

The **Dean of Engagement Performance Rating Rubric** is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best **overall** description of the Dean. Note: Ratings at each performance level above "Developing" include behaviors at the lower rating levels.

Standard 1: Continuous Improvement				
Deans help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.				
Elements	Ineffective	Developing	Skilled	Accomplished
1.1 Deans assist/support the principal to facilitate the articulation and realization of a shared vision of continuous improvement.	Dean has not shared the school vision and goals with the staff. Dean has no process for supporting a school vision and goals.	Dean has shared the school vision and goals with the staff. A process for supporting a school vision and goals is not evident.	Dean has shared the school vision and goals with the staff and there is evidence that these are known. The Dean implements a process to support the development of a shared school vision and goals.	Dean collaboratively develops and communicates a shared vision using multiple approaches. The Dean challenges existing structures based on data to align them with the shared vision.
1.2 Deans assist/support the principal in leading the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.	Dean refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.	Dean communicates expectations of high learning and achievement for all students at the beginning of the year. Dean uses knowledge of the Ohio Standards for the Teaching Profession to support new and struggling teachers' professional growth.	Dean identifies goal areas that promote high levels of achievement for all students and staff. Knowledge of the Ohio Standards for the Teaching Profession is used to support teachers' professional growth.	Dean collaboratively develops and sets measurable goals that promote high levels of student and staff achievement. Dean establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.
1.3 Deans assist the principal in leading the change process for continuous improvement.	Dean does not have a plan in place for regular review of progress toward goals.	Dean articulates beliefs about teaching and learning. Dean identifies changes needed to improve student learning.	Dean articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement. Dean identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.	Dean models and provides resources to support staff in thinking systematically about the change process in response to needs of the school community. Dean facilitates a diverse group of stakeholders to implement changes needed to improve student learning.
1.4 Deans assist/support the principal to anticipate, monitor, and respond to educational developments that affect school issues and environment.	Dean is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being among staff.	Dean responds to building and district issues that affect the instructional needs of students.	Dean responds to building, district, community and societal changes and issues that affect the instructional needs of students.	Dean works with informal groups and school staff to anticipate, analyze and address building, district, community and societal changes and issues that affect the instructional needs of students.
EVIDENCE				

Standard 2: Instruction

Deans support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students.

Elements	Ineffective	Developing	Skilled	Accomplished
<p>2.3 Deans advocate for high levels of learning for all students, including students identified as gifted, students with disabilities and at-risk students.</p>	<p>Dean believes that all students can achieve, but fails to connect this belief with concrete actions. Dean does not confront staff member(s) who have low student expectations.</p>	<p>Dean monitors the identification of students of diverse abilities and supports staff in implementing state and local policies. Dean monitors CFL data.</p>	<p>Dean monitors the identification and instruction of students of diverse abilities and supports staff in implementing state and local policies. Dean uses disaggregated CFL data to determine the performance and needs of particular students and groups and regularly examines school-wide students' performance data to determine under- and over-identification of students in gifted or special education.</p>	<p>Dean is directly involved in instructional issues for all students. Dean fosters systematic discussions regarding instructional needs of all students including students identified as gifted, students with disabilities and at-risk students.</p>
<p>2.5 Deans understand, encourage and facilitate the effective use of data to improve academic achievement.</p>	<p>Dean understands use of data, but fails to consistently link decision-making with data.</p>	<p>Dean uses data for decision-making.</p>	<p>Dean models the use of data to inform and make decisions about student progress. Dean monitors staff knowledge and use of data and impact of this knowledge on student achievement.</p>	<p>Dean provides on-going learning opportunities that facilitate staff to learn how to collect, analyze, interpret and use data on student progress. Dean facilitates teachers' use of assessment data to continually design and adapt instruction based on student needs.</p>
<p>EVIDENCE</p>				

**Standard 3:
Deans assist/support in managing school operations in order to ensure a safe and productive learning environment.**

Elements	Ineffective	Developing	Skilled	Accomplished
3.1 Deans assist/support the principal in establishing and maintaining a safe school environment.	Dean does not communicate a consistent behavioral system and does not provide support to staff, parents, and students.	Dean communicates behavioral standards to staff, parents and students. Dean ensures that behavioral policies are applied to ensure safety for staff, parents, and students.	Dean communicates, models, and reinforces behavioral standards for staff, students, and parents. Dean ensures that behavioral policies, procedures and routines are consistently applied to ensure safety for all.	Dean examines and modifies routines, as needed. Dean promotes and implements a school-wide system for behavioral support and intervention.
3.2 Deans assist/support the principal in creating a nurturing learning environment that addresses the physical and mental health needs of all.	Dean is reactive, responding to problems but not implementing effective systems to anticipate and support student and staff needs.	Dean identifies available resources to support the needs of the students and staff. Dean treats students, parents, and staff with respect.	Dean assesses how well the physical, social and cultural environment supports student and staff needs. Dean ensures that staff members treat students with respect.	Dean promotes the effective use of identified physical and cultural resources and strategies to address the physical and mental health needs of students and staff. Dean ensures that staff members treat students, parents and members of the community with respect.
3.5 Deans understand, uphold and model professional ethics, policies, and legal codes of professional conduct.	Dean does not meet professional responsibilities set by both the state and local level.	Dean complies with local, state, and federal mandates, including mandates related to teacher evaluations and student performance.	Dean meets legal, ethical and professional responsibilities with integrity, honesty, fairness, and dignity. Dean implements procedures to comply with local, state, and federal mandates.	Dean analyzes and revises procedures to comply with local, state, and federal mandates and can communicate those mandates to district and community.
EVIDENCE				

**Standard 4: Collaboration
Deans establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.**

Elements	Ineffective	Developing	Skilled	Accomplished
4.1 Deans assist/support the principal to promote a collaborative learning culture.	Dean does not assist/support teacher team meetings and/or common meeting times that would allow for collaboration.	Dean assists/supports common meeting times to allow for collaboration.	Dean develops structures for collaboration between all teachers and other education support personnel. Dean establishes and reinforces expectations, roles, norms and responsibilities for effective working teams.	Dean builds a school culture in which educators work collaboratively which results in increased student learning.
EVIDENCE				

Standard 5: Family and Community Engagement

Deans engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Elements	Ineffective	Developing	Skilled	Accomplished
5.2 Deans assist/support the principal in involving parents and community members in improving student learning.	Dean rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.	Dean communicates with parents about expectations for student learning.	Dean regularly practices two-way communication with parents about expectations for student learning needs and progress. Dean provides parents and students with relevant information about available school services (instructional, behavioral, and psychological) to address student learning needs.	Dean actively recruits and utilizes parent and community volunteers as appropriate for the school's instructional program. Dean uses technology and other resources as appropriate to maximize the communication with parents and community members about student learning.
5.3 Deans assist/support the principal in connecting the school and community.	Dean does not show evidence that family and community input are used in decision-making.	Dean seeks opportunities for school and community to provide input regarding decision-making.	Dean identifies and uses school- and community-based resources to participate in decision-making and increase achievement among all students.	Dean collaborates with school and community groups to identify resources and solutions to increase achievement among all students.
5.4 Deans assist/support the principal in establishing expectations for the use of culturally responsive practices that acknowledge and value diversity.	Dean reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.	Dean has implemented policies to ensure tolerance and to support diversity.	Dean models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.	Dean uses proactive strategies to promote tolerance and address incidents of intolerance to create an environment that supports high achievement levels for all students.
EVIDENCE				

CMSD Dean Evaluation System

Performance Rating Rubric Summary Form (Skills and Knowledge)

Dean Name:				
Evaluator Name:				
Standard 1 Recommended Rating:	Ineffective	Developing	Skilled	Accomplished
Standard 2 Recommended Rating:	Ineffective	Developing	Skilled	Accomplished
Standard 3 Recommended Rating:	Ineffective	Developing	Skilled	Accomplished
Standard 4 Recommended Rating:	Ineffective	Developing	Skilled	Accomplished
Standard 5 Recommended Rating:	Ineffective	Developing	Skilled	Accomplished
Performance Rating:	Ineffective	Developing	Skilled	Accomplished

Dean of Engagement

Date

Principal

Date