
SCHOOL REDESIGN

REQUEST FOR INFORMATION FORM

Please tell us about your organization and its accomplishments, and how your organization can help the students of Colorado reach their potential by completing the following form.

Instructions

- Please submit your organization's response electronically to: **PartnerRFI@cde.state.co.us** by **Friday, February 23, 2018 at 5:00 PM MST**. Late responses may be accepted or rejected by CDE at its sole discretion.
- Please address all of the questions in this application for your organization type. You may exceed the length of the boxes in the form – the PDF form will automatically add a scroll button within the box. However, please strive to keep answers concise.
- You may submit additional attachments that are directly relevant and provide additional support or evidence for the responses in the RFI form.
- If there are any questions about the RFI process or the PDF form, please address those to Brenda Bautsch at Bautsch_b@cde.state.co.us.

Public Posting and Release of Information

- CDE will publicly post the responses that sufficiently address all of the questions listed in the RFI and provide concrete evidence of improving student outcomes in low-performing schools on CDE's public website for schools and other interested parties to access the information: <http://www.cde.state.co.us/accountability/performance>
- This information will be posted no later than March 23, 2018.
- Further, all information submitted in response to this RFI (inclusive of submissions that are not posted on CDE's website) are subject to public release through the Colorado Open Records Act, CRS § 24-72-200.1, et seq.

Additional Information on the RFI Process

- In the event that a response is incomplete, missing information or needs additional evidence, CDE at its sole discretion may reach out to the respondent for more information or a resubmission, or CDE may elect not to include the response on its publicly posted list.
- This Request for Information will be re-opened annually to allow for additions to the public list of providers.
- If a provider is added to CDE's public list through this RFI process and needs to make changes to the posted information, please contact Brenda Bautsch at Bautsch_b@cde.state.co.us.

Background

1) Organization name: _____

2) Organization contact person and contact email and phone number:

3) How would you classify your organization? You may check more than one category:

- ☐ Charter network, charter management organization or charter school
- ☐ Turnaround leader development provider
- ☐ Management organization or non-profit network.

4) Describe what geographical regions in Colorado you would prefer to work in:

5) Please complete the following online form to select which school districts your organization is willing and able to engage with: <https://goo.gl/forms/8gceFV5PVEVnQZ0e2>

If applying as a *turnaround leader development provider* please complete the following questions:

- 1) Provide a summary of your organization's experience in developing successful, effective leadership in low-performing schools and school districts. Describe key structures or systems used to provide feedback and monitor progress.

- 2) Provide a description of the services and learning components your organization provides. Specifically, please describe:
- a. The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context.
 - b. How your staff engage with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group).

- 3) Provide a description of your ideal participant and his/her learning trajectory throughout the course of your program, including:
- a. What roles should your participants hold (e.g. district level, school leader, aspiring leader)?
 - b. How do you determine the readiness and accept participants into your program?
 - c. What are the leadership qualities that your program is expected to develop?
Include any documents or tools you use.

4) Provider capacity

- a. Describe your organization's capacity to implement the identified program components. Does this program and staff to run it currently exist? Do all program materials and components currently exist or do they need to be developed?
- b. Describe regions of the state of Colorado that your program has the capacity to serve.

If applying as a *management partner or non-profit network* please complete the following questions:

1) Please list which of the following roles your organization can serve (check all that apply).

See Table 1 above for a description of the roles listed below.

- ☐ Whole system
- ☐ Instructional transformation
- ☐ Talent development
- ☐ Culture shift
- ☐ Turnaround leadership
- ☐ Other: _____

2) How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?

- 3) When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) in order to make your school successful?

- 4) Describe your experience working with other third party providers to support coherent school and district improvement.

Evidence of Track Record of Improved Student and School Outcomes (ALL respondents)

- 1) Please illustrate your organization's track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Please highlight the context and location of where this work has occurred. Formal research studies are preferred, if available.

References

For management partners and turnaround leader development providers, please include the name and contact information for the last three schools or districts your organization contracted with. These schools or districts will be contacted by CDE staff for references.

For charter school networks, CMOs and individual charter schools who are submitting information, please list three references that could speak to your capacity to support successful student outcomes in a turnaround environment, including a current authorizer of one of your schools.

Reference # 1:

Reference # 2:

Reference # 3:

PLUS Program Standards

2016-2017

| | Standard | Elements |
|---|---|---|
| 1 | Develop and articulate a multi-faceted, school-wide vision to increase student achievement | <ul style="list-style-type: none"> a. Create an academic vision for teaching and learning aligned to rigorous, College and Career-Ready standards for curriculum and instruction b. Develop and articulate a vision for a culture of excellence, growth and responsibility for adults and students |
| 2 | Recognize how identity , beliefs, values and behaviors impact school leadership and vision | <ul style="list-style-type: none"> a. Identify your authentic leadership self and articulate your unique pathway to leadership b. Consider the values of others when making decisions and responding c. Exhibit self- and situational awareness and respond in the moment and adjust course accordingly d. Actively listen in a range of settings and with a range of audiences e. Accurately reflect on personal leadership and drive personal and technical growth as a leader f. Reflect on existing cultural norms in the school and the community; embrace and address related opportunities and challenges with students, staff and families |
| 3 | Establish meaningful goals at a range of levels (e.g., school, classroom, grade/subject) to drive towards the vision and short and long-term improvement | <ul style="list-style-type: none"> a. Create clear, measurable and ambitious goals aligned to the vision b. Create goals that meet the needs of all students and all student sub-groups while maintaining high expectations c. Create and maintain a data-driven culture that supports meaningful goals d. Co-create classroom and student-level goals with teachers that will drive toward school-wide goals and vision e. Evaluate and build expertise and opinions about the assessments in your school |
| 4 | Invest stakeholders (including families, staff, students and community members) in the vision, goals and systems and motivate them to action | <ul style="list-style-type: none"> a. Tailor communication (including content, tone, modality and timing) to a range of audiences and settings b. Communicate in writing and orally in a clear, concise and compelling manner c. Inspire others to action and/or investment through compelling use of data, storytelling and/or pertinent examples d. Build coalition among stakeholders to garner support and align priorities e. Anticipate the reactions of others' and plan pre-emptively |
| 5 | Establish trust and foster collaboration by building relationships | <ul style="list-style-type: none"> a. Move forward productively when addressing challenging and sensitive issues through inclusive, honest and direct communication b. Proactively build relationships with key stakeholders in a genuine and intentional way c. Build trust by modeling vulnerability, seeking input from others, and being transparent about and explaining the rationale for the decisions you make d. Maintain visibility in the school and community (including, e.g., greeting parents and students at drop-off, regularly observing classes, transitions, events, being present for key after-school activities, attending events in the community, etc. e. Encourage two-way communication with stakeholders (including, but not limited to, mechanisms for feedback) as appropriate |

| | Standard | Elements |
|---|--|---|
| 6 | Actively diagnose and monitor progress toward the vision and goals in order to prioritize and plan with the end in mind | <ul style="list-style-type: none"> a. Approach strategic prioritization by constantly analyzing root causes in order to identify goals, plans and actions that are high leverage and foundational. b. Develop and revise strong, vision-aligned plans for each priority based on root-cause analysis, forecasting ahead, and displaying critical thinking and creativity (including “cage busting” problem solving) c. Create an entry plan that includes a diagnosis of the current state of the school and a set of clear priorities aligned to the vision d. Accurately evaluate teacher performance against rigorous teacher performance standards and student outcomes aligned to College and Career-ready standards e. Diagnose areas for improvement at a range of levels based on classroom observations and teacher ratings (individual, content/grade, school-wide) f. Analyze a range of student, teacher and school-level data systematically in order to inform decisions, monitor progress and improve student outcomes. g. Operate with an “ear to the ground” in order to constantly evaluate progress toward the goals and vision for culture with anecdotal data |
| 7 | Establish and maintain systems and expectations that bring the vision to life day-to-day for stakeholders and create a positive school culture . | <ul style="list-style-type: none"> a. Establish and model school-wide values, norms, and beliefs that promote an inclusive culture, creating an environment where staff and students are valued and respected for who they are b. Create systems and articulate expectations for common-spaces, classrooms, and student routines that place student learning in the forefront of decision making and actions. c. Create systems and procedures and articulate expectations for adult routines that foster an efficient, respectful and consistent culture (e.g., procedures for requesting copies, ordering materials, signing in, etc.) d. Deliberately and strategically systematize and implement timely communications systems e. Respond to breaches in culture promptly and effectively and encourage others to address interactions or situations that detract from the school culture or violate norms or expectations f. Establish expectations and systems that lead to the empowerment of families supporting students’ success g. Create school-wide instructional systems and schedules that maximize instructional priorities (including, e.g., operational procedures and daily tasks like photocopying, teacher resource room, etc. as well as schedules and calendars for events, classes and the year) |
| 8 | Drive teacher improvement by creating and implementing systems, structures and opportunities that support and develop teachers to implement rigorous, College and Career Ready standards and lead to student achievement . | <ul style="list-style-type: none"> a. Analyze current instructional practices for alignment to the shifts of College and Career Ready standards and determine and prioritize high leverage next steps. b. Provide frequent feedback that is grounded in the expectations for Common Core aligned instruction and that helps teachers understand their instructional strengths and weaknesses and prioritizes steps to improve alignment (e.g., using the IPG or similar, aligned tool) c. Identify, plan, implement and follow up on development opportunities (individual and/or in group settings) within the school-schedule and plan for how best to leverage them (including, but not limited to: grade-level meetings, 1:1 PD, PD days during the year, observation-feedback cycles, modeling, real-time coaching, data meetings, etc.) d. Communicate feedback that yields change in teacher performance (and that builds a reflective, open and trusting relationship) |

| | Standard | Elements |
|----|---|--|
| 9 | Build and maintain a rigorous instructional core by ensuring College and Career Ready standards-aligned instructional materials and curricular resources are supported and implemented across all classrooms. | <ul style="list-style-type: none"> a. Evaluate quality and alignment of individual tasks and lesson plans to the demands of College and Career Ready standards. b. Analyze student work for alignment to the rigor of the standards and shifts; determine next steps to improve student outcomes. c. Describe how curriculum is designed and how it connects to the shifts. d. Analyze an example of aligned curriculum and articulate what makes it aligned and how it supports the shifts/standards. e. Analyze current curricular resources in use and identify gaps in alignment f. Determine and prioritize high leverage next steps to move toward alignment at the school level through a range of change management strategies. g. Establish and systematize expectations, time, and tools support the implementation of College and Career Ready-aligned curriculum and materials. |
| 10 | Align and execute bold differential retention and staffing practices to create a strong team and reach goals | <ul style="list-style-type: none"> a. Identify and strategically place outstanding talent b. Make critical and timely interventions to exit consistently poor performers c. Retain top performers through a range of strategies |
| 11 | View time as a resource valued by all, and effectively manage it through personal systems that align with the vision and priorities | <ul style="list-style-type: none"> a. Strategically manage your own time to drive toward the vision and goals b. Create efficiency in personal organization systems (including, e.g., file and email management) c. Show respect for others' time (including, e.g., defining clear outcomes for meetings, setting and adhering to timelines for meetings and events, use in-person time strategically and thoughtfully, etc.). |
| 12 | Manage and cultivate others to maximize implementation of the vision and supporting systems and develop individuals in their roles (instructional and non) | <ul style="list-style-type: none"> a. Clearly define staff members' roles and responsibilities b. Coach and develop staff members to meet the expectations of their role c. Distribute and delegate leadership and tasks appropriately and strategically d. Hold staff members accountable, celebrate effort and results, and treat mistakes as learning opportunities e. Build a culture where staff members are proactive about taking on additional work or projects that advance the school toward the vision f. Prioritize team morale and productivity, including celebrating accomplishments |



PLUS Leader Rubric & Leader Look Fors – 2016-2017

Rubric Usage

This rubric is a developmental tool designed to assess PLUS Residents' progress along a continuum of leader behaviors/actions. Residents will progress along the rating scale based on consistent demonstration of performance over time during their participation in the PLUS Program. The Rubric contains five domains: Vision and Supporting Systems, Drive Results, Authentic Leadership, Rigorous Instruction and Learning, and Strategic Talent Management. These domains capture the practices of transformational school leaders.

Residents will receive ratings at the end of each Evaluation Cycle during performance stepback and evaluation conferences. The Residents will also do self-assessments. Progress will be monitored using coaching goals and will be communicated using the language of the rubric during coaching visits and during the end of cycle performance stepback and evaluation conversations.

Residents may also receive formal rubric ratings off cycle when inadequate progress is being made and a Growth Plan is warranted.

Rubric Ratings Category

| Ineffective | Minimally Effective | Developing | Effective | Exemplary |
|---|---|---|---|--|
| <ul style="list-style-type: none">• Never• No Staff• Less than half• 49% or less | <ul style="list-style-type: none">• Infrequently• Inconsistently• Few Staff• About half or little more than the half of the time• 50% - 60% | <ul style="list-style-type: none">• Some of the time• Some staff• In some instances• 61% - 70% | <ul style="list-style-type: none">• Most of the time• Most of the staff• In most instances• Regularly• Mostly• 71% - 89% | <ul style="list-style-type: none">• All or almost all staff• Proactively• Effectively• Consistently• Successfully• 90%-100% |



Domain: Vision and Supporting Systems

Competency: Have and Sustain a Compelling Vision

Is the Leader developing and articulating a multi-faceted, school-wide **vision** to increase **student achievement**?

Leader Look Fors:

- Create an academic vision for teaching and learning aligned to rigorous, College and Career-Ready standards for curriculum and instruction
- Develop and articulate a vision for a culture of excellence, growth and responsibility for adults and students

Competency: Create Vision-aligned School Culture

Is the Leader establishing and maintaining **systems and expectations** that bring the vision to life day-to-day for stakeholders and creating a positive **school culture**?

Leader Look Fors:

- Establish and model school-wide values, norms, and beliefs that promote an inclusive culture, creating an environment where staff and students are valued and respected for who they are
- Create systems and articulate expectations for common-spaces, classrooms, and student routines that place student learning in the forefront of decision making and actions
- Create systems and procedures and articulate expectations for adult routines that foster an efficient, respectful and consistent culture (e.g., procedures for requesting copies, ordering materials, signing in, etc.)
- Deliberately and strategically systematize and implement timely communications systems
- Respond to breaches in culture promptly and effectively and encourage others to address interactions or situations that detract from the school culture or violate norms or expectations
- Establish expectations and systems that lead to the empowerment of families supporting students' success
- Create school-wide instructional systems and schedules that maximize instructional priorities (e.g., operational procedures and daily tasks like photocopying, teacher resource room, etc. as well as schedules and calendars for events, classes and the year)

Competency: Time Management

Is the Leader viewing **time** as a resource valued by all, and effectively managing it through personal systems that align with the vision and priorities?

Leader Look Fors:

- Strategically manage your own time to drive toward the vision and goals
- Create efficiency in personal organization systems (including, e.g., file and email management)
- Show respect for others' time (including, e.g., defining clear outcomes for meetings, setting and adhering to timelines for meetings and events, use in-person time strategically and thoughtfully, etc.)

| Ineffective | Minimally Effective | Developing | Effective | Exemplary |
|-------------|---------------------|------------|-----------|-----------|
|-------------|---------------------|------------|-----------|-----------|

How well is the Leader doing in the practice? How often is the Leader engaged in the practice? Is the Leader's practice impactful?



Domain: Drive Results

Competency: Establish Vision-aligned Goals

Is the Leader establishing meaningful **goals** at a range of levels (e.g., school, classroom, grade/subject) to drive towards the vision and short and long-term improvement?

Leader Look Fors:

- Create clear, measurable and ambitious goals aligned to the vision
- Create goals that meet the needs of all students and all student sub-groups while maintaining high expectations
- Create and maintain a data-driven culture that supports meaningful goals
- Co-create classroom and student-level goals with teachers that will drive toward school-wide goals and vision
- Evaluate and build expertise and opinions about the assessments in your school

Competency: Diagnose and Monitor Progress

Is the Leader actively **diagnosing and monitoring progress** toward the vision and goals in order to prioritize and plan with the end in mind?

Leader Look Fors:

- Analyze a range of student, teacher and school-level data systematically in order to inform decisions, monitor progress and improve student outcomes.
- Approach strategic prioritization by constantly analyzing root causes in order to identify goals, plans and actions that are high leverage and foundational.
- Develop and revise strong, vision-aligned plans for each priority based on root-cause analysis, forecasting ahead, and displaying critical thinking and creativity (including “cage busting” problem solving)
- Create an entry plan that includes a diagnosis of the current state of the school and a set of clear priorities aligned to the vision
- Accurately evaluate teacher performance against rigorous teacher performance standards and student outcomes aligned to College and Career-ready standards.
- Diagnose areas for improvement at a range of levels based on classroom observations and teacher ratings (individual, content/grade, school-wide)
- Operate with an “ear to the ground” in order to constantly evaluate progress toward the goals and vision for culture with anecdotal data

| Ineffective | Minimally Effective | Developing | Effective | Exemplary |
|-------------|---------------------|------------|-----------|-----------|
|-------------|---------------------|------------|-----------|-----------|

How well is the Leader doing in the practice? How often is the Leader engaged in the practice? Is the Leader's practice impactful?



Domain: Authentic Leadership

Competency: Invest Stakeholders

Is the Leader **investing** stakeholders (including families, staff, students and community members) in the vision, goals and systems and motivating them to action?

Leader Look Fors:

- Tailor communication (including content, tone, modality and timing) to a range of audiences and settings
- Communicate in writing and orally in a clear, concise and compelling manner
- Inspire others to action and/or investment through compelling use of data, storytelling and/or pertinent examples
- Build coalition among stakeholders to garner support and align priorities
- Anticipate the reactions of others' and plan pre-emptively

Competency: Recognize Identity, Beliefs, Values, and Behaviors

Is the Leader recognizing how **identity**, beliefs, values and behaviors impact school leadership and vision?

Leader Look Fors:

- Identify your authentic leadership self and articulate your unique pathway to leadership
- Consider the values of others when making decisions and responding
- Exhibit self- and situational awareness and respond in the moment and adjust course accordingly
- Actively listen in a range of settings and with a range of audiences
- Accurately reflect on personal leadership and drive personal and technical growth as a leader
- Reflect on existing cultural norms in the school and the community; embrace and address related opportunities and challenges with students, staff and families

Competency: Build Relationships

Is the Leader establishing trust and fostering collaboration by building **relationships**?

Leader Look Fors:

- Move forward productively when addressing challenging and sensitive issues through inclusive, honest and direct communication
- Proactively build relationships with key stakeholders in a genuine and intentional way
- Build trust by modeling vulnerability, seeking input from others, and being transparent about and explaining the rationale for the decisions you make
- Maintain visibility in the school and community (including, e.g., greeting parents and students at drop-off, regularly observing classes, transitions, events, being present for key after-school activities, attending events in the community, etc.
- Encourage two-way communication with stakeholders (including, but not limited to, mechanisms for feedback) as appropriate

| Ineffective | Minimally Effective | Developing | Effective | Exemplary |
|-------------|---------------------|------------|-----------|-----------|
|-------------|---------------------|------------|-----------|-----------|

How well is the Leader doing in the practice? How often is the Leader engaged in the practice? Is the Leader's practice impactful?



Domain: Rigorous Instruction and Learning

Competency: Drive Teacher Improvement

Is the Leader driving **teacher improvement** by creating and implementing systems, structures and opportunities that support and develop teachers to implement rigorous, College and Career Ready standards and lead to **student achievement**?

Leader Look Fors:

- Analyze current instructional practices for alignment to the shifts of College and Career Ready standards and determine and prioritize high leverage next steps.
- Provide frequent feedback that is grounded in the expectations for Common Core aligned instruction and that helps teachers understand their instructional strengths and weaknesses and prioritizes steps to improve alignment (e.g., using the IPG or similar, aligned tool)
- Identify, plan, implement and follow up on development opportunities (individual and/or in group settings) within the school-schedule and plan for how best to leverage them (including, but not limited to: grade-level meetings, 1:1 PD, PD days during the year, observation-feedback cycles, modeling, real-time coaching, data meetings, etc.)
- Communicate feedback that yields change in teacher performance (and that builds a reflective, open and trusting relationship)

Competency: Maintain a Rigorous Instructional Core

Is the Leader building and maintaining a **rigorous instructional core** by ensuring College and Career Ready standards-aligned instructional materials and curricular resources are supported and implemented across all classrooms?

Leader Look Fors:

- Evaluate quality and alignment of individual tasks and lesson plans to the demands of College and Career Ready standards.
- Analyze student work for alignment to the rigor of the standards and shifts; determine next steps to improve student outcomes.
- Describe how curriculum is designed and how it connects to the shifts.
- Analyze an example of aligned curriculum and articulate what makes it aligned and how it supports the shifts/standards.
- Analyze current curricular resources in use and identify gaps in alignment
- Determine and prioritize high leverage next steps to move toward alignment at the school level through a range of change management strategies.
- Establish and systematize expectations, time, and tools support the implementation of College and Career Ready-aligned curriculum and materials.

| Ineffective | Minimally Effective | Developing | Effective | Exemplary |
|-------------|---------------------|------------|-----------|-----------|
|-------------|---------------------|------------|-----------|-----------|

How well is the Leader doing in the practice? How often is the Leader engaged in the practice? Is the Leader's practice impactful?



Domain: Strategic Talent Management

Competency: Differential Retention
Is the Leader aligning and executing bold **differential retention and staffing** practices to create a strong team and reach goals?

- Leader Look Fors:
- Identify and strategically place outstanding talent
 - Make critical and timely interventions to exit consistently poor performers
 - Retain top performers through a range of strategies

Competency: Manage and Cultivate Others
Is the Leader **managing and cultivating** others to maximize implementation of the vision and supporting systems and develop individuals in their roles (instructional and noninstructional)?

- Leader Look Fors:
- Clearly define staff members’ roles and responsibilities
 - Coach and develop staff members to meet the expectations of their role
 - Distribute and delegate leadership and tasks appropriately and strategically
 - Hold staff members accountable, celebrate effort and results, and treat mistakes as learning opportunities
 - Build a culture where staff members are proactive about taking on additional work or projects that advance the school toward the vision
 - Prioritize team morale and productivity, including celebrating accomplishments

| | | | | |
|-------------|---------------------|------------|-----------|-----------|
| Ineffective | Minimally Effective | Developing | Effective | Exemplary |
|-------------|---------------------|------------|-----------|-----------|

How well is the Leader doing in the practice? How often is the Leader engaged in the practice? Is the Leader’s practice impactful?