



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Deans

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 25%	1. Discipline	2
	2. Building-wide Climate	2
	3. Record Keeping and Data Assessment	3
	4. Work Area Environment	3
Instructional Support 25%	5. Building Safety and Security	4
	6. Monitors	5
Professional Growth & Continuous Improvement 10%	7. Uses Professional Growth as an Improvement Strategy	6
	8. Exhibits Professional Behaviors and Efficiencies	7
Interpersonal Skills 30%	9. Effective Interactions / Communications with Guardian(s)	8
	10. Effective Interactions / Communications with Students	9
	11. Effective Interactions / Communications with Faculty/Staff and Community Resources	10
Leadership 10%	12. Leadership Involvements	11

1		Domain: Organization and Management			Dimension: Discipline				
The Dean clearly defines expected student behavior.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Standards of conduct have not been established.		Standards of conduct have been established with inconsistent implementation.		Establishes standards of conduct and implements with consistency.		Standards of conduct have been established with consistent peer-based implementation.		Standards of conduct have been established with consistent peer monitoring.	
Students are unaware of behavioral expectations.		Students are somewhat aware of behavioral expectations.		Reiterates to ensure that students are aware of behavioral expectations.		All students are aware of behavioral expectations.		All students are aware of behavioral expectations and they follow the procedures.	
Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.		Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.		Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.		Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.		Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self discipline.	

2		Domain: Organization and Management			Dimension: Building Wide Climate				
The Dean assures a contribution to building-wide positive climate responsibilities.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.		Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.		Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.		Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.		Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives inspiring others to participate.	
Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.		Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.		Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.		Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.		Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.	

3

Domain: **Organization and Management**Dimension: **Record Keeping/Data Assessment****The Dean generates and maintains accurate records and analyzes data.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Records are inconsistent and insufficient to determine student's overall progress and are not based on the district's discipline policy.</p> <p>There is no evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is no evidence that the dean recognizes student progress or achievement.</p> <p>There is no evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are rarely consistent and are not based on the district's discipline policy.</p> <p>There is little evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is little evidence that the dean recognizes student progress or achievement.</p> <p>There is little evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are consistent and accurate and are based on the district's discipline policy.</p> <p>Uses data from records to guide intervention strategies.</p> <p>Recognizes student progress or achievement.</p> <p>Is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs and modifies as needed.</p> <p>Provides required feedback to student, roster teacher and/or parent</p>	<p>Includes the narrative descriptions in category 3, plus</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Works with individual students to develop a mutually acceptable plan for "success</p>	<p>Includes the narrative descriptions in performance category 4, plus</p> <p>Informs student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>Disaggregates data and identifies trends that effect the building-wide climate.</p>

4

Domain: **Organization and Management**Dimension: **Work Area Environment****The Dean optimizes the physical environment to assure efficacy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The office (as set up by the dean) prohibits order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and intended.</p>	<p>The office lacks organization for order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The office is organized for providing order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well place in locations that enhance their functions and do not interfere with other functions.</p>	<p>The office is organized for, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the office could serve as an exemplary model for replication</p>

5Domain: **Organization and Management**Dimension: **School-wide Safety and Security****The Dean utilizes the District Behavior Response Plan to ensure building safety and security.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Fails to distribute Behavior Response Plan and campus student handbook</p> <p>Fails to ensure students sign for copy of BRP or have not reviewed with student.</p> <p>Fails to follow the BRP when administering discipline consequences.</p>	<p>Fails to distribute Behavior Response Plan and campus student handbook to incoming student during the year</p> <p>Fails to ensure incoming students sign for copy of BRP or have not reviewed with student.</p> <p>Fails to consistently follow the BRP when administering discipline consequences.</p>	<p>Ensures all beginning and incoming students receive the Behavior Response Plan and Campus student handbook.</p> <p>Collects validation signatures that all students have received and reviewed the BRP and Student handbook.</p> <p>Administers student discipline consequences in accordance with the BRP</p>	<p>Includes the narrative description in performance category 3 plus:</p> <p>Holds grade/school-wide forums to promote building-wide understanding of behavior expectations</p>	<p>Includes the narrative description in performance category 4 plus:</p> <p>Provides and schedules guest speakers to further educate on bullying, gangs, drug and alcohol abuse, etc.</p>

The Dean is visible during the school day and monitors common areas to maintain student safety and security.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Never moves around the building during the school day.</p> <p>Never uses student response techniques to promote positive behavior.</p> <p>Never uses feedback concerning student's behavior</p> <p>Never uses wait time after voicing a question to the students.</p>	<p>Seldom moves around the building during the school day. When movement happens it is to the same area of building.</p> <p>Seldom uses student response techniques to promote positive behavior</p> <p>Seldom uses feedback concerning student's behavior</p> <p>Seldom uses wait time after voicing a question to the students.</p>	<p>When appropriate, moves to all areas of the school to promote and reinforce positive student behaviors.</p> <p>Uses different types of student response techniques, both individual / group.</p> <p>Uses student response techniques to increase positive behaviors.</p> <p>Student's understanding is evaluated by feedback.</p> <p>Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question. This approach helps students formulate more thoughtful response and allows time for the student to consider positive behavior.</p>	<p>Moves to all areas of the building with efficiency and effectiveness to promote and reinforce positive student behaviors. Makes eye contact with all students often.</p> <p>Routinely uses developmentally appropriate student response techniques to increase active engagement by the students. Uses immediate feedback concerning student's behavior.</p> <p>Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question This approach helps students formulate more thoughtful response and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.</p>	<p>Moves throughout the building to assure optimal impact and to promote and reinforce positive student behaviors. When a problem is observed reviews with the student(s)</p> <p>Delivers upon all of performance category 4 and varied response techniques are used to provide immediate feedback to review expected behavior(s)</p> <p>Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.</p>

7

Domain: Professional Growth and Continuous Improvement

Uses Professional Growth as a Continuous Improvement Strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of professional development and additional training, the dean makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Certification and/or writing articles for department level, internal / school-wide and/or external publication. Writings that could be used as "models", parent / community communications, etc.</p>

8

Domain: Professional Growth and Continuous Improvement

Exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.

9

Domain: **Interpersonal Skills****Effective Interactions and Communications with Families.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to family misconceptions) and inconsiderate to families, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with families. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse families.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

Effective Interactions and Communications with Students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to students and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with students in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with students and makes an effort to engage students in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with students and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with students and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse students.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

Effective Interactions and Communications with Staff and Community.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to staff/community and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to staff/community, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to staff/community and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with staff and community in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with staff/community and makes an effort to engage staff/community in the educational program.</p> <p>Uses effective communication skills with students.</p> <p>Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with staff/community and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with staff/community and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse staff/community.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>