Form 1: FfT Rubrics

Dean Name: _____

Domain 1 for Deans: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating knowledge of school climate and student expectations	Dean demonstrates little understanding of school climate and student expectations.	Dean demonstrates limited understanding of school climate and student expectations.	Dean demonstrates understanding of school climate and student expectations.	Dean demonstrates deep and thorough understanding of school climate and student expectations.
1b: Demonstrating knowledge of adolescent development and behavior	Dean displays little knowledge of child and adolescent development.	Dean displays basic knowledge of child and adolescent development.	Dean displays an accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, dean displays knowledge of the extent to which individual students follow the general patterns.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines	Dean demonstrates little knowledge of governmental regulations and of resources for students available through the school or district.	Dean displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Dean displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external from the school.	Dean's knowledge of government regulations and of resources for students is extensive, including those available through the school or district and the community.
1d: Demonstrating knowledge of progressive discipline within the school discipline code	Dean's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Dean's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not align with the broader goals.	Dean's plan is appropriate and serves to support not only the students individually but also in groups.	Dean's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Domain 1 Evidence:				

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| Domain 1 Strengths: |
| Domain 2 Areas of Growth: |

Domain 2 for Deans: The Classroom *Environment*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating and fostering an environment of respect and rapport	Dean's interactions with stakeholders are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, putdowns, or conflict.	Dean's interactions with stakeholders are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Dean's interactions with stakeholders are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Dean's interactions with stakeholders are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development.
2b: Supporting the learning environment	Dean does not convey a positive attitude toward providing support staff and student learning environment.	Dean communicates the importance of supporting the staff and students learning environment minimally.	Dean conveys enthusiasm and positive support to staff and students to allow for optimal student achievement.	Dean works to improve support for staff and students through knowledge of new or best practices to provide high expectations for learning of all students.
2c: Establishing and maintaining procedures within the deans' office	Deans' office routines and procedures are either nonexistent or inefficient, resulting in general confusion.	Deans' office routine and procedures have been established but function sporadically. Efforts to establish support for office personnel are partially successful.	Deans' office routines and procedures have been established and function smoothly. Dean supports office personnel in contributing to the success of the Deans' office.	Deans' office routines and procedures are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Dean supports office personnel in contributing to the success of the Deans' office.
2d: Managing/enforcing expectations for student behavior	There is little evident that standards of conduct have been established, and there is little monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	In appears that the Dean has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the Dean monitors student behavior against those standards. Dean response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear to students. Dean's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs.

Domain 2 Evidence:
Domain 2 Strengths:
Domain 2: Areas of Growth:

Domain 3 for Deans: *Delivery of Service*

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: **Collaborating with teachers**	Dean does not effectively collaborate with classroom teachers in an effort to enhance the learning environment and improve the educational process for students.	Dean inconsistently collaborates with classroom teachers in an effort to enhance the learning environment and improve the education process for students.	Dean collaborates with classroom teachers in an effort to enhance the learning environment and improve the educational process for students.	Dean initiates collaboration with classroom teachers in an effort to enhance the learning environment, improve the educational process for students and locate additional resources from inside and outside the school.
3b: **Information sharing**	Dean does not share appropriate information with the school personnel, parents, and community agencies regarding the needs and concerns of students.	Dean inconsistently shares appropriate information with school personnel, parents, and community agencies regarding the needs and concerns of students.	Dean shares appropriate information with the school personnel, parents, and community agencies regarding needs and concerns of students.	Dean actively shares appropriate information with the school personnel, parents, and community agencies regarding the needs and concerns of students.
3c: **Questioning and discussion techniques**	Interaction between dean and student is one-sided with dean dominating both questions and responses. Student does not respond.	Dean makes some attempt to engage students in responses to problem or discussion areas.	Dean/student interactions represent true discussion with the dean sometimes allowing the student the responsibility for the success of the discussion	Dean allows student to assume the responsibility for the success of the discussion, with the dean involving the student by using appropriate questioning techniques and probing of answers when necessary.

3d: Utilization of school and outside resources	Dean fails to make use of school related resources (other teachers, counselors, and administrators) to support the student or family in the school setting.	Dean sometimes refers to school-related resources to support the student or family in the school setting.	Dean selects school related resources and relates information to student and families that need to be supported.	Dean selects and encourages both students and families to use school related resources. These resources are always presented in a timely manner.
3e: Managing emergency situations	Dean's ability to manage emergency situations is highly ineffective.	Dean's ability to manage emergency situations is inconsistent.	Dean's ability to manage emergency situations is appropriate. Students and teachers understand their responsibilities in case of emergencies.	Dean's ability to manage emergency situations is highly effective. Students and teachers understand their responsibilities in case of emergencies.
3f: Promoting a positive climate throughout the school environment	Dean's work with students in classes fails to promote a positive climate.	Dean's efforts to promote a positive climate through classroom presentations are partially effective.	Dean's classroom presentations result in students acquiring the knowledge and attitudes that help ensure a positive learning climate.	Dean's classroom presentation for a positive climate are effective, and students assume an active role in the school in promoting a positive learning climate.
3g: Demonstrating flexibility and responsiveness	Dean fails to demonstrate flexibility and responsiveness when confronted with evidence of the need for change.	Dean makes modest changes in the school climate when confronted with evidence of the need for change.	Dean makes revisions to help improve the school climate when they are needed.	Dean is continually seeking ways to improve the school climate and makes changes as needed in response to student, parent , or teacher input.
Domain 3 Evidence:				
Domain 3 Strengths:				
Domain 3: Areas of Growth:				

Domain 4 for Deans - Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: **Reflecting on practice**	Dean does not reflect on practice, or the reflections are inaccurate or self-serving.	Dean's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Dean's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Dean makes some specific suggestions as to how the discipline program might be improved.	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: **Preparing and submitting reports**				
4c: **Communicating with the larger community**	Dean's relationships with parents and colleagues are negative or self-serving, and the dean avoids being involved in school and district events, and projects.	Dean's relationships with parents and colleagues are cordial, and the dean participates in school and district events, and projects when specifically asked to do so.	Dean participates actively in school and district events and projects and maintains positive and productive relationships with parents and colleagues.	Dean makes a substantial contribution to school and district events and projects and assumes a leadership role with parents and colleagues.
4d: **Enhancement of professional knowledge**	Dean does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Dean's participation in professional development activities is limited to those that are convenient or 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.
4e : **Maintaining records**				

4f: **Showing professionalism, including integrity, advocacy, and maintaining confidentiality**	Dean displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Dean is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Dean displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and 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, taking a leadership role with colleagues.
Domain 4 Evidence:				
Domain 4 Strengths:				
Domain 4 Areas of Growth:				