



Form G: School Manager Rubric Template

Essential Components	RFI Questions	Level A (fully meets/exceeds)
Intro to services	G0. Provide a 2-3 sentence summary introduction to your school management services	Not scored - informational only
Description of overall approach to Management (selects partial, full, or both)	<p>G1. What is your organization's approach to supporting schools as a manager? Include a description of sequencing or activities central to service provision and your approach to staffing in a manager role.</p> <p>G2. Is your organization available to serve as a partial manager, full manager, or both? Provide a rationale.</p> <p>G3. If your organization supports districts with general improvement capacity building, how does your approach to management differ?</p> <p>G4. What is your organization's approach to identifying and working with other third-party providers to provide specific services to support overall school improvement efforts?</p>	<p>G1.a. Theory of action is grounded in evidence and is specifically addresses the organization's approach to assuming authority and building capacity in Four domains-aligned systems and structures and focuses on sustainability within the school</p> <p>G1.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>G2.a. Clearly identifies whether the organization specializes in partial management, full management, or both and provides a rationale</p> <p>G3.a. Describes how approach to manager role is different from general capacity building for school improvement</p> <p>G4.a. Describes coherent approach to identifying and effectively integrating other providers into overall services to support implementation of district pathways plan or state board order including prioritization, sequencing, communication, and decision-making</p> <p>If applicable</p> <ul style="list-style-type: none"> - Sample scope of work or management contact aligns with organization's approach and theory of action
Governance	G5. How will your organization work with the local board,	G5.a. Provider describes an approach to working with the local board that includes consistent communication with the



	<p>superintendent and school leader in your role as a school manager?</p> <p>G6. How will your contract with the district address dispute resolution?</p> <p>G7. How would you handle a conflict that arose between your organization and the school leader?</p>	<p>board and/or superintendent on progress toward specific deliverables and milestones of the management contract</p> <p>G6.a. and G7.a. The provider has a codified conflict resolution approach that clearly describes a process that includes informal attempts at resolution and a clear escalation protocol to escalate unresolved concerns to the superintendent and local board.</p> <p>If applicable</p> <p>G6.a. Sample scope of work or management contact includes clear conflict resolution process</p>
<p>Four Domains specific support: Turnaround leadership development</p>	<p>G8. How are your management services designed to build turnaround leadership competencies in school leader(s)?</p> <p>G9. Which specific authorities typically associated with the Principal Supervisor, Principal, or school leadership team is your organization willing to assume in your role as a manager?</p> <p>G10. How does your organization anticipate working with the superintendent and/or Principal supervisor to make decisions and recommendations regarding the areas in the agreed-upon scope of work for the school?</p> <p>G11. What is your organization's process for transferring authorities and responsibilities initially assumed by the manager back to the school leader(s)?</p>	<p>Capacity Building</p> <p>G8.a. The provider's supports are designed to develop school turnaround leadership competencies and skills through a combination of consulting and coaching</p> <p>If applicable</p> <ul style="list-style-type: none"> - Sample scope of work or management contact is annotated to demonstrate further evidence of the quality criteria above <p>Authority</p> <p>G9.a. The provider describes specific authorities and responsibilities typically associated with the Principal that the organization is willing to assume</p> <p>G10.a. The provider describes how it will work with the superintendent in decision-making in areas where the superintendent has authority and where the manager is in an advisory role for the school</p> <p>G11.a. The provider has a clear process and identified milestones and readiness criteria for devolving authority and responsibilities back to the school leader(s) over the course of the contract as capacity is built among school leadership</p>



<p>Four Domains specific support: Talent Development</p>	<p>G12. What are your organization's beliefs around hiring, growing, and retaining talent to ensure a diverse workforce with the skills and mindsets for turnaround?</p> <p>G13. How will your organization work with the district HR to implement effective school-based practices for recruiting, developing, and retaining talent?</p> <p>G14. How are your management services designed to build district capacity to recruit, develop, and retain talent in order to develop a diverse workforce?</p> <p>E15. What specific authorities and/or responsibilities would the organization be willing to assume related to hiring, evaluation, and firing decisions at the school level?</p>	<p>Capacity Building</p> <p>G12.a. and G13.a. and G14.a. The provider's supports are designed to build school leadership and staff competencies in recruiting, developing, and retaining talent, including building a diverse workforce</p> <p>If applicable</p> <ul style="list-style-type: none"> - Sample scope of work or management contact is annotated to demonstrate further evidence of the quality criteria above <p>Authority</p> <p>G15.a. The provider describes any authority it would be willing to assume over hiring, evaluation, and firing decisions at the school level.</p>
<p>Four Domains specific support: Instructional Transformation</p>	<p>G16. How will your organization work with the district's Curriculum, Instruction, and Assessment Department(s) and Principal supervisor to implement effective school-based instructional systems and practices?</p> <p>G17. How are your management services designed to build school capacity to implement a consistent vision for excellence in instruction? Include the following:</p> <ul style="list-style-type: none"> - standards aligned curriculum - assessments - observation/feedback and coaching of teachers 	<p>Capacity Building</p> <p>G16.a. and G17.a. The provider delivers training and consulting services targeted toward effective implementation of a standards-aligned curriculum</p> <p>G16.a. and G17.a. The provider's service model includes training and/or coaching for school leadership in effective implementation of essential instructional practices (e.g. observation/feedback cycles, coaching teachers, supporting planning, etc)</p> <p>G16.a. and G17.a. The provider's service model includes training and/or consulting services targeted toward developing and implementing effective assessment and Data-Driven Instructional systems and strategies</p> <p>G16.a. and G17.a. The provider's service model includes training and/or consulting services targeted toward developing and implementing strategies designed to address equity gaps and the needs of underserved populations</p>



	<ul style="list-style-type: none"> - effective professional learning and PLC time <p>G18. What specific authorities and/or responsibilities related to school curriculum and assessments is your organization willing to assume in your role as a manager?</p>	<p>(English language learners, students with disabilities, students of color)</p> <p>If applicable</p> <ul style="list-style-type: none"> - Sample scope of work or management contract is annotated to demonstrate further evidence of the quality criteria above <p>Authority G18.a. If the school has autonomy from the district, the provider describes any authority it would be willing to assume over decisions related to recommending curriculum and assessments for adoption and defining a school-wide approach to instructional expectations.</p>
Four Domains specific support: Climate and Culture Shift	<p>G19. What role, if any, would your organization anticipate having in stakeholder engagement and communication?</p> <p>G20. What role, if any, would your organization anticipate having in building the school's capacity to build a positive staff and student culture and provide aligned supports for staff and student wellness?</p> <p>G21. What authority, if any, would your organization be willing to assume with regards to communication, stakeholder engagement and/or culture building initiatives?</p>	<p>Capacity Building G19.a. The provider's training and consulting services support the school in developing and implementing family and community partnership strategies that engage diverse stakeholders</p> <p>G20.a. The provider's training and consulting services support the school in developing and implementing a system of SEL strategies to support student and staff well-being</p> <p>G20.b. The provider's training and consulting services support the district in developing and 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> <p>Authority G21.a. The provider describes what role, if any, it would assume with regards to school's stakeholder engagement and culture building initiatives</p>
Progress monitoring	<p>G22. What is your organization's approach to progress monitoring the implementation of the agreed upon scope of work for the</p>	<p>G22.a. The provider's response describes a clear process, timeline, and meeting structure for monitoring implementation of agreed upon scope of work with the district superintendent, board, and other key stakeholders</p>



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	<p>management contract between the district and your organization?</p> <p>G23. What is your organization's approach to supporting the district in progress monitoring implementation of the school's approved Pathways Plan or the State Board order?</p> <p>G24. Please provide an example of progress monitoring tools or protocols your organization uses (if applicable)</p>	<p>(e.g. data collection, analysis and decision making regarding adjustments).</p> <p>G23.a. The provider's response includes evidence of a process for supporting the district in identifying implementation benchmarks or monitoring implementation of school pathways plan or State Board order, including a sample year at a glance and/or tools used to monitor progress.</p> <p>G24.a. The provider's progress monitoring tool(s) identify clear and measurable benchmarks (implementation and leading indicators), as well as a schedule for regular monitoring and the ability to adjust actions as needed</p>
Anticipated impact and/or track record of success	<p>G25. What is your organization's experience acting as a manager for schools in turnaround? Include:</p> <ul style="list-style-type: none">- How you measure success- Specific examples of your organization's management support for other schools- Any data demonstrating the impact of your services	<p>G25.a. The provider identifies specific outcomes that its work is intended to impact that are aligned to the four domains</p> <ul style="list-style-type: none">- Specifically, these outcomes include school- and systems-level data, as well as a plan for measurement <p>G25.b. The provider's response or references include specific examples of its management support for other schools</p> <p>G25.c. Provider's response includes sample evaluation reports or data demonstrating past efficacy directly related to the services being described</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>