rarely or never plans assessments and/or interventions that are evidence-based OR there is little to no evidence that the school social worker plans interventions at all. |

| 1.4 Progress tracking and recording for the purposes of intervention analysis | At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:  
Uses school-wide, group and individual data to understand the larger issues impacting sub-populations in the school community such as disproportionality, the achievement gap, access to mental health and basic needs, etc. in order to better advocate for students impacted by such issues. | School social worker uses an effective progress monitoring system to:  
- Regularly track and record student progress  
- Use the data to inform interventions  
- Conform to ethical codes and standards of practice | School social worker uses an effective system to:  
- Track student progress  
- Record student data  
School social worker may not:  
- Use the data to monitor and adjust the intervention  
- Conform to ethical codes and standards of practice such as maintaining the confidentiality of counseling sessions and case records  
School social worker rarely or never tracks and records student progress in case notes |
## Domain 2: Effective School Social Work Services

School social workers provide comprehensive, culturally competent, school social work services to individuals, groups, families, the school system, and the community.

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<tr>
<td><strong>Competency 2.1:</strong></td>
<td>School social worker is highly effective in utilizing knowledge of law, rule and policy to create positive change in the school community.</td>
<td>School social worker effectively uses knowledge of laws, rules, and policies which impact students, families and the school community.</td>
<td>School social worker demonstrates limited knowledge of laws, rules, and policies which impact students, families and the school community.</td>
<td>School social worker demonstrates little knowledge of laws, rules, and policies which impact students, families and the school community.</td>
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<td>Knowledge of the laws, rules and policies which impact students, families and the school creating protections and/or barriers to successful student outcomes</td>
<td>For Level 4, all of the evidence listed under Level 3 is present, as well as:</td>
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<td>Work at the school and community level to advocate for changes in rules and policies that will positively impact the students and families within the school community.</td>
<td>School social worker: possesses a thorough understanding of the laws, rules, and policies which impact students, families, and the school community and is able to answer most questions: - is able to counsel students and parents effectively regarding relevant laws, rules and policies and - contribute to school policy decisions.</td>
<td>- School social worker: possesses a basic understanding of the laws, rules, and policies which impact students, families and the school community and is able to answer some questions but has insufficient knowledge to adequately counsel students and parents effectively but may not be able to: - contribute to school policy decisions due to lack of knowledge - counsel students and families regarding the laws rules and policies which affect them, or - advocate for students or families due to lack of knowledge.</td>
<td>- School social worker is unable to answer questions from parents, teachers or the school community related to relevant laws, rules, and school policy. - School social worker is unable to contribute to school policy decisions due to lack of knowledge.</td>
<td>- School social worker is unable to counsel students and families regarding the laws rules and policies which affect them. - School social worker is unable to advocate for students or families due to lack of knowledge.</td>
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<td><strong>Competency 2.2: Prevention Services</strong></td>
<td>School social worker is highly effective in accessing and analyzing school data. The school social worker is also highly proficient in identifying and implementing evidence-based prevention strategies to meet school community and student client needs.</td>
<td>School social worker is effective in accessing and interpreting school data. The school social worker is also proficient in identifying and implementing evidence-based, culturally competent prevention strategies to meet school community and student client needs.</td>
<td>School social worker needs improvement in accessing and analyzing school data. Improvement is also needed in the identification and implementation of evidence-based prevention strategies to meet school community and student client needs.</td>
<td>School social worker is ineffective in identifying student and school community needs and providing appropriate, evidence-based prevention strategies to address them.</td>
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<td>For level 4, all of the evidence listed under Level 3 is present, as well as the following:</td>
<td>School social worker routinely provides culturally competent prevention services, and is involved in school wide data review and analysis, and is prepared to identify and implement school wide prevention programs and practices</td>
<td>School social worker is prepared to allocate time for prevention services, and does so in a limited way with individual clients but is not involved in school wide data review and analysis and is unprepared to identify and implement school wide prevention programs and practices</td>
<td>School social worker does not allocate time for prevention services, is not involved in school wide data review and analysis, is unaware of the implications of the data analysis for student clients, is unprepared to identify and implement prevention programs and practices</td>
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<td>School social worker is aware of the implications of the data analysis for student clients (such as disproportionality) and advocates for, as well as implements when appropriate, prevention strategies to address any barriers to student success.</td>
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<td><strong>Competency 2.3: Assessment Services</strong></td>
<td>School social worker is highly effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.</td>
<td>School social worker is effective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate assessment techniques and instruments to determine the appropriate intervention.</td>
<td>School social worker needs improvement in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.</td>
<td>School social worker is ineffective in assessing the needs of the school-wide community, sub-groups of students, and individual clients utilizing appropriate, culturally competent, assessment techniques and instruments to determine the appropriate intervention.</td>
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<td>For level 4, all of the evidence listed under Level 3 is present, as well as the following:-</td>
<td>School social worker completes a thorough needs assessment prior to beginning school social work services utilizing a variety of culturally competent, assessment tools including - a teacher or parent referral identifying the behaviors that are preventing the student(s) from being successful - student data, parent or student interview/social history, and, when appropriate, community information - culturally appropriate assessment instruments - serving on a multidisciplinary team to identify student strengths and needs - using progress monitoring techniques to continually assess the response to the school social work intervention</td>
<td>School social worker relies primarily on a teacher or parent referral to determine the school social work service provided to an individual or group of students. School social worker does access student data, parent or student interview, or community information prior to determining an appropriate intervention But <em>may not typically</em> - be familiar with, or choose to utilize, culturally competent, assessment instruments to complete a thorough assessment prior to planning an intervention - serve on a multidisciplinary</td>
<td>School social worker relies solely on a teacher or parent referral to determine the school social work service provided to an individual or group of students. School social worker does not access student data, parent or student interview, or community information prior to determining an appropriate intervention</td>
<td>School social worker is not familiar with, and/or does not utilize, assessment instruments to complete a thorough assessment prior to planning an intervention</td>
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<td>The school social worker is competent to provide an initial assessment of child abuse, suicidal ideation, mental illness and/or behavioral concerns and is able respond professionally to any crisis encountered in the school.</td>
<td>team to identify student strengths and needs - use progress monitoring techniques to continually assess the response to school social work interventions.</td>
<td>planning an intervention School social worker does not use progress monitoring techniques to continually assess the response to the school social work intervention.</td>
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<td><strong>Competency 2.4: Intervention Services</strong></td>
<td>School social worker is highly effective in providing a continuum of culturally appropriate school wide, small group, and individual social work interventions depending on the assessed needs of the school community. For level 4, all of the evidence listed under Level 3 is present, as well as the following; - The provision of professional development to staff members, family, and the community on the social, emotional, behavioral and mental health barriers that students may be encountering – and providing strategies to be implemented in the home, community, and the classroom that have been determined to assist in overcoming such barriers</td>
<td>School social worker is effective in providing culturally appropriate school wide, small group, and individual social work interventions School social worker typically: - responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, - utilizes evidence-based interventions and supports accessing professional development on an ongoing basis to improve knowledge and implementation in this area. - demonstrates an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provides assistance in school-wide implementation - collaborates with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</td>
<td>School social worker needs improvement in providing culturally appropriate school wide, small group, and individual social work interventions School social worker typically responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, The school social worker may not - utilize evidence-based interventions and supports and access professional development to improve knowledge and implementation in this area. - demonstrate an understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and provide assistance in school-wide implementation - collaborate with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</td>
<td>School social worker is ineffective in providing culturally appropriate school wide, small group, and individual social work interventions School social worker rarely or never responds to requests from the school community, the school, teachers and/or parents to provide interventions that would alleviate barriers to learning, School social worker has little knowledge of evidence-based interventions and does not access professional development to improve knowledge in this area. School social worker has little understanding of evidence-based frameworks of intervention such as Response to Intervention and Positive Behavioral Interventions and Supports and is unable to assist in implementation. School social worker does not work collaboratively with other school professionals to provide multi-disciplinary interventions to students evaluated by problem-solving teams.</td>
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<td><strong>Competency 2.5: Referral Services</strong></td>
<td>School social worker is highly effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals</td>
<td>School social worker is effective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals</td>
<td>School social worker needs improvement in identifying referral resources, facilitating the process of referral, and following up on student/family referrals</td>
<td>School social worker is ineffective in identifying referral resources, facilitating the process of referral, and following up on student/family referrals.</td>
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<td>For level 4, all of the evidence listed under Level 3 is present, as well as the following: The school social worker consistently maps community resources, developing relationships and partnerships with these community services in order to better meet the needs of the school community. The school social worker makes efforts to advocate for, or develop, those resources which do not exist in the community, but for which there is an identified need.</td>
<td>School social worker responds promptly to referrals from parents, staff and the community for school social work services. The social worker knows many of the local community resources. School social worker has a recognized and confidential protocol for receiving or making referrals. Referrals are formally documented – including efforts to follow-up to determine the outcomes of those referrals.</td>
<td>School social worker typically responds to referrals from parents and staff and has a handful of resources to which students/parents are most often referred. The school social worker may not consistently implement a recognized and confidential referral process document all referrals routinely follow up on referrals to determine outcomes</td>
<td>School social worker is unfamiliar with school community resources and rarely makes appropriate referrals to meet identified needs. School social worker has no recognized protocol for receiving or making referrals. Referrals from parents, staff, and/or the community are processed informally with little consideration for confidentiality. There is little formal documentation or follow-up to determine the outcomes of the referrals that are made by the school social worker.</td>
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<td><strong>Competency 2.6: School Social Work Skills</strong></td>
<td>School social worker is highly effective in demonstrating the skills that epitomize the unique value of school social work services</td>
<td>School social worker is effective in demonstrating the skills that epitomize the unique value of school social work services</td>
<td>School social worker needs improvement in demonstrating the skills that epitomize the unique value of school social work services</td>
<td>School social worker is ineffective in demonstrating the skills that epitomize the unique value of school social work services</td>
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<td>For level 4, all of the evidence listed under Level 3 is present, as well as the following: the school social worker takes every opportunity to enhance his/her school social work skills by taking advantage of professional development takes opportunities to share school social work knowledge and skills by providing professional development to the school / professional community</td>
<td>School social worker consistently demonstrates school social work skills which include - . knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success . the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership . the organizational skills of time management, task completion and documentation . knowledge of diversity and cultural competence . knowledge and implementation of the Indiana School Social Work Standards . ethical problem solving</td>
<td>School social worker demonstrates some, but not all, of the following school social work skills and/or may not demonstrate them consistently . knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success . the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership . the organizational skills of time management, task completion and documentation . knowledge of diversity and cultural competence . knowledge and implementation of the Indiana School Social Work Standards . ethical problem solving</td>
<td>School social worker rarely demonstrates: . knowledge and skills related to the identification of social, emotional, behavioral and/or mental health barriers to student success . the relationship skills of compassion, empathetic listening, effective communication, collaborative team building, consensus building, and leadership . the organizational skills of time management, task completion and documentation . knowledge of diversity and cultural competence . knowledge and implementation of the Indiana School Social Work Standards . ethical problem-solving</td>
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**DOMAIN 3: School Social Worker Leadership**

School social workers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

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</table>
| 3.1 Contribute to School Culture | **At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may:**  
- Seek out leadership roles  
- Go above and beyond in making time for developing and supporting major school initiatives | **School social worker will:**  
- Contribute ideas and expertise to further the school’s mission and initiatives  
- Dedicate time efficiently, when needed, to support major school initiatives | **School social worker will:**  
- Contribute occasional ideas and expertise to further the school’s mission and initiatives  
- Use time efficiently to allow for opportunities to support initiatives to improve the culture of the school  
**School social worker may not:**  
- Use time efficiently to allow for opportunities to support initiatives to improve the culture of the school | School social worker rarely or never provides ideas aimed at improving school efforts.  
School social worker dedicates little or no time outside of school time towards helping students and peers. |
| 3.2 Collaborate with Peers | **At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may:**  
- Work collaboratively with other student assistance professionals to develop a student assistance plan for the school  
- Take on leadership roles within collaborative groups such as the Indiana School Social Work Association | **School social worker will:**  
- Seek out and participate in regular opportunities to work with and learn from others  
- Ask for assistance, when needed, and provide assistance to others in need  
- Seek to provide other school professionals with assistance when needed | **School social worker will:**  
- Participate in occasional opportunities to work with and learn from others  
- Ask for assistance when needed  
**School social worker may not:**  
- Seek to provide other school professionals with assistance when needed OR  
 Regularly seek out opportunities to work with others OR  
 Work collaboratively with other student assistance professionals to develop a student assistance plan for the school | School social worker rarely or never participates in opportunities to work with others. School social worker works in isolation and is not a team player. |
| 3.3  | Seek Professional Skills and Knowledge | At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may:  
- Regularly share newly learned knowledge and practices with others  
- Seek out opportunities to lead professional development sessions | School social worker will:  
- Actively pursue opportunities to improve knowledge and practice  
- Seek out ways to implement new concepts into school social work practice, where applicable  
- Welcome constructive feedback to improve practices | School social worker will:  
- Attend all mandatory professional development opportunities  
- Seek out ways to implement new concepts into school social work practice  
- Welcome constructive feedback to improve practices | School social worker may not:  
- Actively pursue optional professional development opportunities  
- Seek out ways to implement new concepts into school social work practice  
- Accept constructive feedback well | School social worker rarely or never attends professional development opportunities. School social worker shows little or no interest in new ideas, programs, or workshops to improve school social work skills. |
| 3.4  | Advocate for Student Success | At Level 4, a school social worker fulfills the criteria for Level 3 and additionally may:  
- Display commitment to the educational success of all the students in the school  
- Make changes and take risks to ensure student success | School social worker will:  
- Display commitment to the educational success of all his/her student clients  
- Attempt to remedy obstacles around student achievement  
- Advocate for students’ individualized needs | School social worker will:  
- Display commitment to the educational success of all his/her student clients | School social worker may not:  
- Advocate for students’ needs | School social worker rarely or never displays commitment to the educational success of his/her student clients. School social worker accepts the obstacles to student success and does not advocate for students or their needs. |
| 3.5  | Engage Families and the Community in Student Achievement | At Level 4, a school social worker fulfills the criteria for Level 3 and additionally:  
- Strives to form relationships in which parents are given ample opportunity to participate in student achievement  
- Is available to address concerns in a timely and positive manner, when necessary, outside of required outreach events | School social worker will:  
- Proactively reach out to parents and the community in a variety of ways to engage them in student achievement  
- Respond promptly to contact from parents  
- Engage in all forms of parent outreach required by the school | School social worker will:  
- Respond to contact from parents  
- Engage in all forms of parent outreach required by the school | School social worker may not:  
- Proactively reach out to parents and the community to engage them in student achievement | School social worker rarely or never reaches out to parents and/or the community and frequently does not respond to contacts from parents. |
Core Professionalism Rubric

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. School social workers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

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<tr>
<th>Indicator</th>
<th>Does Not Meet Standard</th>
<th>Meets Standard</th>
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<tbody>
<tr>
<td>1 Attendance</td>
<td>Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)</td>
<td>Individual has not demonstrated a pattern of unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)</td>
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<td>2 On-Time Arrival</td>
<td>Individual demonstrates a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)</td>
<td>Individual has not demonstrated a pattern of unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement)</td>
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<td>3 Policies and Procedures</td>
<td>Individual demonstrates a pattern of failing to follow state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)</td>
<td>Individual demonstrates a pattern of following state, corporation, and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc)</td>
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<td>4 Respect</td>
<td>Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner</td>
<td>Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner</td>
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SUMMARY AND RATING

IDOE and the Evaluation Cabinet are heavily focused on developing this section in spring 2011. Involved in this work are discussions on weighting indicators and sections, outlining guidelines for frequency and minimum number of observations, as well as sources for tested and untested data. Our assessment team will be working with the Evaluation Cabinet in thinking through how data is incorporated into evaluations in a fair and transparent manner. Lastly, we will design a matrix that will roll all of this evidence up into a final summative rating. We will continue to update these drafts throughout the coming year.