



Request for Proposal | 005-RFP-1695-2025

Leadership Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant

Technical Proposal



Department of Education

Submitted by:

Matthew Kennard, CEO

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Due: July 10, 2025 | 2:00 pm

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Exhibit 1 – Transmittal Letter

July 1, 2025

Katelyn Howells, Purchasing Agent
Iowa Department of Administrative Services
1305 E Walnut Street
Des Moines, IA 50319

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

Dear Evaluation Committee,

BetterLesson is pleased to submit this proposal in response to the Iowa Department of Education's Request for Proposal (RFP) for Leadership Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant. **We congratulate you on your award and know that the Iowa Comprehensive Literacy State Development (IA-CLSD) grant represents a pivotal opportunity to transform student literacy outcomes across the State.**

At BetterLesson, we believe empowering leaders is the most powerful lever for creating sustainable, systemic change. We are confident that our unique approach to capacity building and professional learning is precisely what Iowa's school leaders need to bring the Department's vision for literacy to life. We are excited to support your Local Education Agencies (LEA) during the planning and implementation of the grant by **helping LEAs establish and sustain Literacy Leadership Teams (LLTs), conduct comprehensive literacy needs assessments, develop Local Literacy Plans (LPLs), and provide coaching and support that ensures literacy leadership and systems and structures are aligned and effective.**

We have carefully reviewed every part of RFP #005-RFP-1695-2025 and confirm our strong willingness and ability to meet all specifications. Per the RFP, BetterLesson's contact information follows:

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Electronic Mail Address: rfp@betterlesson.com

Fax Number: (617) 702-4308

Telephone Number: (617) 329-9130

Sincerely,



Matthew Kennard, Chief Executive Officer, BetterLesson

Exhibit 2 – Executive Summary

Our plan is a direct response to the grant's requirements, built to address the four Key Priorities of the grant.

BetterLesson offers a comprehensive partnership model meticulously designed to ensure Iowa Local Education Agencies (LEAs) are successful in both the Planning and Implementation phases of the IA-CLSD grant. As an approved Grant Support Provider (GSP), we will first provide the services LEAs need to support their Planning Grants, positioning them for maximum impact and a successful application for the Implementation phase.

We have read and understand all terms and conditions of the RFP, including the Contract provisions in Section 6. Our plan is a direct response to the grant's requirements, built to address the four Key Priorities of the grant:

- **Establish Literacy Leadership:** We will provide expert facilitation to help LEAs form their Literacy Leadership Team (LLT) and targeted coaching to administrators to ensure the effectiveness of instructional systems and communication structures.
- **Improve Instruction with HQIM:** Our process begins with the Comprehensive Literacy Needs Assessment (CLNA), where we help LEAs evaluate current instructional materials and practices. This data-driven analysis informs the Local Literacy Plan (LLP) and prepares the LEA for future HQIM adoption.
- **Enhance Professional Development:** We offer foundational professional development and leadership coaching on the Science of Reading and evidence-based literacy practices. Our job-embedded coaching model ensures this learning translates into practice.
- **Foster Family and Community Partnerships:** Our strategic planning process explicitly guides LLTs in developing family literacy plans and identifying community partners, a required component of the grant.

Specifically, the BetterLesson Statement of Work (SOW) provided in Exhibit 6 is strategically designed to help a Local Education Agency (LEA) meet the RFP's key priority to "Establish Literacy Leadership". The SOW provides a clear plan for how BetterLesson will serve as a GSP to guide an LEA through the required planning activities. We describe below how our proposed SOW aligns with the RFP:

Establish Literacy Leadership

The IA-CLSD LEA grant application specifies that establishing leadership involves forming a Literacy Leadership Team (LLT), conducting a Comprehensive Literacy Needs Assessment (CLNA), and developing a Local Literacy Plan (LLP). The BetterLesson SOW directly facilitates these required activities in the following ways.

Forming the Literacy Leadership Team (LLT)

Requirement: The grant requires subgrantees to establish an LLT to drive literacy initiatives and foster collaboration, and the RFP requires. The RFP requires that GSPs “guide leaders in strategic planning.”

BetterLesson's strategic planning process is designed to be conducted by a core Literacy Leadership Team. The BetterLesson process includes a variety of voices and diverse perspectives to ensure that the plan is authentic, realistic, and attainable. For example, Session 3 of our process includes **“forming a guiding coalition of internal champions that will support implementation”**. This “guiding coalition” is the LLT, and our process ensures it is formed with a clear purpose and role in mind from the outset.

Conducting the Comprehensive Literacy Needs Assessment (CLNA)

Requirement: During the planning phase, LLTs must complete a CLNA to evaluate current practices, identify strengths and weaknesses, and inform the creation of the LLP. The RFP requires GSPs to “guide leaders in assessment and data-informed decision-making.”

BetterLesson's strategic planning process begins with activities that are the core components of a CLNA:

- Pre-Work: Our strategic planning process begins with data collection, including student literacy data, curriculum inventories, and MTSS self-assessments. This directly aligns with the CLNA's purpose of evaluating current literacy practices.
- Session 1: Strategic Scan: This session guides the LLT through a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) to understand strengths, weaknesses, opportunities, and threats and collect diverse stakeholder voices. This mirrors the CLNA's function of identifying strengths and areas for growth.

Developing the Local Literacy Plan (LLP)

Requirement: The LLT is responsible for leading the development of the LLP, which outlines the LEA's action steps and timelines for improving literacy instruction.

BetterLesson provides a structured framework for creating the LLP, including the following sessions:

- Session 2: Vision, Core Beliefs, Goals, and Objectives: The BetterLesson coach supports the team as they review the Strategic Scan (SWOT Analysis), identify their core values, and set a vision. The team then identifies specific focus areas and action steps, which are the foundational elements of the LLP.

- Session 4: Continuous Monitoring and Implementation Stage: This session helps the LLT build out the LLP by identifying how to monitor progress, select evaluation criteria, and design systems for support and communication. This ensures the LLP is a dynamic, actionable document.

Providing Targeted Leadership Coaching

Requirement: The grant specifies that each LEA will select a Leadership GSP to "provide coaching and support for administrators" to ensure leadership and instructional systems remain effective. The RFP requires GSPs to "deliver targeted leadership coaching and expertise to subgrantee schools and districts."

BetterLesson's proposal includes data-informed coaching and progress monitoring through Learning Walks. Our coaching offers differentiated, 1:1 support for school leaders that focuses on critical leadership actions that support effective implementation of the LLPs.

The BetterLesson SOW is not a generic plan; it is a direct operational guide for fulfilling the State's literacy leadership requirements, positioning BetterLesson as a GSP that can expertly lead an LEA through every required step of the IA-CLSD grant.



"The level of BetterLesson's support and knowledge is at another level... BetterLesson is invested in us. They listen to us and listen to feedback."

Exhibit 3 – Experience

Number of years in business: BetterLesson was founded in 2008 and has been in business for 17 years.

Number of years of experience: BetterLesson has over 17 years of experience providing educator professional learning. Our approach goes well beyond the standard “one-and-done” PD day; it is rooted in the belief that **it takes time and intentionality** to move educators along a progression from awareness to ownership.

Disrupting the one-and-done paradigm, we combine innovative technologies and immersive adult learning experiences delivered throughout the school year that enable educators to establish sustainable changes in practice. [Proven to accelerate outcomes](#), we are dedicated to delivering on the promise of accessible, continuous, job-embedded professional development, strategic planning and goal setting, and effective literacy instruction implementation. Our comprehensive support offers districts both guiding structure and personalized attention to meet the needs of the district and each teacher, instructional specialist, and school leader.

Proven to accelerate outcomes, we are dedicated to delivering on the promise of accessible, continuous, job-embedded professional development, strategic planning and goal setting, and effective literacy instruction implementation.

By working backward from the specific changes you want across the State and engaging with district and school leaders to design a fully aligned solution, BetterLesson ensures deep responsiveness and personalization. We invest in getting to know our partners' goals so we can develop a solution that delivers impactful outcomes.

Level of technical experience: BetterLesson is a national leader in personalized, job-embedded professional learning and strategic planning on effective literacy instruction. We specialize in facilitating the activities required of subgrantees, including building leadership teams, guiding them through needs assessments (CLNA), and developing strategic local plans (LLP).

List of similar services provided: BetterLesson has provided comprehensive professional learning services that mirror the IA-CLSD grant's goals to hundreds of school districts nationwide. Examples include, but are not limited to:



Rutherford County Schools: Rutherford County Schools adopted the EL Education Curriculum K-5 across 28 elementary schools in June 2020. **Our partnership began pre-adoption with Leadership Strategic Planning to support district leaders to understand the curriculum structure and design, key shifts in teaching and learning, and to plan for implementation by creating an updated literacy plan and scope and sequence of ELA instruction.** The support for leaders was directly followed by launch and planning support for teachers for all the EL Education Curriculum components. As the partnership enters Year 5, we continue to

support RCS to build capacity by working directly with leaders and supporting the development of EL Education model schools.



Utah State Board of Education: To fulfill a state mandate to provide "science-based early literacy instruction" to low-performing schools, USBE initiated a five-year program to embed an early literacy coach within each school. Unable to recruit qualified educators to support two elementary schools in remote regions of the Navajo Nation, USBE came to BetterLesson seeking early-literacy qualified remote coaching. **USBE partnered with BetterLesson to design a remote teacher coaching support model, with leadership coordination and coaching, technical content, and customer service support, leveraging the BetterLesson Lab.**



POUDRE SCHOOL DISTRICT
NORTHERN COLORADO

Poudre School District: Poudre School District partnered with BetterLesson to support the implementation of the EL Education curriculum by **working with district leaders to analyze data and plan and deliver high-quality professional learning for teachers** to build their understanding of key shifts in the

curriculum, internalize lesson structure and to support instructional practices that engage all students in reading, thinking, talking, and writing about complex worthy texts.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

District of Columbia Public Schools: DCPS partnered with BetterLesson to develop and execute a plan that **meets teachers "where they are at" in curriculum implementation to support strategic planning,** lesson

internalization, and mathematical language routines.



NORTHWEST ARKANSAS
Education Service Cooperative

Northwest Arkansas Education Services Cooperative: Northwest Arkansas Education Service Cooperative partnered with BetterLesson to provide professional learning that meets the requirements of a State initiative to train educators in HQIM, HQPL, and Acceleration. Collaboratively, we designed a comprehensive scope of work that participants found relevant to their needs. **This led to further partnership with a specific focus on school leaders, and an additional initiative to support the development of Lead Teachers in their new, State-defined role.** To address the extensive professional learning role of the Northwest Arkansas Educational Cooperative and the state's HQIM initiative, **BetterLesson developed a comprehensive professional plan for district and school leaders, teachers in instructional leadership, and student-centered math and literacy.**



educational service center
of Central Ohio

Ohio Educational Services Center: BetterLesson supported Ohio Educational Service Center (ESC) Math Specialists to build their understanding of best practices in math instruction and their **leadership capacity to lead high-quality, student-centered instruction** in districts in alignment with the Ohio Materials Matter initiative. BetterLesson delivered consistent professional learning at the state level while tailoring support to meet the unique needs of different ESCs statewide.

Letters of Reference are on the following pages.



Red Bank Borough Public Schools

Dream BIG... We'll help you get there!

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Cheryl Cuddihy, Ed.D.
Director of Curriculum & Instruction K-8



September 23, 2024

To Whom It May Concern:

Over the past year, Red Bank Middle School has partnered with BetterLesson to deliver high-quality, research-based professional development and coaching for our district teachers and leaders in Red Bank. Throughout our pilot process and during our recently launched adoption of Expeditionary Learning Education, we have been pleased with BetterLesson's impact.

Leading with a student-centered approach, they provide our staff with resources and tools that successfully impact classroom instruction. From the BetterLesson Lab to coaching and Learning Walks, we have seen measurable shifts in practice that lead to better student outcomes. The team is approachable and timely in their response to our inquiries.

We recently worked with BetterLesson to provide a variety of modules focused on discourse for all learners, unpacking modules, and how to integrate language and literacy work in the ALL Block. BetterLesson collaboratively designed the services we needed based on our goals and objectives. They meet our educators where they are and help our district provide differentiated learning experiences throughout the school year that create meaningful changes for students in every classroom. The presenters have all been quite knowledgeable about the curriculum but also best instructional practices in meeting the needs of our diverse learners including multilingual learners and those who have dyslexia.

I recommend BetterLesson to any district looking to support its leaders and teachers in creating district-wide change and implementing new instructional strategies and practices that create positive learning environments for all.

Respectively,

A handwritten signature in cursive script that reads 'Cheryl Cuddihy'.

Cheryl Cuddihy, Ed.D.

*Director of Curriculum & Instruction K-8, Red Bank Borough Public Schools
Lecturer, The Graduate School of Education, Rutgers University*



WILTON
PUBLIC SCHOOLS

Trudy Denton, Curriculum Coordinator
Wilton Public Schools
395 Danbury Road
Wilton, CT 06897
(203) 257-9391

September 17, 2024

To Whom It May Concern:

Wilton Public Schools has partnered with Better Lesson since 2019 to deliver high-quality, research-based professional development and coaching for our district teachers and leaders in mathematics, specifically in support of our implementation of Illustrative Math.

We have been pleased with BetterLesson's impact. Leading with a student-centered approach, they provide our staff with resources and tools that impact classroom instruction. From the BetterLesson Lab to coaching and Learning Walks, we have seen measurable shifts in practice that lead to better student outcomes.

We recently worked with BetterLesson to provide support with our efforts to establish teacher led, student focused learning walks in elementary school, middle school and at the high school.

BetterLesson collaboratively designed the services we needed based on our goals and objectives. They meet our educators where they are and help our District provide differentiated learning experiences throughout the school year that create meaningful changes for students in every classroom.

I recommend them to any district looking to support its leaders and teachers in creating district-wide change and implementing new instructional strategies and practices that create positive learning environments for all.

Respectively,

Dr. Trudy Denton

Trudy Denton, EdD



Leominster Public Schools

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Renee Kostka - Administrator of Teaching and Learning

Renee Kostka
Leominster Public Schools
24 Church Street
Leominster, MA 01453

9/12/2024

To Whom It May Concern:

Since June 2024, Leominster has partnered with BetterLesson to provide high-quality, research-based professional development and coaching for our district's teachers and leaders in mathematics, with a focus on implementing the new Illustrative Mathematics program at the elementary level. We are very pleased with the positive impact BetterLesson has had.

Their student-centered approach equips our staff with resources and tools that directly enhance classroom instruction. Through the BetterLesson Lab, coaching sessions, and Learning Walks, we've observed measurable shifts in teaching practices that contribute to improved student outcomes.

Recently, BetterLesson supported our K-5 teachers in planning with a Universal Design for Learning (UDL) approach, focusing on key recommendations. As we prepare for our first district-wide professional development event, we've been able to differentiate offerings to meet the needs of our staff—such as UDL planning for new/struggling teachers and Math Language Routines aimed at optimizing output and fostering classroom discussions.

BetterLesson has been a true collaborative partner, designing services aligned with our district's goals and objectives. They meet educators where they are and offer tailored professional learning experiences throughout the school year, leading to meaningful changes in every classroom.

I highly recommend BetterLesson to any district seeking to support its leaders and teachers in driving district-wide change, while implementing instructional strategies that foster positive and engaging learning environments for all students.

Sincerely,

Renee Kostka

Ms. Renee Kostka, Administrator of Teaching and Learning

Every Child

Every Classroom

Every Day

Exhibit 4 – Relevant Experience

BetterLesson's professional background is deeply rooted in literacy development, instructional coaching, and the science of reading, making us uniquely qualified to support the IA-CLSD grant. Our organization was founded by teachers for teachers and has evolved to become a premier partner for districts seeking to enhance leadership and instruction. Below are specific examples of our relevant experience:

Literacy Development and the Science of Reading

Our approach is designed to **guide leaders in shifting educators and systems to a literacy approach focused on the Science of Reading and foundational and comprehensive literacy instruction**. At BetterLesson, we know there is no silver bullet or one right answer to improving our children's reading and writing achievement. Leaders and educators need the opportunity to develop a depth of knowledge and understanding around science-based instructional practices and routines that support the development of literacy skills in all children, understanding that what works for some will not work for all. **We support educators through personalized pathways that achieve clear outcomes, including strategic planning, data analysis, workshops, 1:1 coaching, Learning Walks, and asynchronous courses and strategies in the BL Lab.**

From showing leaders and teachers what student-centered literacy looks like in the classroom to helping them align Science of Reading (SOR) practices with their current curriculum, our coaches consistently consider educators' specific needs. Our coaches guide leaders and educators in identifying their students' strengths and needs through targeted and purposeful data analysis to preemptively plan how to gradually build students' literacy.

One example of how we have provided SOR PL is Groton Central Schools (GCSD). We have partnered with Groton for over seven (7) years, beginning with workshops and coaching on student-centered literacy/SOR and leading to support for the adoption and implementation of EL Education. Early in our partnership, there were improvements in both ELA and mathematics data. Recent data from 2018-2022 reveals that GCSD continues to show huge academic gains, particularly in ELA data.

During that period, GCSD **demonstrated the largest improvement in ELA proficiency throughout New York, increasing 26% from 2019 to 2022**. These tremendous gains reveal the impact of BetterLesson's SOR PL and the unwavering commitment of GCSD teachers and students.

Coaching School and District Leaders

Our experience coaching leaders is multifaceted and extensive, encompassing the exact modalities required to support Iowa's districts:

- **One-on-One Coaching:** Our coaching model is built on high-impact virtual coaching, allowing us to connect with and support leaders in any geographic location, including rural and remote districts.
- **Group and In-Person Training:** We facilitate numerous group learning experiences, including virtual and in-person strategic planning sessions, workshops, Learning Walks, and Learning Walk Strategy Sessions. Our coaches also conduct on-site classroom observations and facilitate LLT meetings.
- **Success in School Improvement and Strategic Planning:** We have a proven track record of success in leading school improvement initiatives. Our coaches have experience in school turnaround work, raising an underperforming elementary school's rating from Level 3 to Level 2 in a year. Our proposed SOW is a detailed strategic planning process that guides LLTs from a "Strategic Scan" and "SWOT Analysis" to a fully developed Local Literacy Plan with action steps and monitoring systems.
- **Professional Learning Communities (PLCs):** We specialize in transforming PLCs into engines of continuous improvement. One key outcome of our "Coaching for Principalship" is that leaders can evaluate the effectiveness of PLCs and refine PLC structures within their schools. We offer specific workshops like "Reimagining Professional Learning Communities (PLCs)" and provide strategies for establishing goals, roles, and results-driven practices within the PLC framework.

One example of our success working with school leaders is BetterLesson's and Teach for America's Rural School Leadership Academy (RSLA), where we help prepare rural teacher leaders and administrators to meet ongoing challenges, develop the knowledge and skills they need to be effective, and connect them to a robust and durable network of aspiring school leaders in rural communities.

In this intense environment, we were thrilled to learn that, according to a comprehensive evaluation by The American Institutes for Research (AIR), **BetterLesson coaches implemented structures and opportunities that fostered trusting and responsive relationships and supported open communication with RSLA participants.**

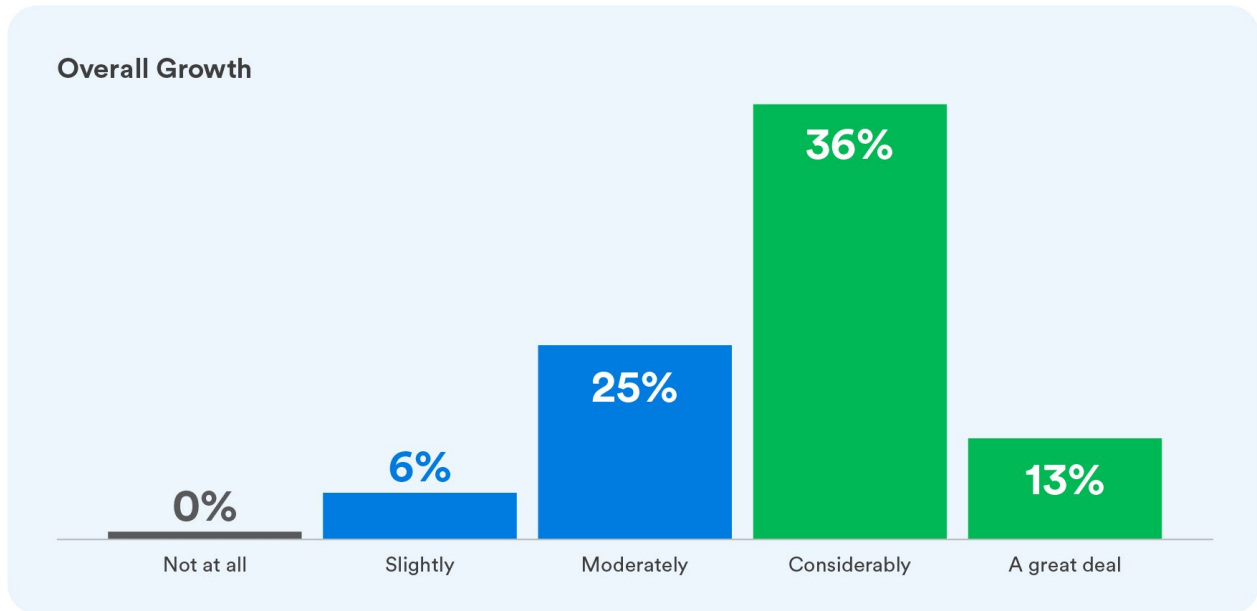
As the following data suggests, the bond established between BetterLesson coaches and RSLA leaders extended beyond the urgent demands of the school year into broader and more personal domains, including RSLA leaders' career aspirations and trajectories.

- 89% of survey respondents indicated they had sought out their BetterLesson coaches for career guidance and support at some point during the program year.
- Over 90% of program participants were still in their rural communities as educators the following year, many in school and district leadership roles.

Our partnership has always focused on improving participants' leadership skills. Across the board, RSLA participants characterized their coaching experiences as personalized, beneficial, valuable, and useful to their development as educators and leaders.

Our research shows that the coaching RSLA program participants receive is powerful, relevant, and appreciated. The leaders are working on specific areas of their leadership practice, including student-centered literacy, inclusive classrooms, and instructional leadership, allowing them to choose what is applicable and beneficial to their practice. At mid-year of the study, the participants self-assessed around each focus area they selected. Overall, the results showed:

How much have you grown in your learning domain?



[Rutherford County Schools](#) is another example of how we support strategic planning. Rutherford County Schools adopted the EL Education Curriculum K-5 across 28 elementary schools in June 2020. **Our partnership began pre-adoption with Leadership Strategic Planning to support district leaders to understand the curriculum structure and design, key shifts in teaching and learning, and to plan for implementation by creating an updated literacy plan and scope and sequence of ELA instruction.** The support for leaders was directly followed by launch and planning support for teachers for all the EL Education Curriculum components. As the partnership enters Year 5, we continue to support RCS to build capacity by working directly with leaders and supporting the development of EL Education model schools.



“The thing I appreciate the most about the BetterLesson partnership is the collaboration. We have an ongoing partnership, where BetterLesson listens to what our evolving needs are, and together we come up with creative solutions to meet our goals and stick to the overarching vision.”

Exhibit 5 – Mandatory Specifications

4.1.1. Deliver targeted leadership coaching and expertise to subgrantee schools and districts.

Yes, BetterLesson is built for flexible, scalable professional learning. Our model includes 1:1 virtual targeted coaching for leaders. **Our team of over 300 experienced coaches** ensures we can deliver these services to any subgrantee in Iowa. We match each instructional expert's background to the skills required to support strategic planning, educational leadership, data analysis, student-centered literacy instruction, school improvement, and professional learning communities, then collaborate with your team to ensure an outstanding experience.

4.1.2. Utilize evidence-based leadership practices within an MTSS framework to foster effective leadership, school improvement, and system transformation.

Yes, our entire model is a direct application of these principles. We will serve as GSPs that guide LLTs through the grant-required strategic planning process, which includes completing the Comprehensive Literacy Needs Assessment (CLNA) and developing the Local Literacy Plan (LLP). Our support for the CLNA is specifically designed to align with the **Self-Assessment of MTSS Implementation (SAMI)**, a key grant requirement. Our coaches have direct experience as MTSS administrators and case managers, bringing a practical, evidence-based application to the framework.

4.1.3. Develop and facilitate professional development tailored to the unique needs of each school or district, with a focus on building effective leadership, strategic planning, and change management.

Yes, we are national leaders in providing tailored support to diverse districts. **We work backward with each partner from the specific changes they want to see and engage leaders to design a fully aligned solution.** BetterLesson ensures deep responsiveness and personalization. We invest in getting to know our partners' goals so we can develop a solution that delivers impactful outcomes. Our model can be applied to various contexts and supports all adult learners, regardless of location or experience level. Our virtual coaching model ensures that leaders in Iowa's smallest rural districts access the same high-quality GSP support as those in larger centers.

4.1.4. Assist in fostering strong school culture, communication, and community engagement.

Yes, our approach is designed to help LEAs meet the IA-CLSD grant priority to "Foster Family and Community Partnerships". Our SOW includes dedicated professional learning and coaching to build capacity in these specific areas:

- **Strong School Culture:** We guide leaders in creating positive and supportive school climates through workshops like "Supporting New Teachers to Create a Classroom Culture that Works" and "Prioritizing Well-Being within Your School". Our coaching helps leaders build a culture of continuous improvement and trust, essential for retaining high-quality staff and supporting shifts in literacy instruction.

- **Effective Communication:** We provide leaders with tools and strategies to excel at communication. Our SOW includes the "Communicate with Teachers Effectively to Personalize Support Workshop" and coaching on navigating "Difficult Conversations", ensuring leaders can foster trust and transparency with all stakeholders.
- **Community Engagement:** As part of the grant-required process for developing the Local Literacy Plan (LLP), we guide the Literacy Leadership Team (LLT) in creating family literacy plans and identifying community partners. We offer specific workshops like "Fostering Family Engagement in Your School" to provide leaders with actionable strategies for building these vital partnerships.

4.1.5. Guide leaders in strategic planning, assessment, and data-informed decision-making.

Yes, our SOW provides a step-by-step process to guide the Literacy Leadership Team (LLT) through the grant's required strategic planning activities:

- **Strategic Planning:** Our SOW is a comprehensive guide for developing the Local Literacy Plan (LLP). It moves teams from a "Strategic Scan" of their current reality to a complete "Action Plan" ready for implementation.
- **Assessment:** Our process begins with the Comprehensive Literacy Needs Assessment (CLNA). The SOW's "Pre-Work" phase requires the collection and analysis of school data, including student literacy data and leader self-assessment on MTSS implementation, which directly fulfills the CLNA's purpose.
- **Data-Informed Decision-Making:** We equip leaders with the skills to use data effectively. Our SOW includes workshops like "Using Data to Close Learning Gaps" and strategies like "Analyzing Student Data to Inform Instruction." This ensures that the LLP is built on a foundation of evidence and that the LLT is prepared to monitor progress with fidelity.

4.1.6. Support implementation and alignment with Iowa state educational standards and initiatives.

Yes, our entire partnership model is predicated on aligning our support with Iowa's specific goals. Our support for grant recipients will be custom-designed to align with IA-CLSD expectations. In addition, our support for implementing High-Quality Instructional Materials (HQIM) inherently ensures alignment with state standards, as HQIM is defined by its standards alignment. Finally, the process outlined in our SOW for developing the Local Literacy Plan (LLP) ensures that the LEA's goals and action steps are directly tied to the Key Priorities of the IA-CLSD grant. We will ensure that the strategic planning process we facilitate considers other Iowa state initiatives, such as the Reading Assistant (Amira) program and the Summer Reading Grant Program, for which subgrantees receive competitive preference points.

School District Responsibilities: We focus on creating a true partnership and will collaborate with partner LEAs to ensure we have information on their literacy curricula and state standards.

Exhibit 6 – Knowledge Areas

Developing and Enhancing Leadership Capabilities for School Leaders

Our approach to developing and enhancing leadership capabilities is not through abstract training, but by actively facilitating the creation of the core leadership structures that can support adoption, implementation, and sustainable changes in practice. Our approach includes:

- **Establishing the Literacy Leadership Team (LLT):** The grant requires subgrantees to establish an LLT to drive literacy initiatives. Our SOW (below) is designed to be conducted with this core group. For example, Session 3: Action Plan explicitly includes the task of "forming a guiding coalition of internal champions that will support implementation," which is the LLT. We guide the formation of the LLT and build its capacity to lead the grant work effectively.
- **Conducting the Comprehensive Literacy Needs Assessment (CLNA):** The grant requires the LLT to conduct a CLNA to inform their strategic plan. Our SOW directly facilitates this process. The Pre-Work and Session 1: Strategic Scan guide the LLT through data collection, MTSS self-assessments, and a SWOT analysis, which are the foundational components of the CLNA.
- **Developing the Local Literacy Plan (LLP):** The grant requires the LLT to develop a data-driven LLP. Our services provide the structured framework to create this plan. For example, Session 2: Vision, Core Beliefs, Goals, and Objectives and Session 4: Continuous Monitoring guide the team in transforming their CLNA findings into a coherent plan with clear action steps, goals, and monitoring systems.
- **Providing Targeted Leadership Coaching:** The grant requires LEAs to select a Leadership GSP for administrator coaching. Our SOW fulfills this with our "Coaching for Principalship" service, which offers differentiated, 1:1 support for school leaders to ensure they can effectively implement the LLP.
- **Example of Previous Work:** Jeffco Public Schools needed support for its leaders and instructional coaches to understand the key shifts required by the Illustrative Math curriculum and to grow their capacity to assess its high-quality implementation. BetterLesson partnered with Jeffco to build the capacity of their District leaders and instructional coaches, starting in 24 Title I schools and expanding to 86. **The partnership included a combination of Learning Walks to build leaders' skills in assessing implementation, 1:1 coaching for personalized support, and workshops to address needs surfaced during the Learning Walks.** As a result of this partnership, the District built the capacity of district leaders and instructional coaches to be experts in supporting curriculum implementation. It also developed their ability to use effective coaching cycles and facilitate meaningful professional learning.

Our approach to developing and enhancing leadership capabilities is not through abstract training, but by actively facilitating the creation of the core leadership structures that can support adoption, implementation, and sustainable changes in practice

Guiding Strategic Planning for a Science of Reading/HQIM Shift

As a GSP, our primary role during the Planning Grant is to provide "assistance in developing the LLP with input from all stakeholders". **Our strategic planning process is specifically designed to help the LLT build a plan that addresses the grant's priorities of shifting to the Science of Reading and adopting High-Quality Instructional Materials (HQIM).** Our process, outlined in the SOW below, directly supports the development of the LLP by:

- **Facilitating the CLNA:** We guide the LLT to analyze current instructional materials and teacher training in the Science of Reading (e.g., LETRS®). This provides the essential data for the "LEA Literacy Strategy Self-Assessment" section of their grant application.
- **Informing HQIM Decisions:** While Planning Grant funds cannot be used to purchase HQIM, our process helps the LLT **plan for future adoption**. We provide tools like the "Phases of Implementation: Early Literacy Program" rubric to assess readiness and build HQIM adoption into the LLP.
- **Providing Foundational Professional Learning:** A key part of our strategic planning process is enhancing professional development. Our SOW includes our "Designing & Leading a High-Quality Curriculum Initiative Workshop," an allowable use of Planning Grant funds that provides leaders with foundational knowledge on HQIM and evidence-based literacy instruction.
- **Example of Previous Work:** Rutherford County Public Schools was preparing to adopt the EL Education K-5 curriculum across 28 elementary schools and needed a strategic plan to manage the significant shifts in teaching and learning before the rollout. **Our partnership began pre-adoption with Leadership Strategic Planning. We worked with District leaders to help them understand the curriculum's structure and design and to plan for implementation by creating an updated literacy plan and scope and sequence of ELA instruction.** This proactive strategic planning set the foundation for a successful, multi-year implementation. The learning plan included Leadership Strategic Planning and Planning Workshops to ensure leaders were fully prepared to guide the initiative, leading to a partnership now in its fifth year and has resulted in the development of district model schools.

Driving and Managing Change Within Schools or Districts

We support leaders in driving the systemic change required by this grant by **focusing on building sustainable structures and a culture of continuous improvement**. Our methodology provides leaders with the tools to manage change effectively, such as:

- **The LLT as the Engine of Change:** We position the LLT as the central driver of the change process. We coach this team on how to build stakeholder buy-in, communicate a shared vision, and monitor progress on the LLP.
- **BetterLesson's Try-Measure-Learn Cycle:** Our core coaching methodology, the Try-Measure-Learn (TML) cycle (see Exhibit 7), provides a practical framework for driving and managing

change. We teach LLTs to use this cycle to test new initiatives from their LLP on a small scale, gather evidence, and make informed decisions, which builds momentum and makes change more manageable. This aligns with the grant's expectation for ongoing progress monitoring and data use.

- **Example of Previous Work:** Poudre School District undertook a significant change by adopting the EL Education curriculum, which involved replacing the past practice of allowing teachers to select instructional materials. This required managing a significant shift in teacher autonomy and instructional practice. **We partnered with Poudre to manage this transition by addressing the human elements of change.** Our flexible solution was designed to navigate the shift from "teacher resistance to teacher buy-in". Using customized workshops, coaching, and Learning Walks, we helped leverage pockets of excellence to generate buy-in and ensure the new curriculum was implemented successfully.

MTSS Implementation Specific to Literacy

We have deep expertise in MTSS, a framework the grant identifies as critical for meeting the needs of all learners. Our support in this area is concrete and directly aligned with the grant's requirements in the following ways.

- **Alignment with the SAMI:** The IA-CLSD grant explicitly requires the CLNA to align with the Self-Assessment of MTSS Implementation (SAMI). Our SOW directly addresses this during the "Pre-Work" phase, which includes having the leadership team complete our district leader self-assessment on MTSS implementation and our school leader self-assessment on MTSS implementation, using our provided checklists as tools to fulfill the SAMI requirement.
- **Strengthening Tier 1 Instruction:** We believe the foundation of MTSS is high-quality universal instruction. Our SOW includes professional learning offerings for leaders and teachers on student-centered practices like "Making Grade-Level Content Accessible to All Students" and "Using Differentiation Techniques" to reduce the number of students who need intervention.
- **Planning for Systematic Intervention:** We guide the LLT in using their CLNA data to plan for the adoption and implementation of high-quality, evidence-based interventions for Tiers II and III, a key priority for improving instruction under the grant.
- **Example of Previous Work:** Following the pandemic, Florence 1 Schools identified glaring gaps in student achievement and needed a system to address these gaps while keeping students engaged with grade-level content. **BetterLesson partnered with Florence 1 to develop educators' knowledge and skills in using accelerating growth to ensure students remain in their grade-level classrooms while also addressing gaps in learning.** This work is the core of an effective MTSS framework. The professional learning plan focused on helping teachers develop remediation systems and structures to accelerate student growth using differentiated and targeted supports. Using Learning Walks, coaching, and workshops focused on Universal Design for Learning (UDL) principles, we helped the district implement a system for closing academic gaps and making learning more student-centered.

Statement of Work

BetterLesson's Strategic Planning supports districts and schools in raising awareness and understanding of developing and implementing a strategic literacy plan within an MTSS framework to foster effective leadership, school improvement, and change management. **Please see Exhibit 11 for Supporting Documentation.**

The BetterLesson process includes a variety of voices and diverse perspectives to ensure that the plan is authentic, realistic, and attainable. We emphasize focusing and prioritizing actions, so planning leads to immediate and actionable next steps.

Rationale: shifting educators and systems to a literacy approach focused on the science of reading and comprehensive literacy instruction, including using high-quality instructional materials (HQIM) in literacy and English Language Arts.

<p>Pre-Work: Prepare and Plan</p>	<ul style="list-style-type: none"> • District or school data collection related to status quo structures and systems (ELA curriculum, resources and diagnostics used in foundational literacy instruction and intervention programs, student literacy data, prior teacher training in foundational literacy, etc.). • District leader self-assessment on MTSS implementation. (Example) • School leader self-assessment on MTSS implementation. (Example) • School culture survey data (student, teacher, leaders).
<p>Session 1: Strategic Scan Defining Current Reality</p>	<ul style="list-style-type: none"> • School Culture: The BL Coach meets with a district or school leadership team and supports a collaborative culture by building relationships and establishing agreements for the work. • The team begins the Strategic Scan of the literacy and MTSS program by going through a SWOT Analysis to understand strengths, weaknesses, opportunities and threats (<i>data sources will include above self-assessments and surveys</i>). • Change Management: The BL Coach supports the team to think about how to collect voices and perspectives that need to be included in the process.
<p>Session 2: Vision, Core Beliefs, Goals, and Objectives</p>	<ul style="list-style-type: none"> • The BL Coach supports the team to think about implementation levers as they review the Strategic Scan (SWOT Analysis). • The team identifies their core values and engages in a vision setting activity. • The team identifies focus areas and action steps (e.g. what is the action step, who is responsible for action, and what is the timeframe for action).

<p>Session 3: Action Plan</p>	<ul style="list-style-type: none"> • The BL Coach supports the team to develop phases of implementation (see example/resource). • The team discusses forming a guiding coalition of internal champions that will support implementation in the district/school. • The BL Coach supports the team to continue to refine and prioritize action steps.
<p>Professional Learning</p>	<ul style="list-style-type: none"> • Designing & Leading a High Quality Curriculum Initiative Workshop. In this workshop, participants will define HQIM, explore its connection to student achievement, and analyze the impact of HQIM on professional learning and stakeholder buy-in.
<p>Session 4: Continuous Monitoring and Implementation Stage</p>	<ul style="list-style-type: none"> • The BL Coach supports the team to identify ways to monitor progress on the implementation of the plan. • The BL Coach supports the team to select evaluation criteria and measures of success that they can track over time. • The BL Coach supports the team to build a system of regular reporting and a process for refining and adjusting the plan when needed. • Communication and Community Engagement: The BL Coach supports the team to communicate the implementation plan. • The BL Coach supports the team to begin the implementation of the plan. • The BL Coach supports the team to design systems of support for challenges with implementation. <p>Deliverable: Completed Strategic Plan Ready for Implementation</p>

Data-Informed Coaching/Progress Monitoring

Differentiated Support 1:1

- [Coaching for Principals](#)
 - [Coaching Design](#)

Example Outcomes:

- *Increasing Educator Capacity: I use growth-centric tools and strategies to empower teacher development.*
- *Enriching Professional Learning Communities (PLCs): I evaluate the effectiveness of PLCs and refine PLC structures within my school.*

Assess Progress

- [Student-Centered Literacy Learning Walk](#)

Professional Learning

Vision and Goal Setting: Effective leaders provide a clear, compelling vision and direction for their institution. They set achievable goals that guide progress and ensure everyone is working towards a common objective.

- [Crafting a Shared School Vision and Mission Workshop](#)
- [Establishing a Culture of Continuous Improvement Workshop](#)

Strong Communication Skills: Leaders must excel at communicating their vision, goals, and expectations to all stakeholders (teachers, staff, students, parents, community members). This fosters trust, collaboration, and transparency.

- [Coaching for Principals](#)
- [Communicate with Teachers Effectively to Personalize Support Workshop](#)
- [Communication and Partnership with Families Workshop](#)
- [Fostering Family Engagement in Your School](#)

Emotional Intelligence: Successful leaders understand and manage their own emotions and can empathize with others. This helps build strong relationships and create a supportive school climate.

- [Coaching for Principals](#)
- [Prioritizing Well-Being within Your School Workshop](#)
- [Supporting the Wellness of Staff with Mindfulness Workshop](#)

Creating a Positive Learning Environment: Effective leaders prioritize a safe, supportive, and motivating environment for students, which is crucial for their academic and personal growth.

- [Coaching for Principals](#)
- [Supporting New Teachers to Create a Classroom Culture that Works Course](#)
- [Practices for Positive Learning Environments Workshop](#), modified for leaders
- [Leadership for Student-Centered Assessment](#)

Promoting Teacher Collaboration and Empowerment: Leaders encourage and facilitate collaboration among teachers, sharing ideas, resources, and best practices. They empower teachers to take ownership, innovate, and develop their professional skills.

- [Using Systems Thinking to Build a Collaborative Culture Workshop](#)
- [Reimagining Professional Learning Communities \(PLCs\) Course](#)
- [Establishing Results-Driven PLCs Workshop](#)

Implementing Effective Instructional Strategies: Leaders stay current with research-based instructional strategies and guide teachers in adopting effective teaching methods

- [Leading Student-Centered Literacy in Your School Course](#)
- Supporting a Research-Based SCL Program K-5

- Supporting a Research-Based SCL Program 6-12

Data-Driven Decision Making: Effective leaders use student data and other information to understand needs, assess progress, and make informed decisions about instructional priorities and school improvement.

- [Using Data to Close Learning Gaps Workshop](#)
- [Data-Backed Professional Learning Workshop](#)



"BetterLesson acts as a thought partner and collaborator in meeting district goals. They have a knack for identifying best next steps for professional learning and coaching to meet staff where they are. BetterLesson uses data (both qualitative and quantitative) to be responsive and ensure the focus of the work remains tied to district goals."

Exhibit 7 – Coaching Philosophy and Approach

BetterLesson's coaching philosophy is built on the belief that effective professional learning must be personalized, job-embedded, and focused on partnership to promote sustained growth, adaptability, and resilience in school leaders. BetterLesson believes the following:

- The role of the instructional coach is fundamental to the growth and improvement in practice.
- Effective instructional coaching involves maintaining a goal-driven coaching cycle, a student-centered approach, and coach mindsets called “lenses” that support effectiveness for all archetypes.
- Facilitative and cyclical coaching leads to practice change. By “bending the line” and avoiding linear coaching, we can invite participants into regular, job-embedded learning and growth (Kraft et al., 2016).
- Instructional coaches need ongoing support to enhance their leadership capacity.
- Improved student outcomes are the byproduct of effective instructional coaching.

The Try-Measure-Learn (TML) Cycle is the engine of our coaching model. We guide leaders to identify a goal, **Try** a new, evidence-based strategy on a small scale, **Measure** its impact with concrete data, and **Learn** from the results to make informed decisions. This iterative cycle fosters adaptability and resilience by making innovation manageable and data-driven.

We focus on amplifying a leader’s existing strengths to build their confidence and capacity for tackling challenges. Our coaches often use tools like the VIA character survey to help leaders identify their strengths and then leverage them to drive school improvement, which fosters resilience and promotes a positive growth mindset.

We also recognize that every leader and school is different. We do not use a one-size-fits-all coaching model but partner with leaders to build custom-designed learning plans. We build specific pathways of learning focused on a district's unique goals, ensuring that coaching is always relevant and leads to sustained growth.

The Impact of BetterLesson’s Instructional Coaching

95%

of teachers say BetterLesson coaching had a positive impact on student outcomes

97%

of leaders say educators improved their practice through BetterLesson coaching

96%

of teachers would recommend BetterLesson coaching to colleagues

94%

of teachers who received BetterLesson Coaching said they were more likely to stay in the profession

Exhibit 8 – Personnel

Key BetterLesson Staff

BetterLesson's core leadership team will support this partnership with leadership, solution design, service delivery, and customer engagement support. This core team is responsible for executing the contract, refining the scope of work, and monitoring the progress of the implementation.

BetterLesson Leadership Staffing		
BetterLesson Leader	Education	Experience
Cheryl Belknap, Director of Solution Design	Master's in Educational Leadership B.A. Philosophy and Political Science	Cheryl works with districts to develop a scope of work to match their desired outcomes. She helps customize BetterLesson offerings to meet your specific needs. Cheryl draws upon her 10 years' experience working for BetterLesson as a Solution Designer and Instructional Coach as well as time as a curriculum director and adult educator to understand how to shape your vision. Cheryl has a BA in Philosophy and Political Science and a Masters in Educational Leadership.
Whitney Adams, VP Customer Experience	Master's of Science, Counselor Education/School Counseling and Guidance, Mercer University Bachelor of Science, Psychology, The University of Georgia	Whitney will oversee the onboarding of all participants in our coaching and workshop series, and she will lead communications from BetterLesson to the customer stakeholders as desired. As the leader of Customer Experience, Whitney will oversee the Customer Engagement Manager who will provide engagement reports and outcomes reports at the regular progress meetings.
Jessi Anderson, Sr. Director of Services	Doctor of Philosophy, Learning, Instruction and	Jessi is an award-winning state and national educator with passions for

BetterLesson Leadership Staffing		
BetterLesson Leader	Education	Experience
	<p>Innovation, Education, Walden University</p> <p>Master's of Philosophy, Learning, Instruction and Innovation, Education, Walden University</p> <p>Master's of Science, Science Education, Montana State University, Bozeman</p> <p>Bachelor of Arts</p> <p>Elementary Education and Teaching, Pacific Lutheran University</p>	<p>innovative K-12 in-person and online teaching and learning. She is particularly interested in social change around digital equity in the field of education including instructional design and accessibility. At BetterLesson, she leads the team responsible for coach recruitment and hiring. BetterLesson coaches are the secret sauce, and our recruitment and hiring process is highly selective. Jessi's ability to hire upon demand stems from her proven system and deep connections to the contractor marketplace.</p>

BetterLesson's Customer Success Team is the primary liaison between school and district personnel and our service delivery. This team leads onboarding, implementation, and progress monitoring of each partner's customized professional learning plan. They work closely with school leaders and district personnel from the beginning of the partnership to ensure a successful launch by arranging coaching cohorts, event requests, and Learning Walk requests. Throughout the partnership, **Customer Success Managers meet with school leaders and district personnel at regular intervals** to share progress updates, ensure continued alignment toward identified outcomes, and troubleshoot challenges. The Customer Success Managers will internally escalate any challenges needing additional support; escalations may be taken to our VPs of Professional Learning, Customer Success, or the Account Executive. This impact reporting process is used to document and improve organizational support and to improve future efforts. Any troubleshooting associated with our cloud-based reporting dashboard and asynchronous course library, BL Lab, is also handled by your Customer Success Team.

BetterLesson also conducts a systematic review of the engagement to assess progress. For administrators, this review includes a stakeholder review of the overall project. BetterLesson will assign a Project Manager (PM) who keeps administrators abreast of the health of the overall engagement through regular communication utilizing a variety of modalities. PMs gather multiple forms of data to ensure administrators **understand better how BetterLesson's support changes practice and where further learning is needed.** The PM will establish a regular meeting cadence with

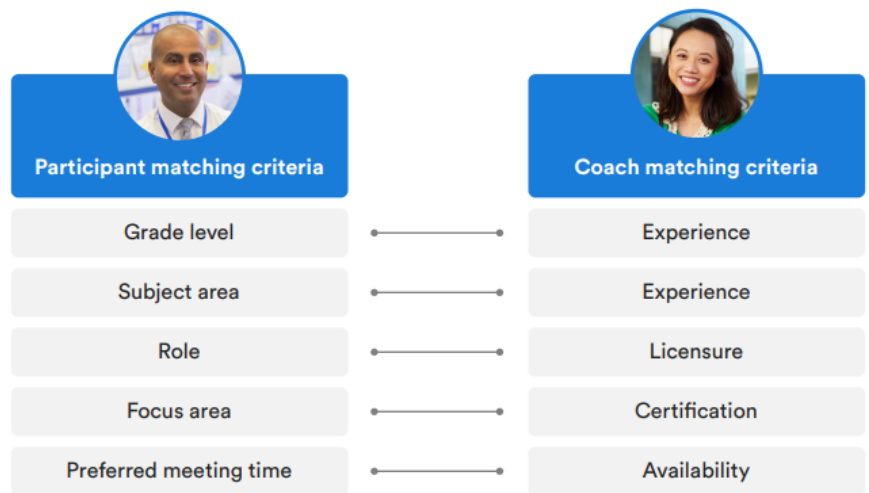
you to share participant progress data, ensure continued goal alignment, and resolve challenges. These regular meetings include:

- **Check-ins:** The PM will communicate, share, and address what is going well and areas of concern. This process ensures we stay on track and make course corrections as needed. Additionally, the PM will use this time to plan upcoming facilitated events in conjunction with administrators as needed.
- **Mid-Year Survey Data Review:** BetterLesson conducts a comprehensive mid-year data review. A survey is administered to measure coaching effectiveness, personalization, alignment with their work, morale, practice, and mindset shifts. The results are reviewed and shared with district administrators.
- **End-of-Year Meeting:** Administrators receive a summary report of the engagement, including successes and areas for improvement. Goal setting for the next year is also discussed and planned.

Coach/Facilitators

All our professional learning and strategic planning experiences are facilitated by BetterLesson Coaches, master teachers and school leaders with expertise in adult learning. Our coaches are current and former educators who bring practical, lived experiences to this critical work. They support teachers and leaders as they implement research-based literacy practices and new HQIMs to achieve well-defined outcomes.

BetterLesson has a demonstrated capacity to deliver our services with fidelity and match the needs of our partnerships over time. We currently have **300 instructional coaches** who can be deployed flexibly across schools and staff nationwide. We deploy coaches for each partnership based on a personalized coach-match process. Given our deep bench of coaches, we can source coaches for your educators who best match the needs of the district, including those with teaching and leadership experience.



Our coaches/facilitators are matched to your participants from our vetted list of hundreds of coaches across the country who specialize in specific areas. They average nine+ years of experience as teachers, instructional leaders, or principals and have experience as innovators, having pioneered new

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Exhibit 9 – Geographical Locations Serviced

BetterLesson is a national organization with a robust virtual coaching and professional learning infrastructure. We can provide all proposed services to all subgrantee schools and districts throughout Iowa, regardless of their geographical location.

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Exhibit 10 – Professional/Organizational Services Overview

Mission: Our mission is to support every educator in developing the next generation of resourceful, compassionate, and resilient learners. We believe personalized, continuous, and job-embedded professional learning is the most effective way to support teacher and leader growth.

Services: We provide a comprehensive suite of professional learning services designed to meet the diverse needs of schools and districts, including:

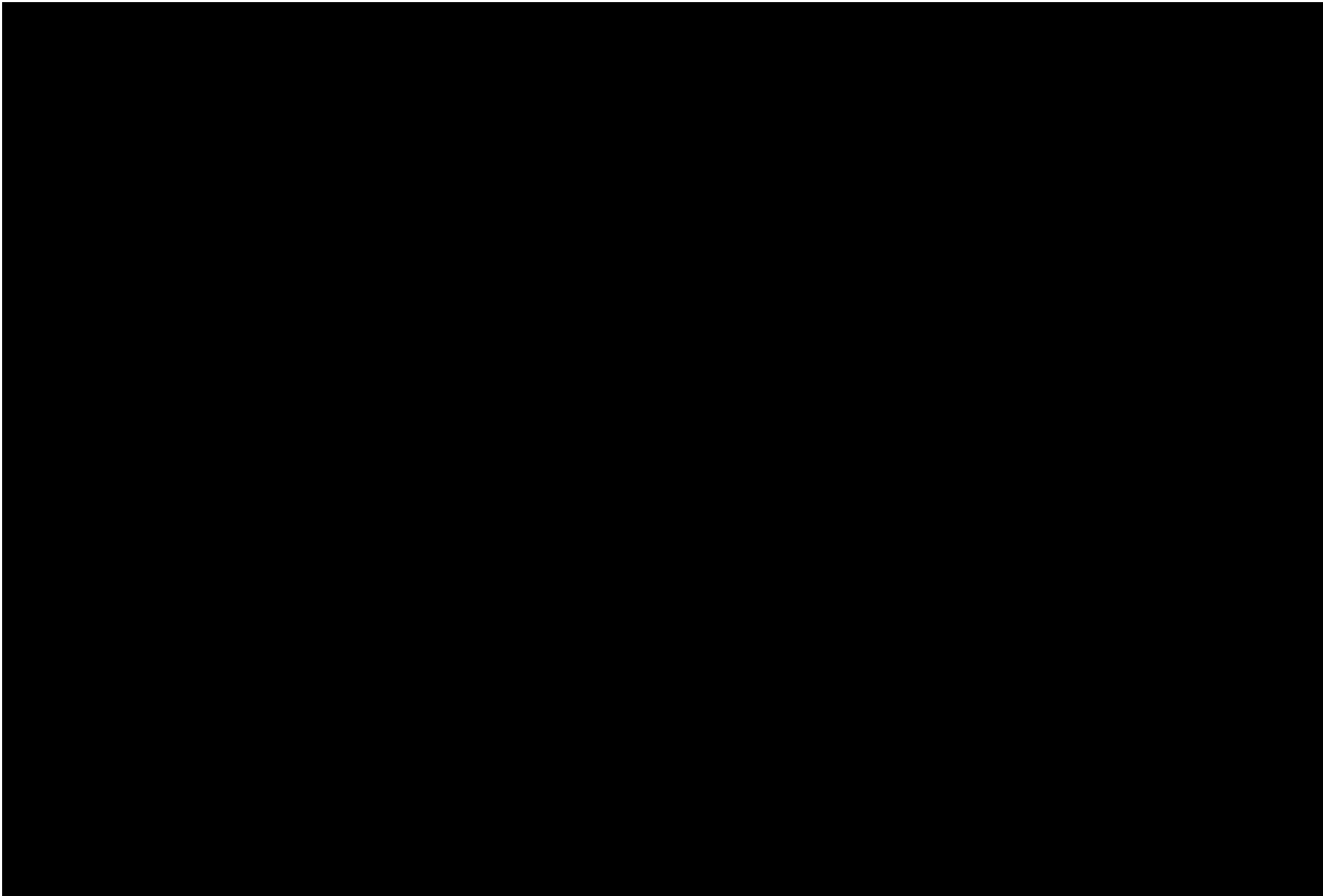
- **1:1 Coaching:** Our core service provides personalized, confidential coaching for principals, district leaders, and teachers. Using our "Try-Measure-Learn" cycle, we partner with educators to identify goals, implement new strategies, and measure impact on student learning.
- **Group Learning Experiences:** We design and facilitate various group learning experiences, from multi-day trainings to in-person and virtual workshops and webinars. These workshops cover critical topics such as strategic planning, student-centered literacy, data-driven instruction, MTSS, and fostering collaborative cultures.
- **Learning Walks:** During our in-person Learning Walks, leaders are introduced to a Learning Walk—a non-evaluative method for gathering data highlighting areas of success and improvement within their school buildings. After each Learning Walk, coaches meet with the team to review the data and provide suggestions for additional support.
- **Strategic Planning and Consulting:** We partner with leadership teams to guide them through a comprehensive strategic planning process, from data analysis and vision setting to creating actionable implementation and monitoring plans.
- **Curriculum and Content:** Our online professional learning platform contains hundreds of asynchronous courses and thousands of classroom-tested strategies and resources educators can access on demand to support their learning.

Relevant Experience: BetterLesson has over a decade of experience partnering with schools and districts to drive instructional improvement. We have been at the forefront of personalized, blended, and student-centered instructional movements. Our coaches are rigorously vetted and bring, on average, over nine years of classroom and leadership experience. We have successfully supported large-scale literacy, math, and leadership development initiatives across the country, making us uniquely qualified to support the IA-CLSD grant recipients.

Exhibit 11 – Supporting Documentation

As examples of our work product, we offer the following artifacts below, which showcase the depth, rigor, and evidence-based nature of our professional learning design and support tools. These documents are representative of the resources we use to guide our partnerships.

1. **Principalship Coaching Design:** This document provides a comprehensive overview of our leadership coaching framework. It details the specific outcomes, indicators of success, BL resources, and probing questions our coaches use to support principals across eight key focus areas, including "Equity-Minded Leadership," "Enriching Professional Learning Communities (PLCs)," and "Increasing Educator Capacity". This artifact demonstrates our structured, yet personalized, approach to leadership development.
2. **Designing & Leading a High-Quality Curriculum Initiative Workshop Plan:** This document outlines the agenda, outcomes, and facilitation plan for our 6-hour workshop on HQIM implementation. It showcases how we guide leaders to define HQIM, explore curriculum-based professional learning, and build a "Theory of Action" to guide their district's implementation. This exemplifies our capacity to deliver high-quality, large-scale training.
3. **MTSS Implementation Self-Assessment Checklists:** These are examples of the tools we provide to district and school leaders to conduct a strategic scan of their current MTSS structures. The questions guide leaders to assess their vision, communication, professional learning, data systems, and embedded structures. This demonstrates our expertise in providing practical, evidence-based strategic planning and system improvement tools.
4. **Phases of Implementation Rubric: Early Literacy Program:** This rubric is a key tool for guiding change management and strategic planning. It allows a leadership team to identify their current stage of implementation (Beginning, Approaching, Quality) across domains like "School Structures and Supports" and "Teacher Practice & Instruction". This artifact highlights our ability to help leaders benchmark their progress and identify clear next steps.



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Exhibit 12 – Additional Services

In addition to the core literacy leadership support services outlined in this proposal, BetterLesson offers supplemental professional learning for teachers focused on Tier 1 high-quality core instruction. Research shows that effective and lasting learning occurs when students are actively engaged and take ownership of their learning—the core principle of student-centered instruction.

We propose offering these virtual workshops to subgrantee school districts to build teacher capacity and ensure the success of the overall literacy initiative. These can be delivered as large-group custom webinars. The content will be condensed from our deeper workshops, and all materials and resources will be provided to participants.

Available workshop topics include:

- Making Grade-Level Content Accessible to All Students
- Using Differentiation Techniques to Make Learning Accessible
- Developing Multiple and Varied Checks for Understanding
- Addressing Disproportionality in Special Education
- Developing and Maintaining High Expectations for Students
- Providing Feedback to Promote Academic Growth
- Tracking Student Data to Promote Growth
- Student-Centered IEPs
- Designing Targeted, Individualized Tutoring Support

These offerings provide a direct pathway to strengthening Tier 1 instruction, which is foundational to any successful MTSS framework and literacy program.

Appendix

Resumes of a sample list of our coaches are included in this Appendix.

