



# TECHNICAL PROPOSAL FOR Leadership Grant Support Providers

JULY 10, 2025

## SUBMITTED BY

Jennifer S Norford  
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## SUBMITTED TO

Katelyn Howells  
Purchasing Agent  
Iowa Department of Administrative Services  
515.721.7856  
[Katelyn.Howells@iowa.gov](mailto:Katelyn.Howells@iowa.gov)

*This offer is firm for a period of 120 days from the proposal date.*

**Response Check List**

RFP REFERENCE SECTION	RESPONSE INCLUDED	
	Yes	No
<b>Technical Proposal</b>	X	
Exhibit 1 - Transmittal Letter	X	
Exhibit 2 - Executive Summary	X	
Exhibit 3 - Experience	X	
Exhibit 4 - Relevant Experience	X	
Exhibit 5 - Mandatory Technical Specifications	X	
Exhibit 6 - Knowledge Areas	X	
Exhibit 7 - Coaching Philosophy and Approach	X	
Exhibit 8 - Personnel	X	
Exhibit 9 - Geographical Locations Serviced	X	
Exhibit 10 - Professional/Organizational Services Overview	X	
Exhibit 11 - Supporting Documentation		X
Exhibit 12 - Additional Services		X
<b>Public Copy of Technical Proposal</b> with Confidential Information Excised (Optional)		X
<b>Cost Proposal</b>	X	

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## Exhibit 1: Transmittal Letter



July 10, 2025

Katelyn Howells  
Purchasing Agent  
Iowa Department of Human Services  
255 Capital Street NE, Salem, OR 97310

RE: 005-RFP-1695-2025 for Leadership Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant

Dear Ms. Howells,

On behalf of Marzano Research, I am pleased to submit this proposal in response to the Iowa Department of Human Services 005-RFP-1695-2025 for Leadership Grant Support Providers.

Our organization brings extensive experience in literacy development, standards-based instruction, data-informed decision-making, multi-tiered systems of support (MTSS), and literacy leadership. We have designed and delivered successful professional learning programs for educators, administrators, and other instructional staff at school, district, and state levels.

The designated point of contact for this proposal is:

Jennifer S Norford  
Principal and Chief Program Officer  
jennifer.norford@marzanoresearch.com  
720.4636.3600 x110  
2501 N Race Street, Denver, CO 80205

Marzano Research requests an exception to provision 1.12 Intellectual Property found on pages 12 and 13 in the General Terms and Conditions for Service Contracts/Solicitations. Marzano Research seeks to protect its pre-existing intellectual property.

Marzano Research requests that the State include the following language in any contract resulting from this Request for Proposals:

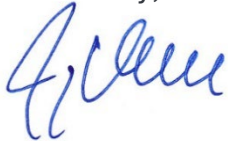
Marzano Research will retain all rights to any pre-existing intellectual property (“Marzano Research IP”) used in the course of providing services under this Agreement or included in any deliverable, and nothing in this Agreement will be construed as a transfer of any such pre-existing

intellectual property. Marzano Research grants a personal, limited, nonexclusive, nontransferable, and revocable license to any Marzano Research IP incorporated into the deliverables. Client agrees that the Marzano Research IP may be used solely in connection with the deliverables and for no other purpose whatsoever.

This change is the only exception requested.

We welcome the opportunity to collaborate with the Iowa Department of Education support implementation of the Comprehensive Literacy State Development grant and to advance student literacy learning and outcomes. Thank you for considering our proposal.

Sincerely,



Joy Bell

Chief Operating and Financial Officer

June 11, 2025

To: All Potential Respondents

From: Katelyn Howells, Purchasing Agent

Subject: 005-RFP-1695-2025 Leadership Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant

**Addendum One****Please amend the subject RFP to include answers to the following timely received questions:**

- Q1. Can vendors/consultants specialize in specific strands (e.g., Birth to Age 5, Grades K-5, Grades 6-12) or must they demonstrate expertise in all strands outlined in the RFP?
- A1. Yes, vendors/consultants may indicate specific strands for their expertise.
- Q2. Do vendors/consultants need to show evidence of prior work across all district types—urban, rural, and suburban—or can they specialize in just one or two?
- A2. Vendors/consultants should share whatever experience they have. It is not required that they have experience in all district types.
- Q3. Are you looking for statewide coverage from a single vendor or multiple vendors who specialize in specific strands, or expertise areas?
- A3. Districts will contract directly with Grant Support Providers. The state of Iowa will need multiple vendors to satisfy the needs of all districts who are awarded.
- Q4. Could you clarify the expected balance between individual leadership coaching and larger-scale professional development sessions?
- A4. The type of coaching or professional development will depend on the demonstrated need that each district has identified.
- Q5. How flexible are the professional development services—can they be fully customized per district, or will there be standardized approaches required by the state?
- A5. There will certainly be flexibility in the services, and a necessity to tailor the services to meet the needs of the district(s) with whom they have contracted. However, the Department will provide guidance for the providers to ensure alignment with the legislated expectations and state-adopted best practices for literacy instruction.
- Q6. Can you provide further clarity on how you will score "Relevant Experience" (Exhibit 4) versus "Knowledge Areas" (Exhibit 6)? What differentiates strong responses in these categories?
- A6. "Relevant Experience" is seeking vendors' explanations of what previous experiences they have had that connect with the content of the grant that they are applying to support. For example, what specific projects has the consultant done in the past that relate to this work? When did this occur, and what were the outcomes? "Knowledge Areas" refer specifically to areas of expertise and knowledge that the consultant possesses, such as adult learning and frameworks for instructional coaching. An ability to provide evidence of experience and knowledge will determine the strength of the response.
- Q7. If vendors propose additional optional services, how will those services factor into scoring and selection?

- A7. Only services described in the RFP will be scored. Optional services can be included, but will not be scored. If the vendor is approved, optional services will be included in information passed on the school districts. Any optional services would need to be deemed allowable by the Department before they would be allowable for reimbursement using CLSD funding.
- Q8. What is the anticipated timeline from the Notice of Intent to Award to the actual start date of services?  
 A8. The start date for services is TBD, but is anticipated to be on or before the 2025-2026 school year. Services will be contracted between vendors and school districts with the exact start date set in that contract.
- Q9. Is there an expected minimum or maximum number of districts each vendor would be expected to serve, or will this depend on vendor capacity and proposed scope?  
 A9. The number of districts contracted per vendor will vary.
- Q10. Is there an incumbent provider or providers currently offering these services, and if so, can you disclose who they are?  
 A10. This is the first year of the CLSD grant. If a school district has an incumbent provider, the Department did not require that relationship be disclosed to the Department. All potential Grant Support Providers for the CLSD grant must complete the application process for consideration of approval.
- Q11. Can you provide clarity on any preferences for Iowa-based companies or contractors and how this impacts vendor/consultant selection?  
 A11. There is no preference in scoring for Iowa-based companies. We anticipate having both Iowa-based and non-Iowa-based companies/vendors on our list of eligible vendors.
- Q12. What is the expected contract type (e.g., time & materials, fixed price, cost reimbursement, etc.)?  
 A12. The Department does not have an expected contract type. Contracts will be negotiated between vendors and Iowa School Districts that are awarded CLSD grant funding.
- Q13. We were looking to submit multiple pathways based on leadership needs. What are your thoughts on asynchronous learning?  
 A13. The model of services will be determined by the Local Education Agencies and the Grant Support Providers.

**Please acknowledge receipt of this addendum by signing in the space provided below, and return this letter with your proposal (do not send back separately).**

I hereby acknowledge receipt of this addendum.

*Jennifer S Norford*  
 Signature

June 20, 2025  
 Date

Jennifer S Norford, Principal and Chief Program Officer  
 Typed or Printed Name

**005-RFP-1695-2025 Leadership Grant Support Providers for the Iowa  
Comprehensive Literacy State Development Grant  
Pre-Proposal Conference Attendee List**

<b>First name</b>	<b>Last name</b>	<b>State of Iowa</b>
Leigh	Bellville	State of Iowa
April	Gosselink-Lemke	State of Iowa
Katelyn	Howells	State of Iowa
Darcie	Kress	State of Iowa
Wanda	Steuri	State of Iowa
Michael	Wright	State of Iowa
Janine		
Nina	Alstrom	
Robin	Anselmi	
Stefane	Beddard	
Randi	Bender	
Kathy	Bertsch	
Marilyn J	Borges	
Aisha	Bowen	
Lori	Brown	
Sarah	Brown	
Allison	Caldwell	
Ben	Cronkright	
Tabitha	DeMey	
Sarah	Dougherty	
Matt	Driscoll	
Lisa	Famularo	
Brent	Goodman	
Traci	Goodwin	

Melissa	Graf	
Megan	Grothman	
Elise	Guest	
Julie	Hale	
Haley	Harshman	
Jaci	Jarmes	
Robin	Jarvis	
Shelly	Johnston	
william	kearney	
Mary	Klute	
Tracy	Liebermann	
Stacy	Linderman	
John	Lunardini	
Anna	Mark	
Dan	Martinelli	
Daryl	Michel	
Tesha	Moser-Zimmerman	
Holly	Nord	
Carly	O'Connell	
NCES	Office	
Krista	Parrott	
Chris	Perry	
Bill	Poock	
Tami	Pruitt	
Kim	Reyes	
Cheryl	Risen	
Lisa	Salvucci	

Michael	Sarran	
Beth	Savalox	
Eddy	Schedule	
Matthew	Smith	
Michael	Smith4455	
Stephanie	Stindt	
Shannah	Varon	
Jacob	Williams	
Amy	Williamson	

June 19, 2025

To: All Potential Respondents

From: Katelyn Howells, Purchasing Agent

Subject: 005-RFP-1695-2025 Leadership Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant

**Addendum Two****Please amend the subject RFP to include answers to the following timely received questions:**

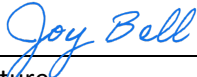
- Q1. Can you clarify how we will be able to track all sales under this bid contract? Will any sale to an awarded vendor be assigned some sort of code that we can track or is there another approach?
- A1. The State of Iowa will create a Master Agreement with awarded Respondents, which will be made publicly available for schools, school districts, and Local Education Agencies. Each contracted vendor will be responsible for tracking all services provided pursuant to their Master Agreement.
- Q2. We are asked to provide key staff/dedicated team background. You are requesting a brief resume of experience for all consultants or providers proposed to be assigned to the project. I am the key person, and the way our literacy program is designed, much of the training is embedded. However, depending on how many school districts would decide to request our services, I may need additional personnel to be assigned to the project. Would it be acceptable to only include my resume?
- A2. Yes. Since you are the only consultant confirmed to be assigned to the project at the time of submission, providing your résumé is acceptable.
- Q3. What is the anticipated funding allocation for each school and district?
- A3. The anticipated funding allocation for each school and district is currently unknown, as it will depend on several key factors, including the number of applicants, the nature of requests submitted, and the final number of approved applications.
- Q4. How many schools and/or districts in Iowa qualify for participation in the grant?
- A4. The number of qualifying schools and/or districts in Iowa is not currently available. Eligibility will depend on the number of applicants and whether they meet the grant's established criteria.
- Q5. For any asynchronous options we could offer, do you have a preferred platform/LMS for the courses to live?
- A5. All synchronous and asynchronous learning options should be discussed with the partnering school or district to ensure alignment with their unique needs.
- Q6. Tiered Intervention Role: Will GSPs be expected to help design interventions at all tiers (1, 2, and 3) of MTSS, or should they focus primarily on Tier 1 universal literacy instruction?
- A6. All Grant Support Providers should be prepared to support schools across all three tiers of instruction within Multi-Tiered Systems of Support (MTSS).
- Q7. How should providers differentiate MTSS and SoR strategies across the birth–grade 12 continuum, especially for birth–5 versus secondary literacy contexts?
- A7. Differentiating MTSS (Multi-Tiered Systems of Support) and Science of Reading (SoR) strategies across the birth–grade 12 continuum requires attention to developmental stages and instructional needs at

each level. Grant Support Providers are encouraged to collaborate with district leadership teams—including curriculum, instruction, and student support staff—to determine how best to differentiate and apply these frameworks across age groups.

- Q8. Does the Iowa Department of Education have an operational definition or specific criteria for what qualifies as "aligned to the Science of Reading"?
- A8. The Iowa Department of Education provides a definition of the Science of Reading and adopted the model Scarborough's Reading Rope, which are both available on the Department's [website](#).
- Q9. Are there specific state-endorsed MTSS models, SoR-aligned resources, or literacy screening tools that providers should use or reference when designing supports?
- A9. The Iowa Department of Education provides a wealth of resources on the website, which respondents are encouraged to utilize and reference. Local districts will also have additional tools and resources to share that are currently in use. Collaboration with districts after selection as a Grant Support Provider is essential.
- Q10. Can you clarify how strictly providers must align their coaching and training to the state's existing MTSS framework and Science of Reading implementation, if there is one? Are adaptations permitted if supported by research?
- A10. Grant Support Providers must ensure alignment with the state's MTSS and Science of Reading principles. Collaboration with district teams to ensure fidelity and relevance to the local district is key. Coaching and training should be grounded in evidence-based practices.
- Q11. May pricing information be marked as "Confidential"?
- A11. Pricing information is typically considered public record under Iowa law. The final determination regarding confidentiality will be made in accordance with Iowa Code and applicable public records policies.
- Q12. Does the State have a template for the Cost Proposal, or may respondents use their own template?
- A12. Respondents may use their own cost proposal template.
- Q13. Should the cost proposal include a proposal of services with associated pricing or the rates for training, support and customized professional development?
- A13. The cost proposal should include the rates for standard services, such as training, technical assistance, and professional development, as well as any additional fees. Transparency in pricing will help districts make informed decisions based on their needs and budgets.

**Please acknowledge receipt of this addendum by signing in the space provided below, and return this letter with your proposal (do not send back separately).**

I hereby acknowledge receipt of this addendum.

  
\_\_\_\_\_  
Signature

July 10, 2025  
\_\_\_\_\_  
Date

Joy Bell, Principal and Chief Operating Officer/CFO  
\_\_\_\_\_  
Typed or Printed Name

## Exhibit 2 - Executive Summary

Marzano Research was co-founded in 2008 by Robert J. Marzano to provide research-based, partner-centered support for educators and education agencies—with the goal of helping teachers strengthen educational practice and improve student outcomes. Now a woman-owned small business and certified benefit corporation, with Robert Marzano serving as a strategic advisor, we continue to work at the forefront of practitioner-centered, evidence-based education improvement. For more than 15 years, Marzano Research has provided customized professional learning and technical assistance services focused on literacy development, standards-based instruction, data-informed decision-making, multi-tiered systems of support (MTSS), and literacy leadership.

Marzano Research is committed to meeting all mandatory specifications identified in the request for proposals. We will comply with these specifications throughout all years of the contracting period. We have read and we accept the terms and conditions of the solicitation, with one exception. We request an exception to provision 1.12 Intellectual Property found on pages 12 and 13 in the General Terms and Conditions for Service Contracts/Solicitations. Marzano Research seeks to protect its pre-existing intellectual property. Marzano Research requests that the State include the following language in any contract resulting from this Request for Proposals:

*Marzano Research will retain all rights to any pre-existing intellectual property (“Marzano Research IP”) used in the course of providing services under this Agreement or included in any deliverable, and nothing in this Agreement will be construed as a transfer of any such pre-existing intellectual property. Marzano Research grants a personal, limited, nonexclusive, nontransferable, and revocable license to any Marzano Research IP incorporated into the deliverables. Client agrees that the Marzano Research IP may be used solely in connection with the deliverables and for no other purpose whatsoever.*

This change is the only exception requested.

Our services are designed to improve literacy outcomes by strengthening school leadership, instructional coherence, and system-level capacity to meet the needs of all learners, PreK–12. Marzano Research offers the following coaching and support services aligned to Iowa’s literacy priorities.

- **Literacy System Review:** A structured review of a district’s literacy programming, policies, and systems to assess alignment with evidence-based practices and Comprehensive Literacy State Development (CLSD) priorities. District leaders use the results to refine their literacy plans, strengthen system coherence, and guide strategic improvement efforts.
- **Local Literacy Plan Development and Implementation:** Coaching and support for leaders as they develop and implement a comprehensive local literacy plan that aligns with state guidelines and reflect community priorities.

- **Data-Driven Decision-Making:** Leadership training sessions that build the capacity of leaders to analyze, interpret, and make decisions with data and evidence.
- **Instructional Leadership Training:** Professional learning and coaching to build capacity to lead literacy instruction improvement efforts.
- **Implementation Coaching and Support:** Customized coaching and consultation to help school leaders implement literacy and MTSS initiatives. Coaching sessions build leaders' capacity to implement and monitor literacy plans and continuous improvement cycles.
- **Continuous Improvement Training:** Participating leaders learn how to apply the principles of continuous improvement to their grant funded literacy initiatives. We help leaders design and implement two continuous improvement cycles.
- **MTSS Training and Coaching:** Training and coaching to help school leaders and their literacy teams understand key components of an MTSS, assess their current systems, and identify improvement needs.
- **Literacy Team Collaboration and Planning:** Builds the capacity of leaders to lead and support literacy-focused PLCs, ensuring these teams are high functioning, collaborative, and focused on classroom-based continuous literacy improvement.
- **High Quality Instructional Materials Adoption:** Comprehensive technical assistance to support districts in designing and implementing a PreK–12 curriculum adoption and implementation process.
- **Principal as Researcher:** Training and support for leaders to design and implement action research cycles. Leaders learn how to select and adapt evidence-based literacy improvement strategies, design quasi-experimental improvement cycles, and generate evidence regarding the effectiveness of the improvement strategies.

## Exhibit 3 - Experience

Marzano Research was co-founded in 2008 by Robert J. Marzano to provide research-based, partner-centered support for educators and education agencies—with the goal of helping teachers strengthen educational practice and improve student outcomes. Now a woman-owned small business and certified benefit corporation, with Robert Marzano serving as a strategic advisor, we continue to work at the forefront of practitioner-centered, evidence-based education improvement. We partner with organizations to build on strengths and address challenges in early childhood and preK–16 education through applied research, program evaluation, data analysis, and professional learning through facilitation and coaching. We are experts at working with educators to use research and evidence to design and enhance educational practices at the classroom, school, and district levels. Marzano Research offers sophisticated education research and consulting capabilities with a collaborative, small-business approach.

For more than 15 years, Marzano Research has provided customized professional learning and technical assistance services focused on literacy development, standards-based instruction, data-informed decision-making, multi-tiered systems of support (MTSS), and literacy leadership. We specialize in creating tailored literacy solutions that emphasize the science of reading while meeting the needs of diverse stakeholders and equipping the organization with tools and processes for ongoing success. Marzano Research has led numerous projects to design and facilitate professional learning experiences to build leadership capacity to support effective literacy instruction. We support building administrators in fostering a culture of continuous improvement and creating effective school structures for school-wide literacy instruction, and we have developed powerful approaches for helping schools lead and support data-driven improvement cycles.

An overview of the literacy leadership services we provide is included in Table 1. More detailed descriptions of projects that demonstrate our capacity are included in *Exhibit 4 – Relevant Experience*. We have included letters of reference from three previous and current clients at the end of this section.

Table 1. Marzano Research Literacy Leadership Training and Coaching

Service	Description
<i>Literacy System Review</i>	The Literacy System Review is a structured review of a district’s literacy programming, policies, and systems to assess alignment with evidence-based practices and Comprehensive Literacy State Development (CLSD) priorities. District leaders use the results to refine their literacy plans, strengthen system coherence, and guide strategic improvement efforts.
<i>Local Literacy Plan Development and Implementation</i>	Marzano Research provides coaching and support to leaders as they develop and implement a comprehensive local literacy plan that aligns with state guidelines and reflect community priorities.
<i>Data-Driven Decision-Making</i>	Leadership training sessions will build the capacity of leaders to analyze, interpret, and make decisions with data and evidence.

Service	Description
<i>Instructional Leadership Training</i>	Instructional leadership sessions build capacity to lead literacy instruction improvement efforts.
<i>Implementation Coaching and Support</i>	Marzano Research offers customized coaching and consultation to help school leaders implement literacy and MTSS initiatives. Coaching sessions build leaders’ capacity to implement and monitor literacy plans and continuous improvement cycles.
<i>Continuous Improvement Training</i>	Participating leaders will learn how to apply the principles of continuous improvement to their grant funded literacy initiatives. We help leaders design and implement two continuous improvement cycles.
<i>MTSS Training and Coaching</i>	Marzano Research provides training and coaching to help school leaders and their literacy teams understand key components of an MTSS, assess their current systems, and identify improvement needs.
<i>Literacy Team Collaboration and Planning</i>	Support that builds the capacity of leaders to lead and support literacy-focused PLCs and ensure these teams are high-functioning, collaborative, and focused on classroom-based continuous literacy improvement.
<i>High Quality Instructional Materials Adoption</i>	Marzano Research offers comprehensive technical assistance to support districts in designing and implementing a PreK–12 curriculum adoption and implementation process.
<i>Principal as Researcher</i>	Marzano Research trains leaders to design and implement action research cycles. In the training, leaders learn how to select and adapt evidence-based literacy improvement strategies, design quasi-experimental improvement cycles, and generate evidence regarding the effectiveness of the improvement strategies.

Danette Parsley  
Marzano Research  
2501 N Race St.  
Denver, CO 80205

June 25, 2025

Dear Dr. Parsley,

I am writing this letter to support Marzano Research's application to be named on the Iowa Leadership and Support Providers list for the Iowa Comprehensive Literacy State Development Grant. At Whitehall School District, we are committed to working with esteemed technical assistance and professional learning providers who help us improve our literacy systems, practices and outcomes for all learners.

Over the past two years, our staff and leaders have partnered with Marzano Research, refining our Multi-Tiered Systems of Support in Reading (MTSS-R) practices to align with evidence-based strategies and enhance our data-driven decision-making. Marzano Research provided technical training, coaching and assistance as they guided us through a MTSS-R Self Reflection to identify improvement areas and implement evidence-based literacy practices. Marzano Research led us through structured Plan-Do-Study-Act cycles to help us sustain these literacy improvements and bring about improved outcomes across our system.

As a result of our partnership with Marzano Research, we are proud to note that we have made important improvements in our literacy and MTSS programming, policies, and practices. We look forward to continuing our work with you to sustain these past successes.

In conclusion, we offer our recommendation to add Marzano Research to the Iowa Leadership and Support Providers list for the Iowa Comprehensive Literacy State Development Grant. We hope that many Montana districts can work with Marzano Research and to achieve positive impacts on student literacy and learning.

Sincerely,

Hannah Nieskens  
Superintendent  
Whitehall School District

Danette Parsley  
Marzano Research  
2501 N Race St.  
Denver, CO 80205

June 25, 2025

Dear Dr. Parsley,

It is with confidence and appreciation that I offer this letter of recommendation for Marzano Research as a trusted and highly effective partner in the advancement of literacy leadership and professional learning services.

Since 2022, the North Dakota Department of Public Instruction has partnered with Marzano Research to support our State Literacy Team and to design and facilitate the Literacy Improvement Networks for Educators and Instructional Coaches under the ND CLIMBS initiative. Across this multi-year collaboration, Marzano Research has consistently demonstrated a deep understanding of the science of reading, adult learning theory, and systems-level literacy improvement and implementation. Their work has helped elevate the capacity of our educators and instructional coaches to develop data use and literacy, integrate evidence-based literacy practices and engage in continuous improvement - ultimately, informing successful outcomes for North Dakota students.

Marzano Research's approach is distinguished by its thoughtful partnership, responsiveness, tailored approach, and rigor. Their facilitators ground their work in research, while honoring the practical realities of our educators. They lead with integrity, co-design solutions with our teams, and provide strategic support that is both strategic and actionable. The team's expertise in professional learning networks, MTSS, coaching models, and data-driven decision-making has helped us build sustainable literacy systems statewide.

What sets Marzano Research apart is their ability to cultivate educator agency and ownership while maintaining a clear focus on research-based instruction and student equity. From the development of logic models and coaching frameworks to the facilitation of educator cohorts, they have modeled the very practices they promote—collaboration, coherence, and continuous improvement.

I endorse Marzano Research without reservation as a Literacy Grant Support Provider. I am confident they will bring the same level of commitment and excellence to any state or district they serve.

Sincerely,

*Brenda Ehrmantraut*

Brenda Ehrmantraut

---

SRCL/CLSD Project Coordinator  
North Dakota Department of Public Instruction  
[blehrmantraut@nd.gov](mailto:blehrmantraut@nd.gov) | 701-328-1809



# Converse County School District #1

615 Hamilton Street  
Douglas, Wyoming 82633  
(307) 358-2942

June 26, 2025

Danette Parsley  
Marzano Research  
2501 N Race St.  
Denver, CO 80205

Dear Dr. Parsley,

I am writing this letter to support Marzano Research's application to be named on the Iowa Leadership and Support Providers list for the Iowa Comprehensive Literacy State Development Grant. At Converse County School District #1 in Douglas, Wyoming, we are committed to working with esteemed technical assistance and professional learning providers who help us improve our literacy systems, practices and outcomes for all learners.

Over the past three years, our staff and leaders have partnered with Marzano Research, refining our Multi-Tiered Systems of Support in Reading (MTSS-R) practices to align with evidence-based strategies and enhance our data-driven decision-making. Marzano Research provided technical training, coaching and assistance as they guided us through a PreK-12 Literacy System Audit to identify strengths, improvement areas and recommendations to develop our evidence-based literacy and MTSS systems. Marzano Research led us through structured Continuous Improvement Cycles to help us sustain these improvements and bring about improved outcomes across our system.

As a result of our partnership with Marzano Research, we are proud to note that we have made important improvements in our literacy and MTSS programming, policies, and practices. We look forward to continuing our work with you to sustain these past successes.

In conclusion, we offer our recommendation to add Marzano Research to the Iowa Leadership and Support Providers list for the Iowa Comprehensive Literacy State Grant. We hope that many Iowa districts can work with Marzano Research to achieve positive impacts on student literacy and learning.

Sincerely,

Andrea L. Gilbert, Ph.D.  
Assistant Superintendent of Curriculum, Instruction, and Assessment  
Converse County School District #1

## Exhibit 4 – Relevant Experience

Marzano Research has led numerous projects to design and facilitate professional learning experiences to build leadership capacity to support effective literacy instruction. We specialize in delivering training and coaching that emphasize the science of reading while meeting the needs of diverse stakeholders and equipping the organization with tools and processes for ongoing success. We support building administrators in fostering a culture of continuous improvement and creating effective school structures for school-wide literacy instruction, as well as helping principals work effectively with literacy leadership teams and professional learning communities. The following projects demonstrate our experience providing the services described in *Exhibit 3 – Experience*.

**Montana Literacy Professional Learning and MTSS Implementation Support (2022-2025).** Marzano Research provided literacy training and coaching to four school districts in Montana to help leaders establish data-driven, systematic approaches to support all learners. We developed a Multi-Tiered System of Support – Reading (MTSS-R) Self-Reflection tool and helped four Montana districts (Hardin Public Schools, Laurel Public Schools, Lockwood School District, and Whitehall School District) use results from the assessment to improve literacy systems and classroom instruction through the application of continuous improvement cycles. The project demonstrates our experience and expertise designing professional learning opportunities for district and school leaders and helping districts use MTSS in literacy systems. By the project’s conclusion, participating districts demonstrated stronger alignment with evidence-based MTSS practices, resulting in more targeted literacy interventions and improved student outcomes in reading. Feedback from district leaders highlighted the value of the collaborative approach in sustaining continuous improvement efforts. Following this professional learning series, one principal explained he will use the information to “train teacher leaders on Tier 1 instruction for all” and provide additional “coaching for all new teachers.”

**Professional Learning and Literacy Systems Improvement for Wyoming School Districts (2021-present).** Marzano Research has provided professional learning services and other technical assistance to support the implementation of Wyoming’s CLSD program for nine district subgrantees. For example, in 2022 we conducted a literacy systems review in Converse County School District that examined the district’s formative and summative reading assessments; the multi-tiered systems of support (MTSS) in reading; the district’s Tier 1, 2, and 3 materials; and implementation. We helped district leaders to align their literacy programming, policies, and practices to the science of reading. We provided tailored professional learning to build the capacity of instructional coaches and site-based leaders to implement evidence-based coaching and leadership practices and to help educators understand and use evidence-based practices for literacy instruction. We also developed guidance and tools to align the district’s instructional framework and guidance with the science of reading.

**North Dakota Literacy Improvement Network for Leaders (2022-2024).** Marzano Research provided technical training, coaching, and meeting facilitation to North Dakota’s

State Literacy Team of 15 coaches who represented early childhood through university levels. We provided training to build the coaches' awareness and understanding of instructional practices based on the science of reading, evidence-based coaching practices, and use of data to provide high quality support to educators across the state. We facilitated monthly professional learning and reflection sessions, following a continuous improvement process to help build coaches' efficacy and autonomy. Additionally, we co-facilitated sessions at state-wide literacy retreats to support the dissemination of the evidence-based literacy practices to promote the long-term outcomes of developing a state-wide systemic approach to birth through grade 12 literacy and improving literacy outcomes for all. Our work on the North Dakota Literacy Coaching project demonstrates our experience designing and delivering professional learning focused on literacy and our deep understanding of the North Dakota literacy context.

**Alaska Literacy Professional Learning and Support (2022–2025).** Marzano Research provided technical support to the Alaska Department of Education and Early Development (DEED) to develop and implement data-informed decision-making processes for the statewide professional learning initiatives in literacy. We provided professional learning to state education agency personnel about evidence-based literacy practices and using data in continuous improvement cycles. After working with Marzano Research, state leaders presented similar information to district literacy leaders with support from our staff. When the sessions concluded, 100% of state and district participants agreed with the statements, “I have used data in new ways to inform decisions in my agency” and “I have identified the next steps towards our work on providing district support.” Our work in Alaska shows that we excel at facilitating adult learning and supporting leaders as they design and deliver professional learning in science of reading practices for districts and schools.

**Idaho Principals Network (2021-2023).** Marzano Research provided professional development and coaching for school administrators in our leadership of the Idaho Principals Network, a statewide professional learning community focused on increasing leadership effectiveness and impact across all subject areas, including reading. We facilitated three convenings and worked closely with the Idaho State Department of Education to design the content and agendas to provide useful, practical, and relevant learning experiences. We planned and delivered a series of two-day institutes and provided follow-up coaching to strengthen participants' leadership practice and role in supporting evidence-based instruction. For the institutes, we designed and led professional learning sessions and facilitated opportunities for participants to interact with each other. We also provided coaching and facilitated virtual sessions to connect principals based on job-role alike roles, implementation topics, or geography.

**Ohio Leadership for Inclusion, Implementation, & Instruction Improvement Coaching (2020-present).** Marzano Research works with the University of Cincinnati Systems Development & Improvement (SDI) Center to facilitate coaching sessions and webinars for their Ohio Leadership for Inclusion, Implementation, & Instruction Improvement (OLi4) initiative. We train 45–50 leadership coaches who work with school principals who are leading their schools in implementing evidence-based inclusive instructional practices in

reading and other core subjects. The professional development series for coaches combines research on effective school leadership and change with research-based practices and principles for leadership coaching.

**Alaska Alternative Schools Continuous Improvement (2023-2025).** Marzano Research provided training, coaching, and technical support to help the Alaska Department of Education and Early Development (DEED) and the state's 12 alternative schools conduct continuous improvement cycles. The improvement cycles were designed to field test practices from Alaska DEED trauma-engaged framework and improve instruction in multiple subject areas, including reading. Over the course of the two-year project, we summarized the evidence base for key practices from the framework, helped the alternative schools analyze data to identify an improvement focus, and coached school leadership teams to design, implement and analyze the results for three continuous improvement cycles. Our work with AK DEED and the state's alternative schools demonstrates our ability to translate the principles of improvement science into actionable and educator friendly guidance and support. Our work with AK DEED also highlights our ability to align our continuous improvement approach with existing improvement and subject matter frameworks.

## Exhibit 5 – Mandatory Specifications

Marzano Research is committed to meeting all mandatory specifications identified in the request for proposals (Table 2). We will comply with these specifications throughout all years of the contracting period. We provide evidence of meeting these mandatory specifications in subsequent exhibits.

Table 2. Compliance with Mandatory Specifications

Specification	Compliance	Explanation
<b>5.1.1. Ability to deliver coaching, professional learning, and large-scale training</b>	Yes	<p>Our team of experienced facilitators and leadership coaches delivers technical assistance, job-embedded coaching, and professional learning tailored to district and school needs. Using our proven, research-backed tools such as our 5Ds Data Analysis Protocol, Continuous Improvement Model, and Coaching Framework, we deliver coaching, professional learning, and system development training that builds local leadership capacity, supports strategic planning, and ensures scalable implementation of evidence-based literacy practices. The following exhibits collectively demonstrate our proven capacity to support large, diverse initiatives through tailored professional learning and scalable coaching models:</p> <ul style="list-style-type: none"> <li>• <i>Exhibit 6 – Knowledge Areas:</i> Demonstrates our deep expertise in leadership coaching, continuous improvement, strategic planning, MTSS, and the science of reading</li> <li>• <i>Exhibit 7 – Coaching Philosophy &amp; Approach:</i> Details our experience delivering research-informed coaching, including instructional improvement cycles and embedded individualized supports</li> <li>• <i>Exhibit 8 – Personnel:</i> Describes the experience of our team in delivering large scale professional learning, coaching, and strategic planning</li> <li>• <i>Exhibit 10 – Professional/Organizational Services Overview:</i> Summarizes the breadth of services we offer, including large-scale training, coaching systems, and technical assistance statewide</li> </ul>
<b>5.1.2. Strong knowledge and application of evidence-based leadership practices, strategic planning, and MTSS frameworks</b>	Yes	<p>We use evidence-based leadership tools, models, and frameworks that are designed to be adaptable and responsive to local contexts and needs and priorities. The following exhibits demonstrate our ability to meet this requirement:</p> <ul style="list-style-type: none"> <li>• <i>Exhibit 6 – Knowledge Areas:</i> Describes the evidence-based tools and models that we will use to build leadership and strategic planning capacity</li> </ul>

Specification	Compliance	Explanation
		<ul style="list-style-type: none"> <li>• <i>Exhibit 7 – Coaching Philosophy &amp; Approach:</i> Describes our evidence-based and field-tested approach to coaching</li> <li>• <i>Exhibit 8 – Personnel:</i> Describes the experience of our team in applying evidence-based practices in diverse contexts</li> <li>• <i>Exhibit 10 – Professional/Organizational Services Overview:</i> Summarizes the breadth of services we offer, including large-scale training, coaching systems, and technical assistance</li> </ul>
<p><b>5.1.3. Commitment to serving diverse districts, including urban, rural, and suburban communities</b></p>	<p>Yes</p>	<p>Our commitment to serving diverse districts is reflected in how we customize the support we provide to schools and communities. Our tools, coaching, and professional learning are evidence-based, but we are experts in adapting them to meet local needs and contexts. The following exhibits collectively affirm our commitment and capability to support the full spectrum of district contexts across Iowa.</p> <ul style="list-style-type: none"> <li>• <i>Exhibit 6 – Knowledge Areas:</i> Describes our work in a range of geographic and demographic contexts, highlighting partnerships with districts and states that span rural, urban, and suburban settings</li> <li>• <i>Exhibit 7 – Coaching Philosophy &amp; Approach:</i> Illustrates our ability to adapt coaching models to meet local needs and build capacity in diverse district settings</li> <li>• <i>Exhibit 12 – Geographical Locations Serviced:</i> Explicitly outlines our readiness to serve all Iowa districts, with examples of how we tailor support for both rural isolation and urban and suburban complexity, including use of virtual, hybrid, and in-person delivery models</li> <li>• <i>Exhibit 9 – Professional/Organizational Services Overview:</i> Emphasizes our scalable, equity-driven approach and flexibility in meeting the unique needs of communities of all sizes and contexts, with a strong track record in midwestern and high-need rural districts</li> </ul>

## Exhibit 6 – Knowledge Areas

The Marzano Research team has deep knowledge of systems improvement, MTSS frameworks and implementation, and leadership coaching for sustained, scalable literacy improvement. This knowledge is the foundation of our literacy leadership services.

### Enhancing Leadership Capabilities

Marzano Research builds the capacity of school leaders to drive and sustain meaningful literacy improvement. We provide a combination of coaching, structured professional learning, and job-embedded support focused on instructional coherence, the science of reading, and positive learning environments for all students. Our coaching integrates improvement and implementation science and adult learning principles, helping leaders move from knowledge to practice. We emphasize adaptive leadership to build the confidence and skill to lead change, navigate resistance, and align teams toward a shared purpose.

We understand the human nature of change, so we begin by building relational trust and clarifying each leader’s instructional vision. Using our evidence-based tools and resources, we coach principals and superintendents to:

- Set and communicate clear literacy priorities aligned to state and district goals
- Use data to identify strengths and gaps in instruction
- Facilitate high-functioning professional learning communities (PLCs)
- Develop systems that support high-quality Tier 1 literacy instruction, as well as interventions for students who need more support
- Develop and implement strategic plans using the principles of improvement and implementation science
- Create and nurture the system conditions for success for high-quality implementation

Across all contexts, our leadership development work is grounded in evidence, responsive to local needs, and designed to build internal capacity so leaders can sustain and scale improvement over time.

Our work in districts across the country has led to measurable improvements in leader capacity, instructional consistency, and student outcomes. For instance, we coached principals and superintendents in Idaho to identify and address school and instructional improvement priorities, building their capacity to message the need for change and secure buy-in from staff. In Ohio, we have trained principals, leadership coaches, and members of the State Support Teams in how to develop strategic plans and increase the use of evidence-based instruction. In Whitehall School District (Montana), we supported a cohort of building leaders through structured leadership institutes and one-on-one coaching, resulting in increased alignment of classroom instruction with the district’s MTSS framework. In Converse County School District #1 (Wyoming), our coaching helped leadership teams adopt a common language of instruction, establish regular data cycles, and lead Tier 1 instructional shifts that raised student reading performance.

## Supporting Planning, Goal Setting, and Implementation

Marzano Research partners with state and local education agencies to guide principals and superintendents in leading strategic, system-level transformations grounded in the science of reading and comprehensive literacy instruction. Our work provides education leaders to make strategic decisions, set ambitious and measurable goals, and implement high-quality instructional materials (HQIM) effectively, all within a framework that supports instructional coherence and sustainability.

We take a systems-level approach to coaching and technical assistance that blends improvement and implementation science, strategic facilitation, and data-informed decision-making. Our support helps leaders operationalize state and district literacy priorities and plans by aligning curriculum, instruction, assessments, and professional learning around evidence-based practices. Core elements of our approach include:

**Structured Strategic Planning** using tools such as logic models, evaluation blueprints, and instructional playbooks.

**Data-Driven Goal Setting** supported by our 5Ds Data Analysis Protocol

1. **Define:** Clarify the purpose or intent for examining data and setting goals
2. **Dig:** Organize available data into user-friendly, digestible formats and gather any additional existing evidence that might be helpful for the group to consider
3. **Distill:** Determine which data and evidence are most relevant for the purpose and intent of the data analysis
4. **Discover:** Discover patterns and findings in the data and evidence being used to assess progress. This requires both analysis and interpretation.
5. **Decide:** Use interpretations to make actionable decisions about goal setting—either for action or for further inquiry

**Continuous Improvement Cycles Guiding Implementation** that is aligned to MTSS structures and literacy frameworks (Figure 1).

- **Phase 1: Identify the need for change.** Use data to determine the need for change, document what staff will need to change in order to implement the new initiative and what problems of practice may hinder implementation
- **Phase 2: Identify, select, or develop solutions.** Identify one or more strategies to address the priority needs embedded in the problems of practices

Figure 1. Continuous Improvement Cycle



- **Phase 3: Plan for implementation.** Craft specific plans to carry out the change solutions
- **Phase 4: Implement and monitor.** Collectively implement the change plans; progress monitor, assess and adapt along the way
- **Phase 5: Assess, reflect, and share.**  
Examine, celebrate, and communicate the outcomes of the change initiative and plan next steps

**Targeted Coaching and Professional Learning** for principals and superintendents to lead change and strengthen tiered instruction, intervention, enrichment and assessment practices.

In all engagements, we emphasize helping leaders drive implementation of evidence-based strategies and HQIM in classrooms and support teacher teams through collaborative data use, shared instructional expectations, and inclusive system design.

Our systems approach to improvement places school and district leaders at the center of change. For example, in Converse County School District #1 (Wyoming), we guided leaders through strategic planning and implementation via two annual MTSS and literacy continuous improvement cycles. These cycles began with a district-wide self-assessment and were supported by our 5Ds Data Analysis Protocol to identify root causes, prioritize actions, and monitor progress. Principals and district leaders collaboratively cross walked data findings with the district’s strategic plan to develop PreK–12 Literacy and MTSS Frameworks and associated implementation plans and measurable goals. Our technical assistance included coaching and facilitation to:

- Align assessments, curriculum, and instruction with evidence-based literacy practices
- Build data literacy among leadership teams
- Strengthen Tier 1 practices and intervention supports
- Increase structural and instructional coherence across schools and grade spans

In addition to working closely with individual districts, we bring broad national experience coaching groups of leaders in planning, goal setting, and implementation. In Oregon, we helped develop the Early Literacy Framework and coached state leaders in how to support districts using the framework to make and implement local plans and goals. In Alaska, we trained principals to use mCLASS DIBELS data to identify student needs for evidence-based literacy instruction and support their teachers in implementing early literacy practices grounded in the science of reading. Leaders report stronger planning skills, increased goal clarity, stronger instructional leadership for implementation, and greater impact on student outcomes as a result of our support.

Whether through large-scale state initiatives or local district partnerships, our model consistently helps education leaders plan and set goals for coherent, sustainable systems that improve instruction and student learning. Our partners credit our strategic facilitation, structured coaching, and deep knowledge of literacy system design with helping them make transformational shifts in practice.

## Helping Leaders Drive and Manage Change

Marzano Research helps school and district leaders drive and manage complex change by providing them with actionable tools, structured processes, and facilitative coaching that address the technical, structural, and relational dimensions of educational systems. Our approach emphasizes not just *what* to change, but *how* to lead change in ways that are responsive, strategic, and sustainable.

Central to our change leadership work is the System Conditions for Success framework, a tool that guides leadership teams in identifying the specific enablers and barriers that shape the likelihood of success for a given improvement initiative. This tool organizes key conditions into four domains:

1. Teaching and Learning – curriculum, instruction, assessment practices
2. Sociocultural – trust, communication, collaboration, and shared purpose
3. Structural and Procedural – scheduling, staffing, policies, and decision-making processes
4. Family and Community – engagement, governance, and student supports

Using this framework, leadership teams assess both the *impact* and *readiness* for each condition relative to a strategic goal. The process not only clarifies where to act, but also aligns improvement plans with local capacity, preventing overreach and increasing coherence.

We also train leaders in how to use the principles of continuous improvement, using our flexible and adaptive continuous improvement model (described in the *Supporting Planning, Goal Setting, and Implementation* section) to implement and monitor literacy initiatives. Leaders build their capacity to use implementation and outcome data to improve implementation and identify support needs.

In Alaska, we trained leadership teams from the state’s alternative schools to analyze their student outcome data to identify improvement needs, select evidence-based strategies, and implement the strategies through three continuous improvement cycles. All school leaders reported improvements in the outcomes of interest and improved capacity to engage in and sustain improvement efforts.

In Converse County School District #1 (Wyoming), our long-term partnership to strengthen literacy across PreK–12 demonstrates how our approach supports change leadership. The district engaged in a multi-year initiative to align literacy practices with the science of reading and strengthen its MTSS framework. From the start, district and building leaders used the System Conditions framework to surface critical factors influencing success. Early findings emphasized a need to improve curriculum alignment, strengthen collaborative leadership structures, and cultivate a shared sense of purpose across buildings. Marzano Research coached leaders in the development of implementation plans to address specific literacy needs and strengthen system conditions. As the district leaders put their plans into action, we provided training and support through continuous improvement cycles, returning to the System Conditions for Success to inform necessary changes. We facilitated collaborative structures for leadership teams to collect and

analyze data using Appreciative Inquiry interviews, conduct root cause analyses, and make decisions about which practices to adapt, adopt, or abandon for the coming year. This process reinforced the district's strategic focus, strengthened shared leadership, and led to more coherent instructional practices across grade spans.

## Supporting MTSS Implementation

Marzano Research brings deep expertise and a proven track record in supporting schools and districts to build robust Multi-Tiered Systems of Support for Reading (MTSS) that accelerate literacy achievement for all students. We help districts operationalize MTSS frameworks to ensure literacy instruction, interventions, and assessments are effectively aligned to meet diverse student needs across Tiers 1, 2, and 3.

At the center of our literacy-focused MTSS work is our Multi-Tiered Systems of Support for Reading (MTSS-R) Self-Reflection Tool. This research-informed tool helps district leaders evaluate their practices and identify opportunities for growth in four critical areas:

- **Selection and Implementation of Evidence-Based Literacy Instruction and Interventions** to guide districts in adopting practices aligned with Institute of Education Sciences standards
- **Comprehensive Literacy Screening and Assessment Systems** to build assessment structures that integrate universal screening, diagnostics, and progress monitoring
- **Tiered Literacy Delivery Systems** to define clear entry and exit criteria, instructional practices, and fidelity measures across all tiers
- **Continuous Data-Based Decision Making** to support leadership teams in using student data collaboratively to diagnose needs, monitor progress, and adjust supports responsively

We work side-by-side with leadership teams to embed results from the MTSS-R Self-Reflection tool into actionable literacy plans. Specifically, we help leaders:

- Design comprehensive, balanced assessment systems aligned with instructional decision points
- Strengthen evidence-based intervention selection and alignment, ensuring supports are effective and equitable
- Embed collaborative decision-making protocols that promote root cause analysis, progress monitoring, and responsive instructional adjustments
- Engage families and community partners to support literacy practices through two-way communication and shared goal-setting

We support leadership teams in developing action plans, providing ongoing coaching, and facilitating continuous improvement cycles. Through this model, leaders are empowered to strengthen Tier 1 instructional practices, design effective Tier 2 and 3 interventions, clarify MTSS roles and responsibilities, and ensure consistent fidelity of supports across all tiers.

Our MTSS supports have demonstrated measurable improvements in literacy systems and student outcomes across multiple states. In Montana, we partnered with multiple districts to use the MTSS-R Self-Reflection as a foundation for systemwide literacy improvement. We coached district leaders to identify critical gaps in literacy assessment practices, instructional coherence, and intervention delivery, and then developed action plans to address them. These plans led to clearer roles across MTSS tiers, improved Tier 1 instructional quality, and embedded continuous improvement cycles that sustained progress over time.

Marzano Research has provided content expertise, professional learning, and practical tools that enable districts to move from planning to full-scale implementation of MTSS. Our efforts have resulted in stronger instructional coherence, greater educator confidence in using data to make decisions, and more responsive supports for diverse learners. Our approach aligns seamlessly with Iowa's CLSD priorities for advancing evidence-based literacy practices, strengthening leadership capacity, and ensuring improved outcomes for all students. By leveraging our MTSS-R Self-Reflection Tool, targeted coaching, and professional learning systems, we will help Iowa districts transform their MTSS frameworks into high-impact, sustainable models that drive literacy growth and empower leaders, teachers, and students.

## Exhibit 7 – Coaching Philosophy and Approach

Marzano Research specializes in adult learning, and our professional development and coaching are grounded in research-based best practices that effectively support adult learners. We view leadership coaching as a strategic lever for systemic, sustainable improvement in literacy. Our philosophy is grounded in the belief that school leaders are most effective when they are equipped not only with research-based practices, but also with the skills, mindset, and support needed to lead complex change in dynamic school environments. We prioritize building PreK–12 instructional and leadership capacity by helping principals and district leaders translate evidence into action, while developing the infrastructure required to sustain and scale literacy improvements over time.

All of our coaching and professional learning is grounded in research-based best practices for adult learners. Using our experience training and coaching leaders and educators across the country, we create learning experiences that are action focused, relevant, reflective, and collaborative.

- **Action focused** – We create learning experiences that provide opportunities for educators and leaders to try new literacy strategies, while also reflecting on what they do and what they learn (Brookfield, 1991; Browder et al., 2012; Kolb, 2014; Darling-Hammond et al., 2017).
- **Relevant** – We design professional learning that is relevant and practical, providing opportunities for educators and leaders to work on activities that are grounded in their experiences and their responsibilities (Arghode et al., 2017; Merriam et al., 2007).
- **Reflective** – We help educators and leaders connect new literacy practices to previous knowledge and experiences (Kolb, 2014; Schön, 1983, 1987). We provide opportunities for educators and leaders to reflect on their goals, what they are learning, and the specific actions needed to implement new knowledge and behaviors.
- **Collaborative** – We create learning experiences that value and capitalize on the unique knowledge and experiences adult learners can contribute (Darling-Hammond et al., 2017; Sannino et al., 2016; Taylor & Laros, 2014). We intentionally incorporate opportunities for network members to work together and lead peer learning.

Our coaching approach is guided by the Marzano Research Coaching Framework (Figure 2), a comprehensive model organized around five essential domains that collectively promote sustained leadership growth, adaptability, and resilience.

1. **Use of Self** – Coaches build relational trust and self-awareness, recognizing how identity, communication, and presence influence adult learning and system transformation
2. **Process Skills and Tools** – We use facilitation strategies such as reflective dialogue, improvement cycle design, action planning, and data-driven feedback to support continuous improvement

3. **Change Acumen** – Coaches help leaders navigate the adaptive and technical aspects of change, address resistance, and maintain momentum over time
4. **Content Expertise** – Our team brings deep knowledge in literacy leadership, the science of reading, MTSS, and HQIM, ensuring alignment with research and relevance across contexts
5. **Commitment to Results** – We support leaders in aligning their efforts with measurable outcomes, implementation fidelity, and ongoing progress monitoring



This framework ensures that our coaching is strategic and centered on developing leaders who can think systemically, act purposefully, and adapt effectively in the face of evolving challenges.

Marzano Research supports sustainable literacy leadership by providing school leaders with a structured approach to analyze and strengthen system conditions critical for successful change. Our coaching approach empowers leaders to assess factors across the four system conditions for success: teaching and learning, sociocultural, structural and procedural, and family and community. We use practical tools like impact-readiness rating scales and heat maps to prioritize improvement efforts. By fostering collective participation, shared ownership, open communication, and evidence-based practices, our approach builds leaders' adaptability and resilience. We encourage reflective, collaborative, and data-driven decision-making, equipping leaders to navigate complexity, respond effectively to emerging challenges, and sustain school improvement initiatives over time.

In all coaching interactions, we use a leadership development framework that reinforces these principles by helping leaders:

- Develop and communicate a clear, evidence-based literacy vision
- Identify systemic barriers to improvement and leverage systems thinking
- Align resources (time, personnel, materials) to literacy priorities
- Monitor implementation goals using practical fidelity tools
- Stay focused on measurable outcomes and make data-informed adjustments

We deliver this support through a team of experienced facilitators, literacy specialists, and leadership coaches with a proven track record across urban, suburban, and rural settings. Our coaching fosters not just individual growth, but schoolwide coherence and collective efficacy, ensuring leaders are equipped to lead transformational change that lasts.

## Exhibit 8 – Personnel

Marzano Research team members bring strong expertise in educational leadership, literacy instruction, professional development, and coaching. Their combined capabilities uniquely qualify us to design and deliver technical services services that will effectively build Iowa school leaders' capacity to lead systemic literacy improvement.

To ensure seamless, responsive, and high-quality services, Marzano Research will assign a dedicated Project Lead to serve as the single point of contact for all service requests. Elise Guest will serve as Project Lead and manage intake, coordinate logistics, and act as the central liaison with clients—streamlining communication and ensuring services are tailored to the needs of each site. Our team includes former teachers, school leaders, technical assistance providers, and researchers who bring a practitioner-informed, evidence-based approach to every engagement. This model ensures that our clients benefit from a consistent, reliable point of contact and have access to a versatile team selected to match the specific goals, context, and participants of each project.

Resumes for the proposed team members are included in this Exhibit. The following bios summarize the experience and qualifications of the proposed personnel.

**Elise Guest, EdD**, is a senior education improvement specialist at Marzano Research, leads technical support projects related to implementing evidence-based literacy practices, establishing sustainable systems of support at the district level, and increasing teacher retention and job satisfaction. She has worked as a special education teacher, K–12 Principal, and PreK–12 curriculum director across the globe, from Africa and Oregon to Singapore and Montana. She provides professional learning and principal coaching services to create and evaluate preK-12 literacy plans and associated multi-tiered systems of support in multiple districts in Wyoming and Montana, to develop the leadership capacity of Idaho superintendents and principals, and to develop an effective coaching model to foster shared leadership for the full implementation of inclusive instructional practices in Ohio. She holds a doctorate of education from the University of Oregon in educational leadership.

**Matthew Eide, EdD**, a managing senior education improvement specialist at Marzano Research, has more than a decade of experience managing large-scale technical assistance, evaluation, and research projects that engage stakeholders across levels of the education system. Eide has also designed and managed large-scale professional learning networks in Oregon, Washington, Idaho, Montana, Alaska, and South Carolina. Eide has been a teacher, school administrator, central office leader, and youth development specialist.

**Caitlin Scott, PhD**, a director at Marzano Research, has facilitated professional learning focused on the science of reading and comprehensive literacy improvement in multiple states. She has conducted multiple evaluations of teacher and leader professional development initiatives and multiple evaluations of literacy initiatives, including the Wyoming Department of Education's Comprehensive State Literacy Development grant, an IES-funded efficacy study of a reading intervention (R305A100583), and the evaluation

of Alaska's federal Reading First program. Scott brings more than 20 years of experience in education, including as a teacher, tutor/trainer, evaluator, and researcher. Throughout her career, she has focused on educator learning and change, as well as on improving education systems at all levels, especially for rural communities and students traditionally underserved by public schools. Before joining Marzano Research, she served as the research director for Learning Policy Institute (LPI) where Linda Darling-Hammond is the CEO and worked on evaluations of federal literacy initiatives such as Reading First and Striving Readers.

**Carrie Serio, EdM**, an education improvement specialist with Marzano Research, has almost two decades of experience serving in a variety of roles in public education, with an emphasis on literacy instruction and multilingual learners. Serio currently works with DEED on the Alaska Literacy Strategic Plan Partnership, helping to establish an evaluation agenda to measure progress towards strategic literacy goals and leading work with partners to develop and implement data-informed decision-making processes for the statewide professional learning initiatives. In Oregon, Serio provided technical support and coaching to develop the state's K–5 Early Literacy Framework for guiding the implementation of evidence-based literacy practices in classrooms statewide. She also provided technical assistance to the Washington Rural Alliance to improve tech-enhanced learning opportunities for rural students. Serio supported the REL Northwest community of practice for literacy policy and practice, which brought together leaders from Alaska, Montana, and Oregon to share successes and lessons learned as they work toward long-term goals of improving student literacy outcomes.

# Elise Guest

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## Education

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EdD	Education Methodology, Policy and Leadership, University of Oregon, Eugene	2011
MS	Special Education, University of Oregon, Eugene	2006
BA	English, University of Oregon, Eugene	1993
BA	French, University of Oregon, Eugene	1993

## Specialized Training, Certifications, Honors

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Montana Superintendent's Licensure and Administrator's Licensure, Office of Public Instruction	2018
Oregon Administrator's Licensure and Teacher's Certificate, Oregon Department of Education	2014
Learning Forward Academy Graduate, Learning Forward	2022

## Professional Experience

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<b>Marzano Research</b> <i>Senior Education Improvement Specialist</i>	<b>2022–present</b>
<b>NWEA, Portland, OR</b> <i>Professional Learning Consultant and Improvement Coach</i>	<b>2021–2022</b>
<b>Missoula County Public Schools, Missoula, MT</b> <i>Executive Director of Teaching and Learning</i>	<b>2016–2022</b>
<b>Stamford American International School, Singapore</b> <i>Upper Elementary School Principal</i>	<b>2014–2016</b>
<b>David Douglas School District, Portland, OR</b> <i>Menlo Park Elementary School Principal</i> <i>David Douglas High School Vice Principal</i>	<b>2006–2014</b>
<b>Beaverton School District, Beaverton, OR</b> <i>Special Education Teacher</i>	<b>2006–2002</b>
<b>United States Peace Corps Volunteer, Malawi, SE Africa</b> <i>Secondary English Teacher</i>	<b>1997–2000</b>

## Professional Learning Services/Experience

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- ◆ Facilitated more than 100 professional learning sessions, both nationally and internationally on data analysis, using data to inform instruction and best teaching practices with a 93% satisfaction rate via performance survey data. (Professional Learning Consultant and Improvement Coach, NWEA)
- ◆ Designed online coursework for new administrators across Montana, using improvement science research and practices. (School Administrator Licensure Program Development, Consultant, University of Montana)
- ◆ Initiated a K-12 Science of Reading Literacy Framework and K-12 Mathematical Practices Framework and increased student achievement by 6% according to state-wide test
- ◆ Developed a PreK-12 Professional Learning Model for 700 teachers based on national professional learning standards with 96% satisfaction rate

## Areas of Expertise

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- ◆ HQIMs for Literacy - Adoption and Implementation
- ◆ School turnaround work in schools with high levels of disadvantaged students
- ◆ Leadership Development and Training
- ◆ Strategic Planning and Implementation
- ◆ Communication and Stakeholder Engagement

- ◆ Data-Informed Decision Making
- ◆ Equity and Inclusion Initiatives
- ◆ Organizational Culture and Climate
- ◆ Professional Learning Communities
- ◆ Multi-Tiered Systems of Support (MTSS)
- ◆ Developing and Improving Family and Community Partnerships

#### **District/School Types**

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- ◆ Urban
- ◆ Rural
- ◆ Suburban

#### **District Sizes**

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- ◆ 7,500+
- ◆ 2,500 - 7,499+
- ◆ 1,000 - 2,499+
- ◆ 600 - 999
- ◆ 300 - 599
- ◆ Under 300

# Matthew Eide

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## Education

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EdD	Educational Leadership, University of Oregon, Eugene, OR	2019
MEd	Secondary Education, University of California at Los Angeles, Los Angeles, CA	2001
BA	History and Anthropology, University of California at Los Angeles, Los Angeles, CA	1997

## Specialized Training, Certifications, Honors

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Administrator License (K-12), Oregon	2018
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## Professional Experience

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### **Marzano Research, Denver, CO** **2020–Present**

*Managing Senior Education Improvement Specialist (2023-Present)*  
*Training, Coaching, and Technical Support Lead-REL NW (2022-Present)*  
*Senior Educational Improvement Specialist (2020-2021; 2022-2023)*

### **Portland Public Schools, Portland, OR** **2017–2022**

*Interim Senior Director-Academic Programs (2021-2022)*  
*Director-Advanced Academics (2021-2022)*  
*Director-High School Success (2019–2020)*  
*Administrator-Reconnection Services (2017–2019)*  
*Project Director-Education Innovation and Research (EIR) Grant (2017–2019)*

### **Education Northwest, Portland, OR** **2013–2017**

*Senior Advisor (2014–2017)*  
*Advisor - Technical Assistance (2013–2014)*

### **Outside In, Portland, OR** **2006–2013**

*Principal*

### **Manual Arts High School, Los Angeles, CA** **2000–2005**

*Social Studies Department Chair (2001–2004)*  
*Social Studies Teacher (2000–2005)*

### **KTC Foreign Language Institute, Okazaki, Japan** **1998–1999**

*English as a Foreign Language Teacher/District Leader*

## Professional Learning Services/Experience

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- ◆ More than 10 years of experience providing training and coaching to districts, schools, and teachers across the nation
- ◆ Trains and coaches teachers in how to design and implement quasi-experimental instructional improvement cycles
- ◆ Led school and system improvement efforts with schools in Oregon, Alaska, and Washington
- ◆ Provided technical assistance and coaching services to address unfinished learning in literacy and mathematics

## Areas of Expertise

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- ◆ School turnaround work in schools with high levels of disadvantaged students
- ◆ Leadership Development and Training
- ◆ Strategic Planning and Implementation
- ◆ Communication and Stakeholder Engagement
- ◆ Data-Informed Decision Making

- ◆ Equity and Inclusion Initiatives
- ◆ Organizational Culture and Climate
- ◆ Professional Learning Communities
- ◆ Developing and Improving Family and Community Partnerships

#### **District/School Types**

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- ◆ Urban
- ◆ Rural
- ◆ Suburban

#### **District Sizes**

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- ◆ 7,500+
- ◆ 2,500 - 7,499+
- ◆ 1,000 - 2,499+
- ◆ 600 - 999
- ◆ 300 - 599
- ◆ Under 300
- ◆ Independent Charter

## Caitlin Scott

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### Education

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PhD	Teaching and Learning, Cleveland State University, Cleveland, OH	2007
MEd	Master of Teaching, University of Virginia, Charlottesville, VA	1993
MA	English and Creative Writing, University of Florida, Gainesville, FL	1990
BA	English, Oberlin College, Oberlin, OH	1988

### Professional Experience

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<b>Marzano Research, Denver, CO</b> <i>Director</i>	<b>2021–Present</b>
<b>Learning Policy Institute</b> <i>Research Director</i>	<b>2019–2021</b>
<b>Education Northwest</b> <i>Manager—Education Policy, Research, and Evaluation (2016-2019)</i> <i>Practice Expert—Education Policy, Research, and Evaluation (2014-2016)</i> <i>Senior Evaluation Advisor (2011-2014)</i> <i>Evaluation Associate (2007-2011)</i>	<b>2007-2019</b>
<b>Education Consultant</b> <i>Freelance</i>	<b>2005-2007</b>
<b>Catalyst-Cleveland, OH</b> <i>Associate Editor</i>	<b>2001-2004</b>
<b>Cleveland State University</b> <i>Instructor</i>	<b>2004</b>
<b>Reading One to One, State College, PA</b> <i>Tutor-Trainer</i>	<b>2000-2003</b>
<b>Kent Publishing, Hudson, OH</b> <i>Curriculum Writer</i>	<b>1999-2006</b>
<b>Center for Service and Learning, Oberlin College, Oberlin, OH</b> <i>Assistant Director for Youth Education</i>	<b>1998–2000</b>
<b>Lake Ridge Academy, North Ridgeville, OH</b> <i>Teacher/Consultant</i>	<b>1998</b>
<b>Oakland School, Boyd Tavern, VA</b> <i>Teacher</i>	<b>1994-1997</b>
<b>Greenbrier Elementary, Charlottesville, VA</b> <i>Teacher</i>	<b>1993-1994</b>

### Professional Learning Services/Experience

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- ◆ Designs and delivers large-scale and small- group trainings
- ◆ Deep knowledge of the science of reading and supporting evidence-based practices for literacy instruction and implementation of Comprehensive Literacy State Development grants
- ◆ Provides technical assistance on HQIM adoption, MTSS implementation, literacy instruction, and assessment

### Areas of Expertise

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- ◆ HQIMs for Literacy - Adoption and Implementation
- ◆ Strategic Planning and Implementation

- ◆ Data-Informed Decision Making
- ◆ Professional Learning Communities
- ◆ Multi-Tiered Systems of Support (MTSS)
- ◆ Equity and Inclusion Initiatives

#### **District/School Types**

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- ◆ Urban
- ◆ Rural
- ◆ Suburban

#### **District Sizes**

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- ◆ 7,500+
- ◆ 2,500 - 7,499+
- ◆ 1,000 - 2,499+
- ◆ 600 - 999
- ◆ 300 - 599
- ◆ Under 300

# Carrie Serio

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## Education

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M.Ed.	Education, Reading Specialist, Regis University Additional Endorsement: Culturally and Linguistically Diverse Education (2020)	2012
B.S.	Sociology, University of Colorado Certification: Elementary Education	2002

## Specialized Training, Certifications, Honors

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State of California Multiple Subject Teaching Credential	valid until 5/1/27
State of Colorado Elementary Education license with Reading Specialist and culturally and linguistically diverse education endorsements	valid until 3/15/26
Cognitive Coaching Adaptive Schools	

## Professional Experience

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<b>Marzano Research, LLC, Denver, CO</b> <i>Education Improvement Specialist</i>	<b>2023–present</b>
<b>Cherry Creek School District, Aurora, CO</b> <i>English Language Support Specialist, K-5 (2021-2022)</i> <i>Grade 4 Teacher (2020-2021)</i> <i>Elementary Literacy Coordinator (2018-2020)</i> <i>Instructional Coach, K-5, Cimarron Elementary School (2013-2018)</i> <i>Reading and Math Interventionist (2012-2013)</i> <i>Grade 3 Teacher (2004-2012)</i>	<b>2004–2022</b>

## Professional Learning Services/Experience

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- ◆ Provides coaching and professional learning to adopt K-12 evidence-based ELA curriculum materials, develop comprehensive balanced assessment systems, establish leadership and team-based data analysis processes, and develop multi-tiered systems of support frameworks, high leverage instructional playbooks and PreK-12 literacy plans
- ◆ Provides training, coaching and technical support state and local leaders in using research to inform improved outcomes, specifically in PreK-12 literacy and effective instructional practices
- ◆ Trains and coaches teachers in how to design and implement quasi-experimental instructional improvement cycles
- ◆ Provided district-wide professional learning and coaching services to create and evaluate a PreK-12 MTSS, including establishing an instructional framework and evidence-based instructional practices
- ◆ As an instructional coach, cultivated a trustworthy, collaborative partnerships with educators to continually grow and improve
- ◆ Designed, and implemented reflective coaching cycles and continuous improvement practices

## Areas of Expertise

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- ◆ HQIMs for Literacy - Adoption and Implementation
- ◆ Leadership Development and Training
- ◆ Strategic Planning and Implementation
- ◆ Data-Informed Decision Making

- ◆ Equity and Inclusion Initiatives
- ◆ Professional Learning Communities
- ◆ Multi-Tiered Systems of Support (MTSS)

#### **District/School Types**

---

- ◆ Urban
- ◆ Rural
- ◆ Suburban

#### **District Sizes**

---

- ◆ 7,500+
- ◆ 2,500 - 7,499+
- ◆ 1,000 - 2,499+
- ◆ 600 - 999
- ◆ 300 - 599
- ◆ Under 300

## Exhibit 9 – Geographical Locations Serviced

Marzano Research is prepared to serve all school districts and geographic areas across the state of Iowa, including rural, urban and suburban communities. We understand that Iowa's public education system is organized into approximately 327 school districts and nine Area Education Agencies (AEAs), which provide critical regional support services for schools and educators. Our team has experience partnering with similar regional service systems across the country, such as Boards of Cooperative Educational Services in Colorado and Education Service Districts in Oregon, and we are prepared to collaborate effectively within Iowa's AEA structure to scale services while meeting local needs.

### Rural Literacy Needs and Support

In rural districts, educators often face unique challenges such as limited staffing, geographic isolation, and fewer opportunities for peer collaboration. Marzano Research addresses these conditions by providing flexible, job-embedded support that builds long-term local capacity. We use a blend of virtual coaching, asynchronous learning modules, and tailored professional development that can be accessed regardless of location or schedule. For example, in our work with rural districts in Montana, we helped literacy leadership teams implement MTSS by delivering customized data tools and virtual planning sessions that fit their staffing structures, master schedules, and resource constraints. This kind of differentiated support ensures rural educators are not only equipped with best practices but also supported in ways that work within their local realities.

### Urban and Suburban Literacy Needs and Support

Urban and suburban districts in Iowa typically serve more diverse student populations and may encounter more complex system-level challenges. These districts often require differentiated strategies to meet students' diverse learning needs and school staff with varying levels of understanding of the science of reading. Marzano Research brings experience in supporting large, diverse systems by aligning professional learning with data use, HQIM decisions, and research-backed instructional coaching. For example, we conducted a Special Education Review that included a review of literacy systems in Rapid City South Dakota. We used online surveys of administrators, teachers, and families to ensure input from the diverse schools and communities in the districts. Then, after assisting leaders with analysis of survey and other data from all schools, we helped leaders analyze the data, plan for changes that were differentiated by school and grade level and then communicate and create buy-in or those changes across grade-levels, schools, families, and diverse communities. In Iowa's urban districts, we will apply similar strategies to promote system coherence, instructional alignment, and improved literacy outcomes.

We are adept at delivering both in-person and virtual services, ensuring that district and school leaders across Iowa, regardless of location, can access high-quality professional

learning, coaching, and technical assistance. Our hybrid delivery model allows us to tailor support to each district’s logistical realities and staffing structures while ensuring consistency and fidelity of implementation. Marzano Research brings the experience, adaptability, and research-backed strategies necessary to meet Iowa’s literacy needs at scale.

## Exhibit 10 – Professional/Organizational Services Overview

Founded in 2008, Marzano Research is a women-owned small business, certified by the Small Business Administration, and a certified benefit company. We partner with organizations to build on strengths and address challenges in early childhood and PreK–16 education through applied research, program evaluation, data analysis, professional learning, and coaching. We are experts at working with educators to use research and evidence to design and enhance educational practices at the classroom, school, and district levels. Our areas of literacy expertise include building leadership capacity related to literacy assessments, early childhood education, foundational literacy, instructional practices based on the science of reading, multi-tiered systems of support in reading, and reading in the content areas. Marzano Research offers sophisticated education research and consulting capabilities with a collaborative, small-business approach.

Marzano Research brings deep experience supporting rural, suburban, and urban school systems across the Midwest, and we are well-positioned to partner with Iowa districts in implementing the CLSD grant priorities. Our services are designed to improve literacy outcomes by strengthening school leadership, instructional coherence, and system-level capacity to meet the needs of all learners, PreK–12. We understand Iowa’s focus on increasing access to evidence-based literacy practices, and we will tailor our supports to help districts build sustainable models that serve diverse student populations, including English learners, students with disabilities, and those in high-poverty or geographically isolated communities.

Marzano Research offers the following coaching and support services aligned to Iowa’s literacy priorities. For each type of service, we start with a collaborative meeting with district and school partners to align goals, roles, timelines, and expectations and to ensure shared understanding and a strong start. Each set of services include:

- **Professional learning sessions:** training and coaching that provide customized, research-based support and build leaders’ capacity through interactive training, collaborative planning, and ongoing coaching aligned to district goals
- **Monthly partner meetings:** regular opportunities for collaboration, progress monitoring, and shared decision-making to ensure alignment and momentum throughout the project
- **Monthly one-on-one coaching sessions:** personalized support to build individual leadership capacity, address specific needs, and deepen implementation of evidence-based practices

### Literacy Leadership Training and Coaching

Marzano Research offers group and individual leadership coaching and training focused on creating effective literacy plans and improving instructional leadership for literacy. These services are designed to be delivered from August to May in the early years of implementation. Each service capitalizes on the cadence of school year assessments

(e.g., after fall, winter, and spring benchmarking). We deliver the training and coaching either through virtual sessions or through a combination of in-person workshops and virtual coaching and training.

### Literacy System Review

The Literacy System Review is a structured review of a district's literacy programming, policies, and systems to assess alignment with evidence-based practices and CLSD priorities. Marzano Research trains leaders on how to examine components such as curriculum, assessment systems, professional learning, and intervention supports across tiers. Components of the review include focus group protocol, evidence-based literacy survey questions, and final report template. Findings from the review allow leaders to highlight strengths and gaps, leading to clear, actionable, evidence-based recommendations. District leaders use the results to refine their literacy plans, strengthen system coherence, and guide strategic improvement efforts.

Deliverables:

- Focus group protocol
- Bank of evidence-based literacy survey questions
- Literacy Audit Report (template, example)

### Local Literacy Plan Development and Implementation

Marzano Research provides coaching and support to leaders as they develop and implement a comprehensive local literacy plan that aligns with state guidelines and reflects community priorities. These actionable, evidence-based plans guide literacy instruction, assessment, and continuous improvement. Key elements of the local literacy plan development support include:

- Support for developing or refining local literacy plans aligned with Iowa's State Literacy Plan and CLSD grant priorities
- Guidance on integrating evidence-based literacy strategies and assessments, HQIM, MTSS, coaching, and data use into a coherent literacy framework
- Tools for engaging families and communities as partners in literacy, with strategies adapted for Iowa's rural, urban, and suburban contexts
- Support to ensure the plan is sustainable, measurable, and community-responsive

Deliverables:

- Local Literacy Plan (template, example, draft)

### Data-Driven Decision-Making

Leadership training sessions will build the capacity of leaders to analyze, interpret, and make decisions with data and evidence. Participants will learn how to use Marzano Research's 5Ds Data Analysis Protocol with leadership teams, PLCs, and literacy teams.

- Introduction, use, and personalized training in our 5Ds Data Analysis Protocol to identify root causes, monitor progress, and inform literacy instruction aligned with Iowa's literacy data systems
- Tools and coaching to help leaders translate data insights into SMART goals that guide Local Literacy Plan implementation
- Access to resources (slide decks, handouts, facilitator guides, protocols) to support sustainability

Deliverable:

- 5Ds Data Analysis Facilitation Materials (slide deck, facilitator agenda, handouts)

### Instructional Leadership

Instructional leadership sessions build capacity for leading literacy instruction improvement efforts. We train leaders in how to identify literacy instruction *look-fors* and use and adapt walkthrough protocols and rubrics aligned with the science of reading. In the sessions, we introduce the Marzano Research Coaching Framework (described in *Exhibit 7*) and help leaders develop an instructional coaching action plan.

- Professional learning in instructional literacy practices and evidence-based feedback using our Coaching Framework
- Coaching on how to implement non-evaluative observation cycles focused on the science of reading
- Coaching in forming literacy teams and developing literacy and MTSS frameworks
- Skill-building in facilitation, consensus, problem-solving, and communication planning

Deliverables:

- Session materials (slide decks, agendas, templates)
- Walkthrough protocols and rubrics

### Ongoing Literacy Leadership Training and Coaching Services (Year 2 and beyond)

Building on the foundational training in year 1, Marzano Research will provide individualized training and coaching to leaders during years 2 and beyond. Our ongoing support will help leaders implement their local literacy plans, design and conduct continuous improvement cycles, and build the capacity of staff to understand and use evidence-based literacy strategies. If needed during these ongoing literacy leadership services, we will review training provided in previous years.

### Implementation Coaching and Support

Marzano Research offers customized coaching and consultation to help school leaders implement literacy and MTSS initiatives, and apply the learning and skills developed during the first year of the project. Coaching sessions are tailored to district and school priorities,

focusing on building leaders' capacity to implement and monitor literacy plans and continuous improvement cycles. Coaching support includes the following options:

- Coaching to develop, monitor, and refine local literacy plans
- Assistance sustaining the use of Marzano Research's 5Ds Data Analysis Protocol
- Support to design, implement, and reflect on the results of continuous improvement cycles
- Guidance for leading PLCs and literacy teams
- Ongoing training in adaptive leadership and how to manage the human element of change
- Analysis and debrief of walkthroughs

We develop a coaching schedule with individual leaders that is responsive to local schedules and support needs. We deliver these services in either a year-long format or over multiple years to ensure the sustainability of these practices.

Deliverables:

- Coaching Framework with associated tools and resources
- 5Ds Data Analysis Facilitation Materials (slide deck, facilitator agenda, handouts)
- Continuous improvement materials
- Coaching logs

### Continuous Improvement Training

Participating leaders will learn how to apply the principles of continuous improvement to their grant-funded literacy initiatives. Marzano Research will introduce our Continuous Improvement Model and coach leaders to adapt the model for their context or align it to a local continuous improvement approach. For example, a school may already use another continuous improvement framework, such as Plan-Do-Study-Act (PDSA). As part of the training, we will help leaders design and implement two continuous improvement cycles during each year. We deliver these services in either a year-long format or over multiple years to ensure the sustainability of these practices.

Deliverables:

- Continuous improvement training materials (slide decks, facilitators agendas, handouts)
- Continuous improvement plans (template, example, draft)
- System Conditions for Success Tool

### MTSS Training and Coaching

Marzano Research provides training and coaching to help school leaders and their literacy teams understand key components of an MTSS, assess their current systems, and identify improvement needs. Using our MTSS-R Self Reflection tool, leaders assess current practices, identify areas for growth, and develop aligned action plans for literacy improvement.

- Facilitation of the MTSS-R Self-Reflection process to assess and improve tiered literacy instruction
- Guidance on integrating universal screening, diagnostics, and targeted interventions across all three tiers
- Coaching to help leaders embed continuous improvement into their MTSS structures, improving consistency and impact across K–12 settings
- Support for aligning MTSS with district literacy and instructional systems

Marzano Research will provide year-long technical services supporting district and school teams to develop their MTSS systems.

Deliverables:

- MTSS-R Self Reflection tool (template, example, draft)
- MTSS Framework (template, example, draft)

### Literacy Team Collaboration and Planning

Marzano Research offers coaching to school leaders to help them guide and strengthen literacy teams and PLCs, ensuring these teams are high-functioning, collaborative, and focused on classroom-based continuous literacy improvement. Our Literacy Team Collaboration and Planning service builds the capacity of leaders to lead and support literacy-focused PLCs. Technical assistance includes structured protocols, guided planning, and access to practical tools and templates that are adaptable across classroom contexts. Our services include:

- Introduction and training in the use of Marzano Research’s Group Dynamics Assessment Tool to build and sustain high-functioning teams and PLCs, supporting healthy group processes, strong shared purpose, and equitable participation
- Facilitation of collaborative planning sessions aligned with the team’s improvement goals for literacy, promoting consistent progress monitoring, engagement, and culturally responsive practices that connect families and communities to literacy outcomes
- Delivery of customized meeting templates, norms, and facilitation protocols to support effective literacy PLC practices, including shared decision-making, clear role definition, data-driven discussions, and cycles of continuous improvement

These services are designed to operate on a school-year cadence, supporting leaders quarterly as they navigate fall, winter, and spring literacy priorities.

Deliverables:

- Group Dynamics Assessment Tool (guide, rubric, facilitator handout)
- Local Literacy Plan (template, example, draft)
- MTSS Framework (template, example, draft)

### HQIM Adoption

We anticipate that schools will be prepared to adopt HQIM in the third year of the grant to support the local literacy plan developed in year one and the literacy strategies tested via

continuous improvement cycles in years one and two. Marzano Research offers comprehensive technical assistance to support districts in designing and implementing a PreK–12 curriculum adoption and implementation process. Our services include coaching for the leader overseeing the adoption, structured professional learning for the leader and curriculum adoption committee, collaborative tool development, and guidance to ensure schools and districts select evidence-based instructional materials and implement the materials effectively. We also offer:

- Technical assistance in evaluating, selecting, and implementing HQIM that align with Iowa Academic Standards and support equity across rural and urban settings
- Development of localized criteria, stakeholder engagement tools, and implementation plans that ensure fidelity and sustainability
- Creation of district-owned HQIM Adoption Toolkit that build leadership capacity and support professional learning

After a district’s planning year, Marzano Research will initiate a year-long sequence of technical services that guide a three-part adoption and implementation process: (1) Criteria for Adoption, (2) Adoption Process, and (3) Implementation Planning.

Deliverables:

- Criteria for Adoption Self Assessment (template, example, draft)
- Curriculum Rating Rubric (template, example, draft)
- Implementation Plan (template, example, draft)

## Principal as Researcher

Marzano Research trains leaders to design and implement action research cycles. In the training, leaders learn how to select and adapt evidence-based literacy improvement strategies, design quasi-experimental improvement cycles, and generate evidence regarding the effectiveness of the strategies. Principals use a suite of design and analysis tools to investigate the impact of the literacy strategies on student outcomes.

Deliverables:

- Principal as Researcher training materials (slides deck, facilitator agenda, handouts, templates)
- Analysis tools

## Sample Sequence of Services

Given the planning year for Iowa CLSD, an ideal sequence of services for subgrantee districts would begin with planning activities, move to implementation, and then work toward sustainability (Figure 3). Services that we suggest in year 4 could span two years depending on district capacity and need for sustainability. The sequence of services we provide is an example of how we could organize training and coaching over the course of the five-year project; however, subgrantee districts may be at different stages of implementation. Marzano Research will work with district leaders to select the set of services that best meet the district’s needs.

Figure 3. Example sequence of Marzano Research literacy leadership services

Year 1	Year 2	Year 3	Year 4 and Beyond
<b>Literacy System Review</b> Results guide creation implementation of local literacy plan			
<b>Local Literacy Plan Development and Implementation</b> Guides professional learning services and implementation			
<b>Data-Driven Decision Making</b> Supports literacy plan implementation and system-wide data use			
<b>Instructional Leadership Training</b> Leaders guide local literacy teams, strengthen collaboration and implementation of evidence-based practices			
	<b>Implementation Coaching and Support</b>	<b>Implementation Coaching and Support</b>	<b>Implementation Coaching and Support</b>
	<b>Continuous Improvement Training</b> Leaders complete inquiry cycles on key aspects of literacy implementation		
	<b>MTSS Training and Coaching</b> Leaders support literacy teams and teachers in using MTSS system		
	<b>Literacy Team Collaboration and Planning</b> Leaders help literacy teams plan high quality reading instruction and the interventions		
		<b>HQIM Adoption</b> Leaders help teachers adopt and implement HQIM	
			<b>Principal as Researcher</b>

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