

Dean of Students Evaluation Rubric

Domain 1: Planning and Preparation

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: <i>Demonstrating Knowledge of Adolescent Behavior, Emotion, and Academic Growth</i>	Uses strategies and skills that are not developmentally appropriate for students and does not differentiate between the needs of individual students.	Uses some strategies and skills that are developmentally appropriate for students. Occasionally uses techniques such as goal setting or behavior contracts with students. While not always effective, attempts to differentiate interventions according to students' learning differences or needs.	Frequently uses strategies and skills that are developmentally appropriate for students. Uses a variety of methods to differentiate interventions according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated interventions, and makes effective decisions while interacting with students. Stays current with new research on brain development of adolescents, methodology and develops new strategies that align with this learning.
1b: <i>Demonstrating Belief that all Students Can Learn</i>	Interacts with others and comments negatively or makes excuses about the ability of students to be successful.	Commitment to student achievement is evident; however, ongoing, proactive communication and planning to support the needs of struggling students is lacking.	Demonstrates a clear belief in the ability of all children to learn regardless of poverty, race, social economic status, learning disabilities, etc. Recognizes gaps in knowledge and understanding both within self and in others. Pursues necessary supports and carries on reflective conversations to create an equitable school culture.	Examines school rules, practices and school culture to remove barriers that create inequitable outcomes for students. Implements strategies such as Restorative Justice as a means for learning opportunities and growth rather than punitive disciplinary measures.

Domain 1: Planning and Preparation *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1c: <i>Setting Student Behavioral Outcomes</i>	Does not support student understanding of appropriate student conduct.	While not always effective, attempts to support student understanding of appropriate student conduct, and sometimes promotes positive student behavior.	Supports student understanding of appropriate student conduct that promotes positive student behavior.	Creates and implements tools that support student understanding of appropriate student behavior, while promoting positive student behavior.
1d: <i>Demonstrating knowledge of resources</i>	Unaware of resources for student management, expanding one's own knowledge, or for students available through the school or district.	Displays a basic awareness of resources for student management, expanding one's own knowledge, or for students available through the school, but no knowledge of resource available more broadly.	Displays awareness of resources available for student management, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Displays extensive awareness of resources available for student management, for expanding one's own knowledge, through the school or district, in the community, through professional organizations and universities, and on the Internet.

Domain 2: The Environment

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: <i>Creating an Environment of Respect and Rapport</i>	Rarely attempts to create a positive learning climate through collaboration with students, families and colleagues.	While not always effective attempts to create a positive learning climate through collaboration with students, families and colleagues.	Consistently contributes to a positive learning climate through collaboration with students, families and colleagues.	Uses interactive communication to foster a culture in which students, families and colleagues know how to advocate for a positive learning climate.
2b: <i>Establishing a Culture for Learning</i>	Does not build a school-wide community based upon shared values and expectations. At times fails to communicate with students in a fair and respectful manner. Sees discipline as punitive in nature rather than a teaching tool.	While not always effective, attempts to build a school-wide community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive school-wide culture based on shared values and expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socioeconomic status, and exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the school-wide community based upon respect, fairness and the inherent value of all members.
2c: <i>Managing Schoolwide Procedures</i>	Minimal standards of conduct or systems are in place but may not be communicated to the staff or students. The Dean of Students either does not monitor student behavior or responds inconsistently.	Standards of conduct and systems are in place and are communicated to staff, students and parents. However, they are at times inconsistent or unclear. The Dean of Students monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clearly communicated and efficiently monitored. Staff and students are routinely reminded and taught the expected behaviors through a variety of strategies.	Standards of conduct and efficient systems are seamlessly part of the everyday expectations. Students monitor themselves and each other in respectful and consistent ways. Disruptions are rare and swiftly handled when they do occur.

Domain 2: The Environment *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: <i>Managing Student Behavior</i>	There appear to be no established standards for appropriate conduct and little or no monitoring of student behavior.	Standards of conduct are established, but implementation is inconsistent. Guidelines for student behavior are sometimes followed.	Student behavior is monitored and maintained. Response to misbehavior is consistent, proportionate and respectful to students; it is also effective.	Students take an active role in monitoring their own behavior and that of other students in relationship to the school's code of conduct. Monitoring of student behavior is subtle and preventative. Response to misbehavior is sensitive to individual student needs and respects the students' dignity.
2e: <i>Organizing Physical Space to Maintain Safety</i>	The physical environment is unsafe.	The physical environment is safe.	Participates in maintaining and supervising a safe learning environment. Knowledgeable of school safety plans.	Takes a leadership role in maintaining and supervising a safe learning environment. Knowledgeable of school safety plans. Conducts and evaluates safety procedures and continuously looks for ways to improve safety for students and staff.

Domain 3: Instruction/Delivery of Service

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: <i>Communicating with Students</i>	Rarely provides feedback to students on their academic and/or behavioral progress.	While not always effective, provides feedback to students on their academic and/or behavioral progress.	Creates a system to monitor and provide consistent feedback to students on their academic and/or behavioral progress.	Creates an interactive environment where students seek feedback and self-monitor their academic and behavioral progress.
3b: <i>Using Questioning and Discussion Techniques</i>	The dean's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Does not use questioning strategies to stimulate discussion that enhances student learning.	The dean's questions lead students through a single path of inquiry, with answers seemingly determined in advance. While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	While the dean may use some low-level questions, he/she poses questions designed to promote student thinking and understanding. Uses questioning strategies to stimulate discussion that enhances student reflection to understand the impact on others.	The dean uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Uses a variety of questioning strategies, based on in-the-moment analysis of student understanding and cultural identity, to stimulate discussion, take ownership for their learning and develop a pattern of self-reflection.
3c: <i>Engaging Students in Learning</i>	Does not use teaching strategies to develop higher order thinking skills.	Uses a limited number of strategies that are sometimes effective in developing higher order thinking skills.	Uses various strategies to engage all learners in developing higher order thinking skills and self-management strategies.	Creates a culture where students use higher order thinking skills both independently and with others, as a natural part of the learning process and managing self-behavior.

Domain 3: Instruction/Delivery of Service

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: <i>Using data to guide learning</i>	Data is not used or seen as a tool to monitor or assess student behavior and management systems.	Data is collected but used sporadically to support the monitoring and assessment of student behavior and management systems.	Data is collected, analyzed and used to monitor and assess student behavior and management systems as a means to impact a positive culture for learning.	Data is collected, analyzed and used to monitor and assess student behavior and management systems not only as a means to impact a positive culture for learning, but also as a tool to develop new programs or systems to enhance the learning experience for students.
3e: <i>Demonstrating Flexibility and Responsiveness</i>	Rarely evaluate or customizes strategies and interventions based on student outcomes.	Sometimes customizes strategies and interventions based upon ongoing data. Sometimes responds to student outcomes by tailoring strategies and interventions to assessed student needs.	Customizes strategies and interventions based upon ongoing data. Responds to student outcomes by tailoring strategies and interventions to assessed student needs.	Anticipates and plans for a wide range of strategies and interventions based on analysis of individual student outcomes. Engages with students to identify adjustments in methods that best meet their learning needs.

Domain 4: Professional Responsibilities

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: <i>Reflecting on Professional Practice</i>	Does not use evidence to self-assess professional practice. Places blame on student or family for lack of success in an interaction.	Uses few sources of evidence to self-assess professional practice. Knows when an interaction with a student or family does not go well but has few ideas to improve the situation.	Utilizes multiple sources of evidence to self-assess professional practice. Attempts multiple ways to improve and doesn't get discouraged during difficult interactions.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice. Sees difficult interactions as learning opportunities.
4b: <i>Maintaining Accurate Records</i>	Uses a system for the maintenance of records, but sometimes is inaccurate or inconsistent. Errors are sometimes made.	Consistently uses a system to maintain accurate records.	Consistently uses a system to maintain accurate records and monitor progress of students.	Looks for ways to enhance efficiencies to monitor student progress and streamline multiple information sources into one data source.
4c: <i>Communication with Families</i>	Communication with families is sporadic or inappropriate. No attempt is made to involve families as partners in the students' education.	Communicates with families regarding student behavior, but no attempts are made to engage families as partners. Communication is sometimes one-way or not always appropriate to the cultural norms of the family.	Communicates frequently with families and conveys information about an individual student's behavior. Engages the family as a partner to determine best strategies to improve student behavior. Information to families is conveyed in a culturally appropriate manner.	Actively seeks families to partner with the school as a tool for community engagement. Establishes parent groups, volunteer opportunities, culturally appropriate events or other mechanisms to involve parents in the educational programs of the school that support a positive learning environment.

Domain 4: Professional Responsibilities *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: <i>Participating in a Professional Community</i>	Relationships with colleagues are negative or self-serving. The Dean avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The Dean rarely engages in meetings, activities or school or district events.	The Dean maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The Dean participates in professional culture of inquiry when invited to do so. The Dean participates in meetings, activities or school or district events when specifically asked or assigned.	Relationships with colleagues are characterized by mutual support and cooperation. The Dean actively participates in a culture of professional inquiry. The Dean engages in and leads meetings, activities and makes a substantial contribution to school and district efforts.	Seeks out opportunities for professional development and makes a systematic effort to conduct action research. Facilitates opportunities to partner with outside resources to meet the diverse needs of the school community and support district efforts.
4e: <i>Growing and Developing Professionally</i>	Rarely engages in professional learning opportunities. Resists feedback on job performance, often making excuses or placing blame on others for lack of success.	Engages in professional learning opportunities when convenient, but demonstrates little or no implementation of new knowledge and skills. Finds limited ways to contribute to the profession, often doing just the minimum requirements.	Engages in professional learning opportunities based on self-assessment and actively seeks feedback on job performance. Implements new knowledge and skills gained from active new learning. Participates in seeking out opportunities to learn with and from colleagues.	Seeks out opportunities for professional development and makes a systematic effort to conduct relative and practical action research that will benefit the school community. Seeks feedback from supervisor and colleagues. Contributes to the greater learning community of the school and district.

Domain 4: Professional Responsibilities *(continued)*

INDICATOR	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4f: <i>Demonstrates knowledge of legal and ethical rights and responsibilities</i>	Demonstrates inadequate understanding of federal, state and district regulations and policies. Does not hold self or others accountable.	Demonstrates limited understanding of federal, state and district regulations and policies and sometimes makes mistakes.	Demonstrates thorough understanding and fully complies with federal, state and district regulations and policies. Actively researches and consults current policy, case law and seeks guidance prior to making any decisions that have significant legal ramifications. Always acts in an ethical manner.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development and/or activities. Is a leader in among colleagues and shares knowledge.
4g: <i>Contributing to School and District Goals</i>	Does not cooperate with colleagues and/or does not implement effective practices in support of school and program goals.	Intermittently participates and contributes toward implementing effective practices in support of school and program goals.	Actively collaborates with colleagues in modeling and discussing effective practices in support of school and program goals.	Initiates collaboration, modeling, and reflective discussion of effective practices in support of school and program goals and advancement of the profession.