Baltimore City Public Schools
Public School Administrators and Supervisors Association

Distinguished District Administrator Pathway Portfolio Rubric **Definition:** Administrators with demonstrated success in district success and leadership effectiveness.	
Domain 1: Building a Culture of Learning **Guiding Question:** How do I demonstrate the application of knowledge that promotes the success of *each* student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth?	
1.1. Leader sustains a district culture and instructional program that is conducive to student learning and wellbeing with high expectations for self, staff and students, such that…	…there is demonstrated success and evidence of: 1. *Developing and/or implementing programs, curriculum, and instructional practices that indicate an understanding of theories on human development, behavior, personalized learning environments, motivation, adult learning and social and emotional learning.* 2. *Developing and/or implementing comprehensive programs that meet the unique learning needs and interests of diverse student and personnel populations across the district.* 3. *Developing and/or implementing district strategies that support safe and secure learning environments, including preventing and managing crisis.* 4. *Developing and/or implementing district strategies that support student development of self-management, civic literacy, and positive leadership skills.* 5. *Modeling reflective practice, in which data and technology are used to manage, monitor and evaluate programs.*
1.2. Leader creates, evaluates and supports comprehensive, rigorous, and coherent district programs to support student learning and wholeness, such that…	…there is demonstrated success and evidence of: 1. *Using research, evidence and data to prioritize strategic challenges for the district and to make programmatic decisions.* 2. *Securing resources to support student wholeness and/or quality curriculum and instruction.* 3. *Developing district plans based on multiple measures of educator performance and student academic and social-emotional outcomes.* 4. *Using district technology and information systems to support and monitor student learning, student wholeness, and school progress.*

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Domain 2: Shared District Vision of Learning **Guiding Question:** How do I apply knowledge that promotes success of *each* student through the development, articulation, implementation, and stewardship of a vision of high expectations for learning and improvement that is supported by all stakeholders?	
2.1. Leader collaboratively develops, articulates, implements and stewards a shared vision of learning for the district, such that…	**…there is demonstrated success and evidence of:** 1. *Demonstrating servant leadership by working on behalf of mission, vision, and goals of the district that are bigger than the personal intentions and actions of individuals.* 2. *Collaborating with appropriate stakeholders to promote the educational mission and vision of the district.* 3. *Aligning work with the vision, mission, and goals of the district, and state and federal policies (ie: content standards, achievement targets, Blueprint metrics).*
2.2. Leader collects and uses data to assess organizational effectiveness, implement project plans, and promote innovative practices to achieve district goals, such that…	**…there is demonstrated success and evidence of:** 1. *Evaluating organizational improvement processes and revising project plans, programs, processes and policies to improve effectiveness based on evidence.* 2. *Collecting, analyzing, and using appropriate district data and research to drive decision making that impacts student learning.* 3. *Interpreting data, research, and other information in order to communicate progress toward vision, mission, and goals for educators, school community and other stakeholders.* 4. *Utilizing innovative and creative problem-solving to identify, develop, and implement solutions that remove barriers to student achievement and/or access to resources for learning.* 5. *Leading district change focused on improvements to district practices, student outcomes, curriculum, and instruction.*
Domain 3: Leadership and Capacity Building **Guiding Question:** How do I apply knowledge that promotes the success of *each* student by ensuring that the management of the organization, operations and resources increases district capacity and promotes a safe, efficient, and effective learning environment?	
3.1. Leader develops and strengthens the instructional and leadership capacity across the district, such that…	**…there is demonstrated success and evidence of:** 1. *The use of differentiated instructional strategies, social-emotional growth strategies, curriculum materials, and technologies to maximize high-quality instruction within the district.* 2. *The support of effective school leadership and instruction and/or social-emotional growth strategies through the development of district activities that focus on teaching, student learning, and student wholeness.* 3. *Promoting effective and efficient practices in the management of people, processes, and resources.*

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	4. *The design, development and implementation of comprehensive, high-quality professional development for school and district staff and leaders.* 5. *Knowledge of instructional practices, leadership theory, change processes and evaluation.* 6. *Methodologies for providing ongoing feedback on using data, assessments, and evaluation strategies to improve practice.*
3.2. Leader understands and can develop the capacity for distributed leadership and efficient use of time in others, such that…	**…there is demonstrated success and evidence of:** 1. *An understanding of the meaning of distributed leadership in a district environment and how to create and sustain it.* 2. *The distribution and oversight of responsibilities for leadership of operational and instructional systems.* 3. *Identifying and supporting leadership capabilities of staff at various levels within the district.* 4. *Modeling leadership skills that include the ability to involve staff and stakeholders in the decision-making process, establish priorities, and efficiently use time.* 5. *Supervision strategies that ensure that staff from across the district maximize time spent on high-quality instruction and student learning.*
Domain 4: Collaboration	
Guiding Question: How do I apply knowledge that promotes the success of every student by collaborating with diverse stakeholders, including district office, school, home and community members?	
4.1. Leader collaborates with faculty and school, home and community members, such that…	**…there is demonstrated success and evidence of:** 1. *Working with stakeholders to collect, analyze, and interpret information pertinent to the district programming.* 2. *Leveraging clear communication paths with external stakeholders around district activities, priorities and programs within the community.* 3. *Developing and/or implementing activities and programs that sustain school, family and community partnerships.*
4.2. Leader builds and sustains productive district relationships with partners in other offices, such that…	**…there is demonstrated success and evidence of:** 1. *Developing and sustaining productive relationships with a variety of district office partners in order to collect and analyze data in order to determine district needs and achieve program goals.* 2. *Promoting a district culture that supports open communication and problem-solving with other district office partners.* 3. *Collaboratively developing and implementing plans informed by various perspectives in order to leverage resources to improve the district's effect on student learning and wholeness.*

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Domain 5: Advocacy
Guiding Question: How do I apply knowledge that promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal and cultural context of the district?

5.1. Leader evaluates potential consequences of decision-making in district, advocates for students and stakeholders, and acts to influence decisions affecting student learning and wholeness, such that…	**…there is demonstrated success and evidence of:** 1. *Effectively using partner and public resources and being a respectful spokesperson for students and families who are served by the district.* 2. *Facilitating constructive discussions about laws, policies, and regulations in order to develop and/or implement solutions to educational dilemmas.* 3. *Developing and/or implementing district programs and policies that promote democratic values, equity, and diversity.* 4. *Analyzing data on economic, social and emerging issues to inform practice and programming.*
5.2. Leader promotes social justice within the district by building and sustaining productive stakeholder relationships to ensure that individual student needs inform all aspects of decision making, such that…	**…there is demonstrated success and evidence of:** 1. *Identifying current and emerging trends and issues likely to impact the district and adapting leadership strategies accordingly.* 2. *Creating and sustaining strong and responsive relationships with a diverse and representative range of school stakeholders and community partners.* 3. *Improving staff and stakeholder understanding of policies, laws/regulations, and procedures.* 4. *Prioritizing effective customer service for all community stakeholders and district colleagues, characterized by timeliness, empathy and respect.*

Portfolio Scoring for Pathway Movement		
Performance Indicator Scores *Each indicator is scored*	***Domain Scores*** *Score thresholds established at Domain level*	***Total Score*** *Overall percentage out of all 10 indicators*
1 – Demonstrating sustained impact **0** – Planning for sustained impact, showing inconsistent and/or limited results	**Building a Culture of Learning:** Must earn 2/2 **Shared District Vision of Learning:** Minimum score of 1/4 **Leadership and Capacity Building:** Minimum score of 1/4 **Collaboration:** Minimum score of 1/4 **Advocacy:** Minimum score of 1/4	**Score of 90% (9/10)** to become Distinguished *Building a Culture of Learning* Domain must earn full points

Adapted from the [Kansas Licensure Program Standards for District Level Leadership](#)