



Form D: District Implementation Support Rubric

Essential Components	RFI Questions	Level A (fully meets/exceeds)
Intro to services	D0. Provide a 2-3 sentence summary introduction to your implementation support services for districts.	Not scored - informational only
Description of overall approach to Implementation support	<p>D1. What is your organization's approach to supporting districts in implementing improvement plans? (Include both Theory of Action and scope and sequence of work.)</p> <p>D2. Does your organization specialize in one or more of the Four Domains or take a comprehensive approach across all domains? What is your rationale for that approach?</p> <p>D3. How do your organization's services build district capacity to differentiate supports, resources, and accountability based on school context and need?</p> <p>D4. What is your organization's expertise (if any) in facilitating local boards in overseeing the implementation of dramatic improvement efforts.</p>	<p>D1.a. Theory of action is grounded in evidence and is specifically aligned to implementing strong Four domains-aligned systems and structures and focuses on sustainability within the district</p> <p>D1.b. The scope and sequence of work includes a timeline and description of activities and how those activities are linked to expected outcomes</p> <p>D2. a. Provider clearly identifies whether the provider specializes in one or more domains or whether they are taking a comprehensive approach across all domains and rationale for either</p> <p>D3.a. Provider approach builds district strategic capacity to differentiate support, resources, and accountability based on school context and needs (e.g. Title schools, AECs, Status on State Accountability Clock, etc)</p> <p>D4.a. Provider describes how their services build board capacity to oversee implementation of dramatic improvement efforts including: setting and monitoring clear performance targets and resourcing priority initiatives</p>
Four Domains specific support: Turnaround leadership development	D5. How are your organizational services designed to build turnaround leadership competencies?	<p>All applicants</p> <p>D5. a. Supports are designed to develop turnaround leadership competencies and skills aligned to the Four Domains through a combination of consulting and coaching</p>



	<p><u>If applying for STLD</u></p> <p>D6. Please describe your turnaround leadership development program including:</p> <ul style="list-style-type: none"> - a scope and sequence and - program structure (format, contact hours, intended audience, certification if applicable) <p><u>For STLD Students with Disabilities Providers specifically</u></p> <p>D7. Please describe how your turnaround leadership development program provides specialized content targeted at building district leaders' capacity to design and implement systems and structures to equitably serve students with disabilities (see resources for High Leverage Practices in Appendix C)</p>	<p>If applying to be an approved STLD provider</p> <p>D6. a. The proposed scope and sequence for cohort-based professional learning is designed to build turnaround leadership competencies (driving for results, influencing change) aligned to the Four Domains and specific to district leadership roles</p> <p>D6. b. Clear description of target audience, program duration, and whether program results in certification</p> <p>D6.c. Program delivery model includes coaching and customized support to apply learning within the district context</p> <p>D6.d. STLD program service model includes professional learning and/or coaching for leaders in developing/ implementing strategies designed to address equity gaps and the needs of underserved populations (English language learners, students with disabilities, students of color) .</p> <p>For STLD providers focused on developing leadership for effective systems, strategies, and services for students with disabilities</p> <p>D7.a. Provider's team capacity matrix includes members with expertise in IDEA and experience developing and leading district systems and strategies for serving students with disabilities</p> <p>D7.b. STLD Program service model includes professional learning and/or coaching for leaders in creating systems and implementing effective practices in special education across schools that are designed to address access and equity gaps among students with disabilities. These effective practices in schools include: -</p> <ul style="list-style-type: none"> - <u>assessment</u> (e.g building teacher's capacity to disaggregate and use data to collaboratively design and implement programs and adjust instructional practices to meet student needs). - <u>collaboration</u> (e.g. ensure schools have systems to promote collaboration among professionals and with families to support student learning and secure needed services).
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		<ul style="list-style-type: none"> - <u>instruction</u> (e.g. ensure schools set learning goals, design instruction, and utilize a variety of instructional strategies, materials, and technology to scaffold supports and guide student's learning and behavior) - <u>social-emotional and behavioral supports</u> (e.g. ensure staff have capacity to provide feedback to guide students' behavior, teach social skills, and conduct functional behavior assessments and develop behavior plans) <p>D7.c. STLD Program service model includes a focus on training teams of individuals responsible for special education systems and strategies in the district to support a cross-disciplinary and integrated approach</p>
Four Domains specific support: Talent Development	<p>D8. How are your organization's services designed to build district capacity to implement district-level systems for recruiting, developing, and retaining talent?</p> <p>D9. What is your organization's approach to building district capacity to implement an effective and comprehensive talent management system?</p> <p>D10. How are your organization's services designed to support the district in building a diverse workforce and promoting strategic staffing and equitable staffing across schools, especially schools with equity gaps?</p>	<p>D8.a. and D9.a. The provider's training and consulting services support the district to build capacity to design and implement district-level systems for recruiting and pipelining and retaining talent</p> <p>D8.a. and D9.a. The provider's training and consulting services support the district to build capacity to design and implement district-level systems for developing talent including induction, career progression, and aligned professional development</p> <p>D8.a. The provider's consulting services support the district in strategic staffing and/or organizational realignment or reorganization (if applicable to service model)</p> <p>D10.a. The provider's training and consulting services support the district to build capacity to develop a diverse workforce and promote equitable staffing across schools, especially schools with equity gaps</p>
Four Domains specific support: Instructional Transformation	<p>D11. What is your organization's approach to building district capacity to implement an aligned instructional infrastructure that results in consistent rigorous</p>	<p>D11.a. Provider's training and consulting services support the district in curriculum alignment and implementation of standards based curriculum across one or more schools. Advises on adoption of evidence-based curriculum (e.g. READ act, Ed-Reports) if applicable</p>



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	<p>instruction across schools and classrooms?</p> <p>D12. How are your organization's services designed to build district capacity to implement district-level systems for implementing standards based curriculum and assessments and closing equity gaps?</p> <p>If applicable to your organization's model only:</p> <p>D13. How do your organization's services support the district in developing a district strategy for post-secondary success?</p> <p>D14. How do your organization's services support districts in school design/redesign</p>	<p>D11.b The provider's training and consulting services support the district in developing and implementing effective assessment and DDI systems and strategies across one or more schools</p> <p>D12.a. The provider's training and consulting services support the district in developing/ implementing strategies designed to address equity gaps and the needs of underserved populations (English language learners, students with disabilities, students of color) across one or more schools</p> <p>If applicable to provider service model only</p> <p>D13.a. The provider's training and consulting services support the district in developing a district strategy for post-secondary success (CTE, concurrent enrollment, AEC, etc) across one or more schools</p> <p>D14.a. The provider's training and consulting services support the district in school design/redesign as a turnaround strategy</p>
<p>Four Domains specific support: Climate and Culture Shift</p>	<p>D15. How do your organization's services build district capacity to foster and sustain a positive culture of student, staff, and family engagement and well-being?</p> <p>D16. How do your organization's services build district capacity to implement strategies designed to address equity gaps in engagement and discipline and the needs of underserved populations?</p>	<p>D15.a. The provider's training and consulting services support the district in developing and implementing family and community partnership strategies that engage diverse stakeholders</p> <p>D15.b. The provider's training and consulting services support the district in developing/ implementing a system of SEL strategies to support student and staff well-being</p> <p>D16. a. The provider's training and consulting services support the district in developing/ implementing strategies designed to address equity gaps in engagement and discipline and the needs of underserved populations (English</p>



		language learners, students with disabilities, students of color)
Progress monitoring	<p>D17. What is your organization's process for progress monitoring the agreed upon scope of work with the district?</p> <p>D18. What is your organization's process for supporting districts in setting and monitoring clear implementation and outcome performance targets for implementation of their plan(s)?</p> <p>If applicable to service model</p> <p>D19. How do your organization's services engage the local board and/or build their capacity to monitor, resource, and be publicly accountable for district improvement goals?</p>	<p>D17.a. Provider response describes a clear process, timeline and meeting structure for monitoring implementation of agreed upon scope of work with the district (e.g. data collection, analysis, and decision making regarding adjustments). Specific metrics identified are clearly aligned to theory of action.</p> <p>D18.a. The provider provides evidence of a process for supporting district in identifying implementation benchmarks and/or monitoring implementation of district strategic and/or department strategic plan</p> <p>If applicable to service model</p> <p>D19.a. Provider approach builds board capacity to</p> <ul style="list-style-type: none"> - monitor implementation of district strategic improvement goals, - align resources to support implementation - maintain public accountability to progress against the goals
Anticipated impact and/or track record of success	<p>D20. How do you/will you determine the success and/or impact of your implementation support with districts?</p> <p>D21. Provide specific narrative examples of your work with districts and the impact(s) of that work.</p> <p>D22. Provide any data demonstrating the efficacy of your implementation support with districts.</p> <p>D23. Provide 1-2 sample work products that represent your</p>	<p>D20.a. Provider response identifies specific outcomes that their work is intended to impact that are aligned to the four domains and these outcomes include school and systems-level data as well as a plan for measurement</p> <p>D21.a. Provider response and/or references include specific examples of their implementation support for districts and the impact of their services</p> <p>D22.a. Provider includes annotated sample evaluation reports and/or data demonstrating past efficacy directly related to the services being described</p> <p>D23.a. Provider includes sample work products which may include internal protocols, tools and resources or sample work products that a district would receive) Sample work</p>



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	<p>approach to supporting district improvement implementation efforts and the impacts of that work (e.g. internal protocols, tools and resources, or sample work products that districts receive). See guidance on annotating work products.</p>	<p>products are annotated to demonstrate how they meet the quality criteria of the RFI.</p>
References	<p>Please submit the name and contact information (phone and email) for the last three schools or districts with whom your organization contracted. References will be contacted by CDE staff.</p>	<p>References are used as part of the body of evidence to assess capacity throughout the provider application</p>