



Form E: School Implementation Support Rubric

Essential Components	RFI Questions	Level A (fully meets/exceeds) quality criteria
Intro to services	E.0. Provide a 2-3 sentence summary introduction to your implementation support services for schools.	Not scored - informational only
Description of overall approach to Implementation support	<p>E1. 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>E2. 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>E3. How does your organization partner with district leaders in supporting school improvement efforts?</p>	<p>E1. a. Theory of action is grounded in evidence, is specifically aligned to implementing strong Four domains-aligned systems and structures, and focuses on sustainability within the school.</p> <p>E1.b. The provider's scope and sequence of work includes a timeline and description of activities and how those activities are linked to expected outcomes.</p> <p>E2. a. The provider clearly identifies whether the organization specializes in one or more domains or whether they are taking a comprehensive approach across all domains and rationale for either</p> <p>E3. The provider's approach specifically aligns their work with district partners (e.g. principal supervisors) in their support of school improvement work.</p> <p>-</p>
Four Domains specific support: Turnaround leadership development	<p>E4. How are your organizational services designed to build turnaround leadership competencies?</p> <p><u>If applying for STLD, please answer these additional questions</u></p> <p>E5. Please describe your turnaround leadership development program including:</p>	<p>All applicants</p> <p>E4. 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>If applying to be an approved STLD provider</p> <p>E5. a. Scope and sequence for professional learning is designed to build turnaround leadership competencies (driving for results, influencing change) aligned to the Four Domains.</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>E6. Please describe how your turnaround leadership development program provides specialized content targeted at building school 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>E5. b. The response gives a clear description of target audience, program duration, and whether program results in certification.</p> <p>E5.c. Program delivery model includes coaching and customized support to apply learning within the school context.</p> <p>E5.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 (ELL, ESS, students of color).</p> <p>For STLD providers focused on developing leadership for effective systems, strategies, and services for students with disabilities</p> <p>E6.a. Provider's team includes members with expertise in IDEA and experience developing and leading district systems and strategies for serving students with disabilities</p> <p>E6.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). - <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
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		<p>functional behavior assessments and develop behavior plans)</p> <p>E6.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>E7. How are your organization's services designed to build school capacity to recruit, develop, and retain talent and build a diverse workforce?</p>	<p>E7.a. Provider's supports are designed to build school leadership and staff competencies in recruiting, developing, and retaining talent, including building a diverse workforce.</p>
Four Domains specific support: Instructional Transformation	<p>E8. How are your organization's services designed to build school capacity to provide consistently rigorous instruction across classrooms?</p> <p>E9. How are your organization's services designed to build school capacity to develop a strong data literacy and assessment culture and systems?</p> <p>E10. How do your organization's services build schools' capacity to address equity gaps in academic growth and achievement and the needs of underserved populations?</p>	<p>E8.a. The provider delivers training and consulting services targeted toward effective implementation of a standards aligned curriculum.</p> <p>E8.b. The provider's service model includes training and/or coaching for school leadership in effective implementation of essential instructional practices (e.g. obs/feedback cycles, coaching teachers, supporting planning, etc).</p> <p>E9.a. The provider's service model includes training and/or consulting services targeted toward developing and implementing effective assessment and DDI systems and strategies</p> <p>E10.a. The provider's service model includes training and/or consulting services targeted toward developing/ implementing strategies designed to address equity gaps and the needs of underserved populations (English language learners, students with disabilities, students of color) across classrooms and specialized service delivery.</p>



Four Domains specific support: Climate and Culture Shift	<p>E11. How do your organization’s services build schools’ capacity to foster and sustain a positive culture of student, staff, and family engagement and well-being?</p> <p>E12. How do your organization’s services build schools’ capacity to address equity gaps in engagement and discipline and the needs of underserved populations?</p>	<p>E11.a. The provider’s training and consulting services are designed to support school to develop and implement family and community partnership strategies to engage diverse stakeholders in alignment with the Family, School and Community Partnerships (FSCP) Standards.</p> <p>E11.b. The provider’s training and consulting services support the school in developing/implementing whole school strategies for building a positive school climate.</p> <p>E11.c. The provider’s training and consulting services support the school in developing/ implementing a system of SEL strategies to support student and staff well-being.</p> <p>E12.a. The provider’s training and consulting services support the school in developing/implementing strategies designed to address equity gaps in engagement and discipline and the needs of underserved populations (English language learners, students with disabilities, students of color).</p>
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Progress monitoring	<p>E13. What is your organization's process for progress monitoring the agreed upon scope of work with the school?</p> <p>E14. What is your organization's process for supporting schools in setting and monitoring clear implementation and outcome performance targets for implementation of their plan(s)?</p>	<p>E13.a. The provider describes a clear process, timeline and meeting structure for monitoring implementation of agreed upon scope of work with school (e.g. data collection, analysis, and decision making regarding adjustments). Specific metrics identified should be clearly aligned to theory of action.</p> <p>E14. a. The provider provides evidence of a process for supporting district in identifying implementation benchmarks and/or monitoring implementation of school improvement plan</p>
Anticipated impact and/or track record of success	<p>E15. How do you/will you determine the success and/or impact of your implementation support with schools?</p> <p>E16. Provide specific narrative examples of your work with schools and the impact(s) of that work.</p> <p>E17. Provide any data demonstrating the efficacy of your implementation support with schools.</p> <p>E18. Provide 1-3 sample work products that represent your approach to supporting school improvement implementation efforts and the impacts of that work (e.g. internal protocols, tools and resources, or sample work products that schools receive). See guidance on annotating work products.</p>	<p>E15.a. The provider identifies specific outcomes that their work is intended to impact that are:</p> <ul style="list-style-type: none"> - aligned to the four domains outcomes include student and systems-level data; and - a plan for measurement <p>E165.a. The provider's response and/or references include specific examples of their implementation support for schools and the impact of their services</p> <p>E17.a. The provider's response includes sample evaluation reports and/or data demonstrating past efficacy aligned to proposed services and Four Domains</p> <p>E18.a. The provider's response includes sample work products which may include internal protocols, tools and resources or sample work products that a school would receive) Sample work 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</p>	<p>References are used as part of the body of evidence to assess capacity throughout the provider application</p>



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