Baltimore City Public Schools
Public School Administrators and Supervisors Association

Transformational Pathway Portfolio Rubric
This rubric is a tool to establish criteria - and score aligned artifacts - of leadership effectiveness and sustained impact on a school community.

Domain 1: Academic Growth
Guiding Question: How do I demonstrate results as an instructional leader who has affected large-scale and long-lasting growth in our instructional program so that *each* student's needs are met for academic success and well-being? [PSEL Standards 4 and 10]

1.1. Leader develops and supports intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being, such that…	…there is demonstrated success and evidence of: 1. *Implementation of curriculum and instruction that promote the mission, vision, and core values of the school and align across grade levels.* 2. *Implementation of curriculum and instruction that promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.* 3. *Instructional practices that are consistent with knowledge of child learning and development, effective pedagogy, intellectually challenging, and differentiated instruction.* 4. *Instructional practices that address the needs and strengths of each student and are authentic to student experiences.* 5. *The effective use of appropriate technologies in the service of teaching and learning.* 6. *The use of valid assessments and assessment data to appropriately monitor student progress and improve instruction.*
1.2. Leader acts as agent of continuous improvement to promote *each* student's academic success and well-being, such that…	…there is demonstrated success and evidence of: 1. *Achievement of the mission, vision, and core values of the school that make school more effective for each student, teachers, staff, families, and the community.* 2. *Engaging others in an on-going process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation.* 3. *Strategies to evaluate and build the capacity and willingness of staff to take risks and utilize research and data for school improvement.* 4. *Using appropriate technologies to collect, manage, analyze, and use data.* 5. *Connecting, as needed, to the district office and/or external partners for support in planning, implementing, monitoring, and evaluating improvement.* 6. *Promoting leadership among teachers and staff for initiating and implementing improvement based on data.*

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<tr><td colspan="2">Domain 2: Leadership Practices
Guiding Question: How do I inspire and motivate others through purposeful leadership to work towards a shared vision of academic success and well-being for each student? [PSEL Standards 1, 2, 6, and 9]</td></tr>
<tr>
<td>2.1. Leader develops, advocates, and enacts a shared mission, vision and core values of high-quality education and academic success and well-being of each student, such that…</td>
<td>…there is demonstrated success and evidence of:
1. Building shared commitment around the implementation of the school's educational mission and vision.
2. Collaborating with members of the school and the community to promote the educational mission and vision of the school.
3. Articulating, advocating, cultivating, and modeling core values that define the school's culture.
4. Strategically developing, implementing, and evaluating actions to achieve the school's educational mission and vision.</td>
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<td>2.2. Leader acts ethically and according to professional norms to promote each student's academic success and well-being, such that…</td>
<td>…there is demonstrated success and evidence of:
1. Acting ethically and professionally in personal conduct, relationships, decision-making, and stewardship of the school's resources in order to promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
2. Placing children at the center of education and accepting responsibility for each student's success.
3. Demonstrating excellent interpersonal and communication skill, social-emotional insight, and understanding of all student and stakeholder backgrounds and cultures.</td>
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<td>2.3. Leader develops the professional capacity and practice of school personnel to promote each student's academic success and well-being, such that…</td>
<td>…there is demonstrated success and evidence of:
1. Recruiting, hiring, and retaining effective and caring staff, including the mentoring of new personnel.
2. Providing actionable feedback to support the development of teachers' and staff members' knowledge, skills, and practice in order to empower, motivate, and develop capacity of staff to the highest levels of professional practice and leadership, including the appropriate use of technologies.
3. Promoting the personal and professional health, well-being, and work-life balance for staff and self.</td>
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<td>2.4. Leader manages school operations and resources to promote each student's academic success and well-being, such that…</td>
<td>…there is demonstrated success and evidence of:
1. Strategic management and monitoring of operations, staff, monetary and non-monetary resources, facilities, and budgeting and accounting practices.
2. Employing technology and maintaining actionable data to improve the quality and efficiency of operations and management.
3. Knowledge of, compliance with, and communication to school community of local, state, and federal laws, rights, policies, and regulations.
4. Seeking and acquiring other resources to support the student learning community.
5. Protecting teachers' and other staff members' work and learning from disruption.</td>
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<tr><td colspan="2" align="center">**Domain 3: School Culture and Climate**
Guiding Question: How do I serve as a change agent who has ensured our school community is a safe, respectful, and rigorous learning environment in which *each* student's academic success and well-being is nurtured? [PSEL Standards 3 and 5]</td></tr>
<tr>
<td>**3.1. Leader strives for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being, such that…**</td>
<td>…there is demonstrated success and evidence of:
1. *Ensuring that each student is treated fairly, respectfully and with an understanding of student culture and background to then employ each student's strengths, diversity and culture as assets for teaching and learning.*
2. *Ensuring that each student has equitable access to effective teachers, learning opportunities, academic and social supports, and other resources necessary for success.*
3. *Confronting and altering institutional biases of student marginalization, deficit-based schooling and low expectations associated with diversity and develop student policies in a positive, fair and unbiased manner.*
4. *Promoting the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.*
5. *Addressing matters of equity and cultural responsiveness and act accordingly in interactions, decision making and practice.*
6. *Infusing the school's learning environment with the cultures and languages of the school's community.*</td>
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<td>**3.2. Leader cultivates an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student, such that…**</td>
<td>…there is demonstrated success and evidence of:
1. *Maintaining a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.*
2. *Sustaining a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.*
3. *Providing coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.*
4. *Promoting adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.*
5. *Cultivating and reinforcing student engagement in school and positive student conduct.*</td>
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Domain 4: Stakeholder Relationships
Guiding Question: How do I engage and genuinely partner with stakeholders in the work of transforming our school environment to ensure *each* student's academic success and well-being is nurtured? [PSEL Standards 7 and 8]

4.1. Leader fosters a professional community of teachers and other professional staff to promote *each* student's academic success and well-being, such that…	…there is demonstrated success and evidence of: 1. *Developing workplace conditions for all staff that promote effective professional development, practice and student learning.* 2. *Fostering mutual accountability among teachers and staff for each student's success, fair and equitable management of conflict, and the effectiveness of the school as a whole.* 3. *Providing opportunities for collaborative examination of practice, collegial feedback and collective learning.* 4. *Encouraging faculty-initiated improvement of programs and practices.*
4.2. Leader engages families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being, such that…	…there is demonstrated success and evidence of: 1. *An environment that is approachable, accessible and welcoming to families and members of the community.* 2. *Productive partnerships with public and private organizations to promote school improvement and student learning.* 3. *Opportunities for the school to serve as a resource for families and the community.* 4. *Advocacy for the school and district, and for the importance of education and student needs and priorities to families and the community.* 5. *Regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments.* 6. *A presence in the community to understand its needs, develop productive relationships, and engage its resource for the school.*

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	• **Academic Growth:** Must earn 2/2 • **Leadership Practices:** Minimum score of 3/4 • **School Culture and Climate:** Must earn 2/2 • **Stakeholder Relationships:** Minimum score of 1/4	**Score of 90% (9/10)** to become Transformational *Academic Growth* and *School Culture & Climate* Domains must earn full points