

Learning Partner Selection Rubric



The purpose of the Learning Partner Selection Rubric is to assist in the process of selecting a learning partner matched to school needs.

Scoring	2	1	0
Delivery of Services (Meets site needs, cost, timeline, delivery method)	Learning Partner submits a plan that meets the identified needs of the school, including cost, timeline of services, and delivery methods.	Learning Partner submits a plan that has some, but not all, of the delivery of services components.	Learning Partner submits a plan that has none of the delivery of services components.
Alignment Services	Learning Partner submits a plan that fully aligns to the SMART goal(s) set by the school as identified in the School Level Needs Assessment, and services are approved by the district.	Learning Partner submits a plan that partially aligns to the SMART goal(s) set by the school as identified in the School Level Needs Assessment, and services are approved by the district.	Learning Partner submits a plan NOT aligned to any of the SMART goal(s) set by the school or district as identified in the School Level Needs Assessment, and services are not approved by the district.
*Customized Services	Learning Partner submits a plan that is customized to the School Improvement Plan set by the school as identified in the School Level Needs Assessment.	Learning Partner submits a plan partially customized to the School Improvement Plan set by the school as identified in the School Level Needs Assessment.	Learning Partner does not submit a plan customized to the School Improvement Plan set by the school as identified in the School Level Needs Assessment.
Stakeholder Engagement	Learning Partner submits a plan that offers a viable plan for engagement and buy-in from key stakeholders, including strategies and methods that focus on stakeholder collaboration.	Learning Partner submits a plan that offers a partial plan for stakeholder engagement with minimal strategies or methods for stakeholder collaboration.	Learning Partner submits a plan that does not offer a plan for stakeholder engagement.

Scoring	2	1	0
<p>*Evidence Based</p> <p>Educational research or metrics pertaining to school, teacher, and/or student performance used to inform decisions related to school improvement.</p> <p>For more information on selecting evidence-based practices see the following resources:</p> <ul style="list-style-type: none"> • School Improvement Common Language • Selecting Evidence-Based Practices for Tiers 1, 2, and 3: Navigating Clearinghouses and Databases 	<p>Learning Partner submits a plan with services that are evidence-based, meet Tier 1(Strong) or Tier 2 (Moderate) criteria, and are aligned to the School Improvement Plan.</p>	<p>Learning Partner submits a plan with services that are evidence-based, meet Tier 3 (promising) criteria, and are aligned to the School Improvement Plan.</p>	<p>Learning Partner submits a plan with services that are NOT evidence-based and do NOT meet either Tier 1(strong), Tier 2 (moderate), or Tier 3 (promising) criteria.</p>
<p>*Capacity Building/Sustainability</p>	<p>Learning Partner submits a plan that will build the leadership, teacher, and school capacity to sustain similar work in the future without support from the learning partner.</p>	<p>Learning Partner submits a plan that has limited potential to build the leadership, teacher, and school capacity to carry out similar work in the future.</p>	<p>Learning Partner submits a plan that does not address building the school's capacity to carry out similar work in the future, nor does the Learning Partner have the capacity to successfully deliver on the scope of work.</p>
<p>Learning Partner Capacity</p>	<p>Learning Partner has the capacity (i.e., human resources, financial stability, expertise, and experience) to successfully deliver the scope of work and can provide demonstrated positive results with work from other districts and schools with similar demographics.</p>	<p>Learning Partner has limited capacity for delivering the scope of work and the demonstrated results from other districts do not match the demographics of our school.</p>	<p>The Learning Partner submits a plan that does not meet the scope of work for our school and the Learning Partner cannot demonstrate positive results from other districts or schools.</p>
<p>Professional Development</p>	<p>Learning Partner submits a plan that outlines how the PD provided will enhance teachers' skills in the classroom and will increase student achievement aligned to the School Improvement Plan.</p>	<p>Learning Partner submits a plan that outlines EITHER how the PD provided will enhance teachers' skills in the classroom OR will increase student achievement aligned to the School Improvement Plan.</p>	<p>Learning Partner submits a plan that does not outline how the PD provided will enhance teachers' skills in the classroom and is not correlated to an increase in student achievement aligned to the School Improvement Plan.</p>

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Evaluation and Monitoring	Learning Partner submits a plan that identifies a process for evaluating and monitoring the performance of services to include written report(s).	Learning Partner submits a plan that identifies a process for monitoring the performance of services provided.	Learning Partner submits a plan that does not identify a process for evaluating or monitoring the performance of services.

Adapted from the Connecticut State Department of Education's External Learning Partner Rubric

Disclaimer: This rubric is intended to offer a framework for the selection of learning partners. Schools should work closely with their district to ensure alignment with all procurement policies and requirements.

*Must score a 2 or 1 in these performance descriptors

Scoring Rubric for Rating Learning Partner Services	
15-18	Learning Partner meets most or all the high-performing criteria on the rubric.
10-14	Learning Partner meets some performance criteria, including critical (*) criteria on the rubric, but more detail is needed from Learning Partner for further consideration.
0-9	Learning Partner does not meet most of the criteria on rubric and cannot be considered.