

Dean Performance Rubric

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a: Establishing a positive and appropriate environment for all school stakeholders.</i>	Dean demonstrates little or no positive attributes toward others, creating a poor environment.	Dean demonstrates basic positive attributes toward others, creating a neutral environment.	Dean demonstrates positive attributes toward others, creating a positive environment.	Dean demonstrates positive attributes toward others and is proactive in creating a positive environment where students feel comfortable in seeking out the dean when appropriate.
<i>1b: Demonstrating knowledge of HF school policy and proficiency in its implementation.</i>	Dean demonstrates little or no knowledge of HF school policy both on and off campus	Dean displays partial knowledge of HF school policy both on and off campus	Dean displays accurate knowledge of HF school policy both on and off campus	In addition to the knowledge of HF school policy both on and off campus, dean is proactive in the review of current practice.
<i>1c: Demonstrating knowledge of interventions.</i>	Dean demonstrates little or no knowledge of potential interventions.	Dean demonstrates partial knowledge of potential interventions.	Dean demonstrates proficient knowledge of potential interventions.	In addition to the knowledge of interventions, dean is proactive in the review of efficacy of current interventions and suggests alternatives.
<i>1d: Establishing a system for monitoring student attendance and discipline.</i>	Dean demonstrates little or no system for monitoring student attendance and discipline.	Dean has rudimentary system for monitoring student attendance and discipline.	Dean has a developed system that is proficient for monitoring student attendance and discipline.	Dean system is highly efficient for monitoring student attendance and discipline.
<i>1e: Demonstrating knowledge of a variety of interview techniques</i>	Dean demonstrates little or no knowledge of a variety of interview techniques.	Dean demonstrates rudimentary knowledge of a variety of interview techniques.	Dean has developed knowledge of a variety of interview techniques that is appropriate to the scenario.	Dean is highly sophisticated with variety of interview techniques that is appropriate to the scenario.
<i>1f: Reflecting on current practice/procedures</i>	Dean does little to no reflection on procedures and best practices.	Dean reflects on procedures and best practices on a limited basis.	Dean regularly reflects on procedures and best practices.	Dean actively pursues reflective activities and has coordinated the effective implementation of new policies/procedures for the office.

Dean Performance Rubric

Domain 2: The Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>2a: Creating an environment of respect and rapport</i>	Dean's interactions with all stakeholders are negative or inappropriate and the dean does not promote positive interaction	Dean's interactions with all stakeholders are a mix of positive and negative; the dean's efforts at encouraging positive interactions among all stakeholders are partially successful	Dean's interactions with all stakeholders are positive and respectful and the dean actively promotes positive interactions among all stakeholders	There are clear and open lines of communication between the dean and stakeholders demonstrating a high degree of comfort and trust in the relationship. Dean guides all stakeholders in how to engage in positive interactions
<i>2b: Establishing a culture for productive communication</i>	Dean fails to establish a culture for productive communication between stakeholders	Dean establishes a partial culture of productive communication among all stakeholders	Dean establishes a productive and respectful climate among stakeholders	Dean establishes a productive and respectful climate between stakeholders and guides an attempt to remedy any negative interactions in a timely fashion
<i>2c: Managing routines and procedures</i>	Dean's duties and responsibilities are lacking in effectiveness and consistency	Dean is partially successful and consistent in executing duties and expectations	Dean performs duties and responsibilities in a clear, consistent and effective manner	Dean's routines for duties and responsibilities extend above and beyond the job description and are carried by the stakeholders
<i>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</i>	Dean is inconsistent in establishing and maintaining the standards stated in the student handbook which in turn fails to maintain a safe and positive school climate	Dean shows some consistency in establishing and maintaining the standards stated in the student handbook which partially contributes, with limited success, to safe and positive school climate	Dean has established consistency in maintaining the standards stated in the student handbook which promotes a safe and positive school climate	Dean has clearly established consistency and effectiveness in maintaining the standards stated in the student handbook which promotes an exemplary school climate
<i>2e: Organizing physical space</i>	The physical environment is in disarray or is inappropriate to conduct dean's duties and responsibilities	Dean's attempts to create an inviting and well-organized environment are partially successful	Dean's office is inviting and conducive to carrying out dean's duties and responsibilities	Dean's office is extremely well kept and organized which promotes an environment where all stakeholders are comfortable and welcome

Domain 3: Delivery of Services

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>3a: Assessing Student Needs</i>	Dean does not assess student needs, or the assessments result in inaccurate conclusions.	Dean’s assessments of student needs are satisfactory.	Dean assesses student needs and understands the range of student needs in the school.	Dean takes the time to individually assess student needs and contributes to program planning.
<i>3b: Assisting students in the area of discipline, communication and conflict-resolution skills</i>	Dean delivers only punitive consequences and fails to try to correct behavior	Dean attempts to communicate effective behavior to students and is partially successful.	Dean helps students understand how to achieve effective behavior.	Dean helps students understand how to achieve effective behavior, as well as the effects of their behavior on others.
<i>3c: Using counseling techniques in individual and social service programs.</i>	Dean has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Dean displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Dean uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Dean uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<i>3d: Collaborating resources to meet needs</i>	Dean does not make connections with other programs (e.g., Alternative to Suspension, Healthy Pathways) and departments (e.g., Guidance, Special Education) in order to meet student needs.	Dean’s efforts to collaborate with other programs in the school are partially successful.	Dean collaborates with other programs within the school or district to meet student needs.	Dean collaborates with other programs and agencies both within and beyond the school or district to meet individual student needs.
<i>3e: Demonstrating flexibility and responsiveness</i>	Dean adheres to discipline methods despite evidence of its inadequacy.	Dean makes modest changes in the discipline method when confronted with evidence of the need for change.	Dean makes revisions to the discipline methods when needed.	Dean is continually seeking ways to improve the dean’s office and make changes as needed in response to student, parent, teachers, or administrative input.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: Reflecting on practice	Dean does not reflect on practice.	Dean's reflection on practice is moderately accurate and objective.	Dean's reflection provides an accurate and objective description of practice.	Dean's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Dean draws on an extensive repertoire to suggest alternative strategies.
4b: Record keeping and procedures.	Records are missing or inaccurate. Procedures are not established.	Records are generally accurate and procedures are used on an inconsistent basis.	Records are accurate and procedures are used on a routine basis.	Dean's approach to record keeping is highly systematic and serves as a model for colleagues. Procedures are routinized.
4c: Communicating with families.	Dean provides limited and/or inaccurate information. Dean alienates/antagonizes families during difficult/stressful conversations related to student discipline. Dean does not return phone calls in a timely fashion.	Dean provides limited though accurate information to families. Dean possesses moderate ability to handle difficult/stressful conversations related to student discipline. Dean generally returns phone calls in timely fashion.	Dean provides thorough and accurate information to families. Dean is skilled at handling difficult/stressful conversations related to student discipline. Dean regularly returns phone calls in timely fashion.	Dean is proactive in providing information to families. Dean is highly skilled at handling difficult/stressful conversations related to student discipline. Dean always communicates with families in timely fashion.
4d: Participating in a professional community.	Dean's relationships with colleagues are negative or self-serving, and dean avoids being involved in school and district events and projects.	Dean's relationships with colleagues are cordial, and dean participates in school and district events and projects when specifically requested.	Dean participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Dean makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Growing professionally	Dean does not participate in professional development activities even when such activities are clearly needed for professional growth.	Dean's participation in professional development activities is limited to those that are required.	Dean seeks out opportunities for professional development based on an individual assessment of need.	Dean actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: <i>Showing professionalism</i>	Dean displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Dean is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Dean displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Dean can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students. Takes a leadership role with colleagues and communicates well with all school stakeholders.

Dean Performance Rubric

<p><i>4g: Support for the total school program</i></p>	<p>Dean avoids becoming involved in school events or school and district projects.</p>	<p>Dean participates in school events and school and district projects only when specifically asked.</p>	<p>Dean volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Dean volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
--	--	--	--	---