

Heartland Area Education

Technical Proposal:

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

RFP Number: 005-RFP-1695-2025

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**DATE OF
SUBMISSION:**

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Exhibits

Exhibit 1 - Transmittal Letter

| RFP Requirement | Explanation/Description |
|--|---|
| An individual authorized to legally bind the Respondent shall sign the transmittal letter. The letter shall include the Respondent’s mailing address, electronic mail address, fax number, and telephone number. | Appendix A: Heartland AEA Transmittal Letter Appendix B: RFP Addendums |

Exhibit 2 - Executive Summary

| RFP Requirement | Explanation/Description |
|--|--|
| <p>The Respondent shall prepare an executive summary and overview of the goods and/or services it is offering, including all of the following information:</p> <ul style="list-style-type: none"> ● Statements that demonstrate that the Respondent has read and understands the terms and conditions of the RFP including the Contract provisions in Section 6. ● An overview of the Respondent’s plans for complying with the specifications of this RFP. ● Any other summary information the Respondent deems to be pertinent. | <p>Heartland AEA has read and understands the terms and conditions of this RFP including Contract provisions in Section 6.</p> <p>Appendix C: Heartland AEA’s Executive Summary - Leadership GSP</p> |

Exhibit 3 - Experience

| RFP Requirement | Explanation/Description |
|---|--|
| <p>The Respondent must provide the following information regarding its experience:</p> <ul style="list-style-type: none"> ● Number of years in business. ● Number of years of experience with providing the types of services sought by the RFP. ● The level of technical experience in providing the types of services sought by the RFP. | <p>Heartland AEA was established in 1974 by the Iowa Legislature and began operation in 1975, alongside other AEAs in the state.</p> <p>One of Heartland’s key services is to support staff development and professional learning, including leadership development. Heartland’s history of supporting leadership development spans its entire existence along with its core mission of providing comprehensive educational services and resources to educators and school districts in Iowa.</p> <p>Heartland AEA is credited with creating and using the problem-solving approach to Response to Intervention and has been incorporating prevention and intervention models since the early 1990s. Heartland currently supports schools in implementing the MTSS framework across various content areas and has a focus on utilizing data-driven decisions and evidence-based practices to improve student outcomes through MTSS.</p> <p>Heartland AEA has experience working with school leaders across rural, urban and suburban settings and professionals that have expertise in supporting learners from ages birth through 21. Professionals supporting school leadership have technical training and experience across the following RFP related areas:</p> <ul style="list-style-type: none"> ● Adult Learning ● Assessment & Data-Based Decision Making for Literacy ● Adopting & Implementing High Quality Instructional Materials (HQIM) ● English Learners ● Implementation Science ● Large and Small Scale Professional Development ● MTSS ● Needs Assessment ● Strategic Planning ● Students with Disabilities ● Systems/Leadership & Practice Coaching |
| <ul style="list-style-type: none"> ● A list of all goods and/or services similar to those sought by this RFP that the Respondent has provided to other businesses or governmental entities. | <p>Heartland provides Leadership supports for literacy to support district/school continuous improvement efforts including those they engage in voluntarily and as required through ESSA and IDEA-DA. Leadership services are provided in the following areas as they relate to this RFP:</p> <ul style="list-style-type: none"> ● Literacy: Standards Work; Science of Reading; Instructional Practices; HQIM; Diverse Learners; Intervention System |

| RFP Requirement | Explanation/Description |
|--|---|
| | <ul style="list-style-type: none"> ● Leadership & Infrastructure: School & Community Planning; ESSA; MTSS Supports; Infrastructure; Leadership Support; Community of Practice ● Early Childhood: Standards Work; System Supports; HQIM; Instructional Practices <p>Heartland is approved by the Department of Education to provide courses aligned to the following strategic priorities related to this RFP:</p> <ol style="list-style-type: none"> 1. Narrow and Close Achievement Gaps for Students with Disabilities 2. Narrow and Close Achievement Gaps for Students who are English Learners 3. Improve and Transform Low-Performing Schools through Continuous Improvement Leadership 4. Develop a Strong Teacher Pipeline 5. Implement High-Quality Instructional Materials 6. Provide Structured Literacy Instruction Aligned with the Science of Reading <p>For an overview of AEA services and list of courses approved by the Department of Education see Appendix D: Goods & Services</p> |
| <ul style="list-style-type: none"> ● Letters of reference from three (3) previous or current customers or clients knowledgeable of the Respondent’s performance in providing goods and/or services similar to the goods and/or services described in this RFP and a contact person and telephone number for each reference. | <p>See Appendix E: Letters of References</p> <ul style="list-style-type: none"> ● Des Moines Public School: Edmunds Elementary ● Madrid Community School District ● Winterset Community School District |

Exhibit 4 - Relevant Experience

| RFP Requirement |
|--|
| <p>Provide a brief overview of your professional or organizational background relevant to literacy development, coaching, and the science of reading. Describe your experience coaching school and district leaders, including the types of coaching (e.g., one-on-one, group, virtual, in-person). Highlight any relevant experience and successes with educational leadership, school improvement initiatives,</p> |

strategic planning, and/or professional learning communities.

Explanation/Description

With decades of experience in literacy education and school improvement, Heartland AEA specializes in developing the capacity of school and district leaders to implement evidence-based literacy practices aligned to the Science of Reading. Heartland AEA's work bridges instructional expertise, leadership development, and systems-level change to support sustainable literacy outcomes.

Literacy Development & the Science of Reading

Heartland AEA literacy consultants' background includes designing and facilitating professional learning for educators and leaders in structured literacy, foundational reading skills, and comprehensive ELA instruction. They have led district-wide initiatives focused on the implementation of high-quality instructional materials (HQIM), and they routinely support leaders in aligning curriculum, instruction, and assessment to the Science of Reading.

Coaching Experience

Heartland AEA has provided one-on-one, group, virtual, and in-person coaching to over 100 school and district leaders across diverse geographic and demographic contexts. Coaching engagements are job-embedded and customized to each leader's context, focusing on areas such as:

- Leading HQIM implementation
- Literacy-focused classroom observations and feedback
- Data-informed decision-making for MTSS
- Professional learning planning and facilitation

Heartland AEA's coaching model emphasizes reflective practice, action planning, and measurable outcomes, often aligned with school improvement goals or district literacy plans.

Leadership Development & School Improvement

Our experience includes supporting strategic planning for literacy improvement at both school and district levels, facilitating leadership institutes and PLCs, and guiding leaders through change management processes. We have helped leaders analyze root causes of underperformance, define clear literacy goals, and align systems (scheduling, staffing, PD) to support effective instruction.

Select successes Include:

- Supporting a rural district in increasing K–2 reading proficiency by 20% through structured literacy implementation and leadership coaching.
- Leading the rollout of HQIM in a mid-sized urban district, resulting in 90% implementation fidelity within one academic year.

Exhibit 5 - Mandatory Specifications

RFP Requirement

The Respondent shall answer whether or not it will comply with each specification in Section 5 of the RFP. Where the context requires more than a yes or no answer or the specific specifications so indicates, Respondent shall explain how it will comply with the specification. Merely repeating the Section 5 specifications may be considered non-responsive and result in the rejection of the Proposal. Proposals must identify any deviations from the specifications of the RFP or specifications the Respondent cannot satisfy. If the Respondent deviates from or cannot satisfy the specification(s) of this section, the Agency may reject the Proposal.

| Mandatory Specification | Yes/No | Explanation/Description |
|--|--------|---|
| 5.1.1. Ability to deliver coaching, professional learning, and large-scale training. | Yes | <p>Heartland AEA has extensive experience designing and delivering high-impact coaching, professional development (PD), and large-scale training aligned to the goals of the CLSD grant.</p> <p>Our support includes:</p> <ul style="list-style-type: none"> ● One-on-one and small group coaching for school and district leaders focused on implementing the Science of Reading, improving literacy instruction, and managing change. ● Job-embedded professional learning for teachers and instructional coaches on evidence-based practices, literacy intervention strategies, and HQIM implementation. ● Large-scale training events including district-wide summer institutes, literacy academies, and virtual learning series, reaching audiences of 100+ educators with high engagement and practical application. <p>Sample Large-Scale Professional Learning (teacher leader and administrator enrollment over 5 years)</p> <ul style="list-style-type: none"> ● <i>Cognitive Coaching Level 1 - Planning & Reflecting (941)</i> ● <i>Cognitive Coaching Level 2 - Problem Solving (381)</i> ● <i>Instructional Coaching Academy (132)</i> ● <i>Implementing the Instructional Coaching Cycle (139)</i> ● <i>Instructional Coaching: A Partnership Approach to Improving Instruction (395)</i> ● <i>Instructional Coaching: High Impact - A Framework for Great Teaching (312)</i> ● <i>Focus on Teaching: Using Video for High Impact Instruction (185)</i> ● Science of Reading (439 - Des Moines Public School 2-Year Enrollment) <p>See Appendix H.3 Leadership/System Coaching: Heartland AEA Mid-Sized Rural School District</p> |

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| <p>5.1.2. Strong knowledge and application of evidence-based leadership practices, strategic planning, and MTSS frameworks.</p> | <p>Yes</p> | <p>Heartland AEA works side-by-side building and district leaders and leadership teams to engage in evidence-based leadership practices outlined in Iowa’s Standards for School Leaders through engagement in Strategic Planning and MTSS.</p> <p>Strategic Planning</p> <p>Heartland consultants work with district leadership to engage in strategic planning tailored to district needs and focused on implementation and results.</p> <p>Heartland AEA’s strategic planning process includes four phases: conducting a comprehensive needs assessment, setting a clear vision and developing a focused plan, implementing and monitoring progress with shared accountability, and creating communication tools to keep stakeholders informed about progress and outcomes. This process drives continuous, data-informed district improvement.</p> <p>As an example of success, Heartland AEA partnered with Madrid Community School District to support strategic planning under new leadership. Through coaching and stakeholder engagement, the district established a shared vision, strategic goals, and an implementation plan. The process built leadership capacity, fostered coherence, and created a clear framework for decision-making, accountability, and continuous improvement.</p> <p>See:</p> <ul style="list-style-type: none"> • Appendix F: Strategic Planning • Appendix H.1 Strategic Planning: Madrid Community School District <p>MTSS</p> <p>Heartland consultants work with building leadership teams to design and build the infrastructure necessary to implement and sustain effective universal, supplemental and intensive instruction. Consultants work with school leaders to form functioning leadership teams, complete a self-assessment of MTSS and develop and implement an MTSS action plan. Frequently this work includes data teaming and selecting and/or implementing HQIM and is often part of IDEA-DA and ESSA work.</p> <p>As an example of success, Heartland AEA leveraged deep expertise in MTSS to partner with Adel DeSoto Minburn CSD, providing PK-12 leadership coaching, data-informed planning, and sustained implementation support. This comprehensive system transformation led to significant gains in literacy achievement across all student groups, strengthened Tier 1-3 instruction, and built lasting district capacity for MTSS leadership.</p> <p>See:</p> |
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| | | <ul style="list-style-type: none"> ● Appendix G: MTSS Overview & Map ● Appendix H.2 MTSS Leadership Coaching: Adel DeSoto Minburn Community School District |
| 5.1.3. Commitment to serving diverse districts, including urban, rural, and suburban communities. | Yes | <p>Heartland AEA serves 57 school districts in central Iowa, including a diverse mix of rural, urban, and suburban communities. We recognize that:</p> <ul style="list-style-type: none"> ● Rural districts may face resource constraints and staff capacity challenges; ● Urban districts often work to address opportunity gaps across large systems; and ● Suburban districts may require differentiated supports for increasingly diverse student populations. <p>We tailor our coaching, professional learning, and implementation supports to meet the unique strengths and challenges of diverse districts—providing virtual coaching and flexible scheduling for rural schools with limited staffing, targeted leadership development for urban districts addressing complex instructional needs, and collaborative planning support for suburban districts navigating rapid growth and changing demographics.</p> <p>Our commitment is demonstrated through regional representation on district leadership teams and representative district voice on leadership networks.</p> |

Exhibit 6 - Knowledge Areas

| RFP Requirement: Knowledge Area | Explanation/Description |
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| 6.1 Describe your approach, experience, and successes in developing and enhancing leadership capabilities for school leaders. | <p>Our approach to enhancing school leadership is grounded in the belief that transformational literacy improvement starts with effective instructional leadership. We focus on:</p> <ul style="list-style-type: none"> ● Building Capacity in Literacy Leadership: Developing principals and instructional leaders who can champion comprehensive literacy instruction and implement the Science of Reading with fidelity. ● Job-Embedded Coaching and Professional Learning: Providing ongoing coaching aligned with leadership standards and literacy-specific outcomes, including use of data, classroom observation tools, and staff development strategies. <p>Successes (See also Appendix H: Leadership Coaching Examples):</p> <ul style="list-style-type: none"> ● MTSS Leadership Coaching: Heartland AEA partnered with Adel DeSoto Minburn CSD to strengthen PK–12 literacy instruction and implement a data-driven MTSS framework. Through leadership coaching, professional learning, and curriculum |

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| | <p>alignment to the Science of Reading, ADM saw significant gains in student proficiency, improved Tiered instruction, and enhanced leadership capacity across all buildings.</p> |
| <p>6.2 Outline your approach, experience, and successes in guiding principals and superintendents through strategic planning, goal setting, and effective implementation especially regarding shifting educators and systems to a literacy approach focused on the science of reading and comprehensive literacy instruction, including the use of high quality instructional materials (HQIM) in literacy and English Language Arts.</p> | <p>Our strategic planning model equips superintendents and principals to lead literacy transformation by:</p> <ul style="list-style-type: none"> ● Conducting Literacy Readiness Assessments to identify instructional gaps and material misalignment. ● Setting SMART Goals for literacy outcomes tied to student achievement, teacher practice, and systems change. ● Supporting Selection and Rollout of HQIM by ensuring materials align with the Science of Reading and are implemented with robust professional learning and coaching supports. ● Aligning Resources, PD, and Schedules to sustain high-impact literacy instruction at scale. <p>Example of Success:</p> <ul style="list-style-type: none"> ● Strategic Planning: Heartland AEA partnered with Madrid Community School District to support strategic planning under new leadership. Through coaching and stakeholder engagement, the district established a shared vision, strategic goals, and an implementation plan. The process built leadership capacity, fostered coherence, and created a clear framework for decision-making, accountability, and continuous improvement. (See Appendix H.1 Strategic Planning: Madrid Community School District) ● Literacy Leadership Coaching: Heartland AEA provided literacy leadership coaching to Knoxville CSD to strengthen K–12 instruction aligned with the science of reading. Supports included leadership development, professional learning, HQIM adoption, and data teaming. As a result, reading proficiency increased from 64% to 70% overall, and from 16% to 21% for students with IEPs. (See Appendix H.4 Literacy Leadership Coaching Example: Knoxville CSD) |
| <p>6.3 Share examples of work you have done to support leaders in driving and managing change within their schools or districts.</p> | <p>Our approach to change leadership includes:</p> <ul style="list-style-type: none"> ● Building Adaptive and Instructional Leadership Skills so leaders can balance technical implementation with cultural and mindset shifts. ● Creating Feedback Loops and Progress Monitoring Systems that inform decision-making and build shared accountability. ● Designing Stakeholder Engagement Strategies that promote buy-in from teachers, families, and community members. <p>Examples of Success:</p> |

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| | <ul style="list-style-type: none"> ● Suburban Elementary Example: Heartland AEA engaged in a check-in as part of ESSA supports. During the check-in they completed a self-reflection of the High Leverage Practice Pillars that are part of CECs High-Leverage Practices for Students with Disabilities. As a result, the action plan was revised to include classroom walkthroughs and feedback to teachers on use of explicit instruction practices. ● Leadership/System Coaching: Heartland AEA supported a mid-sized rural K–8 district in strengthening Tier 1 instruction and implementing a data-driven MTSS framework. Through leadership coaching, data retreats, and strategic planning, the district improved data fluency, increased student proficiency by 9%, and built leadership capacity to independently lead professional development and improvement efforts. <p>See also Appendix H: Leadership Coaching Examples</p> |
| <p>6.4 Provide a summary of your knowledge, experience, and success with MTSS implementation specific to literacy, including how you have supported leaders in understanding and using MTSS frameworks to improve student outcomes</p> | <p>We support leaders in building and refining MTSS frameworks with a literacy-specific lens by focusing on:</p> <ul style="list-style-type: none"> ● Tiered Literacy Instruction: Helping leaders distinguish between Tier 1 core instruction, Tier 2 targeted supports, and Tier 3 intensive interventions—and align them with HQIM and assessment data. ● Universal Screening and Progress Monitoring: Training leaders to interpret literacy screening tools (e.g., DIBELS, i-Ready, Acadience) and use data to adjust instruction and allocate supports equitably. ● Scheduling and Resource Allocation: Coaching leaders to align staffing, intervention time, and PD to support all tiers of literacy instruction. <p>Successes (See also Appendix H: Leadership Coaching Examples):</p> <ul style="list-style-type: none"> ● MTSS Leadership Coaching: Heartland AEA partnered with Adel DeSoto Minburn CSD to strengthen PK–12 literacy instruction and implement a data-driven MTSS framework. Through leadership coaching, professional learning, and curriculum alignment to the Science of Reading, ADM saw significant gains in student proficiency, improved Tiered instruction, and enhanced leadership capacity across all buildings. |

Exhibit 7 - Coaching Philosophy and Approach

| RFP Requirement |
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| <p>Provide a brief statement outlining your philosophy and approach to leadership coaching. Summarize any methods or techniques you use to promote sustained leadership growth, adaptability, and resilience among school leaders.</p> |

Explanation/Description

Introduction

Leadership coaching aims to build the internal capacity of school leaders to drive sustainable literacy improvement. Heartland Area Education proposes to use a Cognitive Coaching approach to build leaders' skills to guide others through complex change grounded in the science of reading and evidence-based reading instruction.

Coaching Philosophy

Cognitive Coaching is based on the belief that improving thinking enhances performance. The coach acts as a thinking partner—using trust-building, deep listening, and skillful questioning to help leaders reflect, plan, and resolve problems. Cognitive Coaching supports leaders in becoming self-directed, reflective, and strategic—using data and collaboration to improve instruction and student outcomes.

Methodology

- **Data-Driven Goals:** Leaders use literacy data (e.g., screening, observations) to identify needs and set SMART goals aligned with district/state frameworks.
- **Coaching Cycles:** Coaching includes a Planning Conversation, Observation, and Reflecting Conversation—guided by Cognitive Coaching Maps.
- **States of Mind:** Coaching strengthens leadership traits like efficacy, flexibility, and consciousness.

Measuring Outcomes

Effective coaching leads to:

- Growth in leaders' **States of Mind** (e.g., increased self-efficacy and cognitive flexibility);
- Improved **literacy instruction and literacy outcomes**;
- Increased **fidelity of science of reading aligned literacy instruction** across buildings and systems;
- Development of **self-directed professional learning communities**.

Promoting Sustainability

Cognitive Coaching promotes leadership growth by:

- **Systems Thinking:** Transforming the effectiveness of decision making, moving beyond isolated problems to explore patterns, relationships, and underlying problems.
- **Mediating Thinking:** Coaches use planning and reflecting conversations to help leaders clarify goals, examine beliefs, analyze data, and explore solutions.
- **Promoting Self-Directedness:** Leaders are supported in becoming self-managing, self-monitoring, and self-modifying—critical for ongoing improvement.
- **Focusing on Craftsmanship:** Leaders are guided to examine the quality of their leadership moves and instructional decisions, refining their practice over time.
- **Using Data Reflectively:** Leaders analyze literacy and implementation data to monitor progress, adjust strategies, and reflect on effectiveness.

Exhibit 8 - Personnel

| RFP Requirement |
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| <p>Provide key staff/dedicated team background, including the main point of contact(s) for customer service/support. Provide a brief resume of experience for all consultants or providers proposed to be assigned to the project. Resumes shall include the following information for each proposed consultant or provider:</p> <ul style="list-style-type: none"> ● Contact Information <ul style="list-style-type: none"> ○ Name ○ Email address ○ Phone ○ Address ● Any additional certifications or professional licenses held by the consultant or provider. ● Levels of Work/Services: Please specify the types of services the individual has provided (e.g., individual coaching, large-scale training, curriculum development, assessment, intervention support). ● Areas of Expertise related to the following topics (select all that apply) <ul style="list-style-type: none"> ○ 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 ○ Other (please specify): ● District or School Types the consultant or provider has experience working with (select all that apply) <ul style="list-style-type: none"> ○ Urban ○ Rural ○ Suburban ● What size of district does the consultant or provider have experience working with? <ul style="list-style-type: none"> ○ 7,500+ ○ 2,500 - 7,499+ ○ 1,000 - 2,499+ ○ 600 - 999 ○ 300 - 599 ○ Under 300 ○ Independent Charter |
| Explanation/Description |

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| Point of Contact Susie Meade Chief Academic Officer | Address Heartland Area Education Agency 6500 Corporate Dr Johnston, IA 50131 | Contact Information smeade@heartlandaea.org Cell: (515) 343-4440 Phone: (515) 473-6689/(800) 362-2720 ext. 23003 Fax: (515) 270-5383 www.heartlandaea.org |
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Heartland AEA Key Staff

Background

Heartland has a dedicated team of Professional Service Providers and Special Education Trainers that have decades of experience coaching and facilitating building and district leadership teams as part of continuous improvement efforts. This team includes persons with expertise in literacy, explicit instruction, strategic planning, MTSS, and Assessment and Data-Based Decision Making.

See [Appendix J: Resumes](#)

| Name | Title |
|-----------------------|--|
| Kathy Bertsch | Special Education Trainer |
| Lynn Bowen | Professional Service Provider - Literacy |
| Crista Carlile | Director of Professional Services |
| Pam Childers | Special Education Trainer |
| Kaylynn Christensen | Professional Service Provider |
| Jodi Cross | Professional Service Provider - Literacy |
| Angela Dvorak | Professional Service Provider |
| Angie Lorenz | Professional Service Provider - Literacy |
| Cindra Porter | Professional Service Provider - English Language Learner |
| Alecia Rahn-Blakeslee | Special Education Trainer |
| Katie Scholl | Professional Service Provider |
| Michelle Vaughan | Professional Service Provider |

Exhibit 9 - Geographical Locations Served

| RFP Requirement | | |
|---|--|---|
| Provide a list of school districts or geographical areas that Respondent is able to provide services for. | | |
| Explanation/Description | | |
| Heartland Area Education Agency is able to provide services to rural, urban and suburban public school districts and public charter schools serving birth through grade 12 in the central Iowa area. For the 2025-2026 school year the districts and charter schools are as follows: | | |
| Public School Districts | | |
| Adair-Casey CSD (Community School District) Adel DeSoto Minburn CSD Ames CSD Ankeny CSD Audubon CSD Ballard CSD Baxter CSD Bondurant-Farrar CSD Boone CSD Carlisle CSD Carroll CSD Colfax-Mingo CSD Collins-Maxwell CSD Colo-NESCO CSD Coon Rapids-Bayard CSD Dallas Center-Grimes CSD Earlham CSD Exira-Elk Horn-Kimballton CSD | Gilbert CSD Glidden-Ralston CSD Greene County CSD Guthrie Center CSD Indianola CSD Interstate 35 CSD Johnston CSD Knoxville CSD Lynnville-Sully CSD Madrid CSD Martensdale-St Marys CSD Melcher-Dallas CSD Nevada CSD Newton CSD North Polk CSD Norwalk CSD Ogden CSD Panorama CSD Paton-Churdan CSD | PCM CSD Pella CSD Perry CSD Pleasantville CSD Roland-Story CSD Saydel CSD South Central Calhoun CSD South Hamilton CSD Southeast Polk CSD Southeast Warren CSD Twin Cedars CSD United CSD Urbandale CSD Van Meter CSD Waukee CSD West Central Valley CSD West Des Moines CSD Winterset CSD Woodward-Granger CSD |
| Charter Schools | | |
| CIVICA Charter School-Des Moines Distinctive Innovation Academy Great Oaks Charter School Great Oaks High School and Career Center - Des Moines-South Horizon Science Academy Des Moines QUEST Charter School-Des Moines | | |

Exhibit 10 - Professional/Organizational Services Overview (for Companies/Organizations only; respondents applying as individuals need not provide this Exhibit)

| RFP Requirement |
|---|
| <p>Provide a brief overview of your organization’s mission, services, and experience relevant to literacy. Outline the specific coaching and support services your organization offers for school leaders, including the methods used (e.g., workshops, on-site coaching, retreats).</p> |
| Explanation/Description |
| <p>Overview: Literacy Related Mission & Goals</p> <p>Heartland AEA’s mission is to improve the learning outcomes and well-being of all children and youth by providing services and leadership in partnership with families, schools and communities. Heartland has goals to both increase the percentage of students demonstrating growth in student performance as well as to decrease gaps in achievement between students in underperforming groups and all students.</p> <p>Literacy Leadership Coaching & Support Services</p> <p>Heartland AEA provides targeted coaching and professional learning to strengthen literacy leadership at the district, building, and classroom levels. Our experienced consultants and specialists support school leaders in building sustainable systems aligned to the science of reading and MTSS. Some of the leadership coaching and system supports offered include:</p> <ul style="list-style-type: none"> ● Strategic Planning & ESSA Support: Coaching and facilitation to guide district-wide and building level continuous improvement efforts. ● MTSS Implementation: Workshops and embedded coaching to develop robust systems of tiered support. ● High-Quality Instructional Materials (HQIM): Evidence-based processes for selection and implementation with ongoing coaching. ● Implementation Science: Coaching to implement improvement plans through implementation science and building educator capacity and fidelity. ● Data-Driven Leadership: Job-embedded coaching on using data for instructional decision-making and monitoring impact. ● Science of Reading-Aligned Leadership: Workshops, job-embedded learning and coaching to lead literacy instruction aligned to the science of reading. ● English Learner Access: Workshops and coaching to support ELs in accessing core instruction. ● SDI for Literacy: Workshops and coaching to support school systems in improving literacy outcomes for students with disabilities. ● Assessment & Data-Based Decision Making Supports: Workshops, data-templates, agendas and on-site coaching for literacy focused data-teaming. |

For a full list of approved professional development please see [Appendix D: Goods & Services](#).

Exhibit 11 - Supporting Documentation (optional)

| RFP Item (optional) |
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| Provide examples of work product, including but not limited to testimonials or evaluations from previous coaching engagements and example case studies of successful leadership coaching projects. |
| Explanation/Description |
| <ul style="list-style-type: none">● Perry Community School District: Literacy in Special Education<ul style="list-style-type: none">○ Perry special education leaders and Heartland AEA professionals share their work to impact literacy outcomes for K-12 students with disabilities.● Collaborating with Adel Desoto Minburn for Systemic Change<ul style="list-style-type: none">○ Heartland AEA partnered with Adel DeSoto Minburn CSD to strengthen PK–12 literacy instruction and implement a data-driven MTSS framework. Through leadership coaching, professional learning, and curriculum alignment to the Science of Reading, ADM saw significant gains in student proficiency, improved Tiered instruction, and enhanced leadership capacity across all buildings.○ See Evidence-Based Reading at ADM○ See Appendix H.2 MTSS Leadership Coaching: Adel DeSoto Minburn CSD● Appendix I: Data-Teaming Growth Results Sample<ul style="list-style-type: none">○ Heartland provides data-teaming templates and summative analysis to support districts in focusing on gap reducing growth. This screenshot shows a sample from the Growth Summary Report that is part of the template. The building using this template uses the template to review progress after each benchmarking period and to document intervention decisions monthly.● Course Evaluation Results: MTSS Maximize Your Data<ul style="list-style-type: none">○ This course is geared toward school leaders and is designed to build capacity of individuals to facilitate the use of data-driven decision making tools available to Iowa Schools within an MTSS framework. It is Department approved and offered under Mentoring & Induction. Ninety-five percent of participants provide positive feedback regarding this course including feedback that:<ul style="list-style-type: none">■ Participants are prepared to implement learning with fidelity■ Implementation of the content will impact student outcomes■ Learning activities were effectively used to address learning goals■ Opportunities were provided to practice the concepts■ Activities support understanding of the course content■ Instructors were responsive to feedback and questions |

- Learning goals/targets were met
- The course supports individual, building and/or district goals

Exhibit 12 - Additional Services (optional)

| RFP Item (Optional) |
|---|
| Provide detailed information for any additional service items that may be available. (Include costs for these services in the Cost Proposal.) |
| Explanation/Description |
| Not applicable. |

Appendices

Appendix A: Heartland AEA's Transmittal Letter



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July 9, 2025

Dear Department of Education RFP Reviewer,

This letter accompanies our proposal for the **Leadership Grant Support Providers for the Iowa Comprehensive Literacy State Development Grant (005-RFP-1695-2025)** RFP. We are pleased to submit this proposal outlining our capabilities and commitment to delivering the services outlined in the RFP.

Heartland Area Education Agency has been at the forefront of MTSS implementation for over 30 years. Our experienced educators partner with districts to lead strategic planning, conduct literacy-focused needs assessments, and drive school improvement grounded in the science of reading. With deep expertise in evidence-based leadership and coaching, we deliver job-embedded professional learning that strengthens school infrastructure and improves literacy outcomes in urban, suburban, and rural communities. Backed by decades of experience, our team is uniquely positioned to support leaders in making sustainable, system-wide change.

We have carefully reviewed the RFP requirements as well as the June 11, 2025 and June 19, 2025 RFP Addendums and have included all necessary information and documentation per your specifications. Our proposal is aimed to meet district needs from **early childhood through grade 12**. We understand the terms and conditions of this RFP and acknowledge this with the signature below.

Heartland AEA welcomes the opportunity to discuss our proposal further and look forward to the opportunity to support school leaders as part of this grant. Please do not hesitate to contact us if you have any questions.

Sincerely,

Cindy Yelick

Chief Administrator

Heartland Area Education Agency

cyelick@heartlandaea.org

Appendix B: RFP Addendums



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

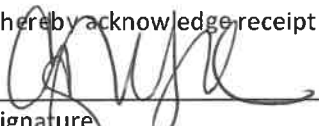
Please amend the subject RFP to include answers to the following timely received questions:

- 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.



 Signature

6/30/25

 Date

Cindy Yelrick

 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**

| First name | Last name | State of Iowa |
|-------------------|------------------|----------------------|
| 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

Cindy Velick

Typed or Printed Name

Date

6/30/25

Appendix C: Heartland AEA’s Executive Summary - Leadership GSP

Overview & Logic Model

This executive summary is **Heartland Area Education Agency’s** response to meeting the RFP for the Iowa-Comprehensive Literacy State Development Grant’s (IA-CLSD) Leadership Grant Support Provider (GSP) role. Heartland AEA has read and understands the terms and conditions of the RFP including the Contract provisions in Section 6.

The below logic model provides a high level overview of our supports, services and expected outcomes as they relate to this RFP. These supports and outcomes are detailed in the sections that follow. Districts/schools may select from the supports provided within this proposal. A sixth year is included in the event that a sixth-year extension is available for schools as part of the IA-CLSD.

| Logic Model for Leadership Grant Support Provider | | | | |
|---|---|---|--|--|
| Leadership Grant Support Providers will provide targeted leadership coaching to subgrantee schools and district leaders, using evidence-based practices to drive school improvement and system transformation. In addition, Leadership GSPs will deliver customized professional development focused on leadership effectiveness, strategic planning, and change management while fostering strong school culture, communication, and community engagement. They will guide leaders in data-informed decision-making, assessment, and strategic planning to ensure alignment with all IA-CLSD expectations. | | | | |
| If these resources are in place | And we do these things, | We will generate this evidence of implementation, | To shape these leader behaviors | And these student outcomes. |
| HAEA Resources/Inputs | HAEA & School Activities | Deliverables | Leader Outcomes | Student Outcomes |
| <ul style="list-style-type: none"> ● 1 Leadership GPS per building ● 2x per month leadership coaching ● Monthly LLT (Literacy Leadership Team) supports ● Expertise in: <ul style="list-style-type: none"> ○ Cognitive Coaching; | Literacy Leader Coaching Cycles to support development and implementation of: <ul style="list-style-type: none"> ● Monthly LLT ● CLNA (including family & community engagement) | <ul style="list-style-type: none"> ● LLT Membership & LLT Agenda Template ● CLNA & Report ● Strategic Planning and LLP ● ADBDM: Data-Teaming Schedule ● Communication Plan | <ul style="list-style-type: none"> ● Successfully lead monthly LLT ● Engage in strategic planning and LLP development ● Complete LLP tasks or Revise LLP tasks to be evidence-based | <ul style="list-style-type: none"> ● Improve healthy indicator and/or achievement results for literacy for targeted student groups ● Improve literacy growth for targeted student groups ● Improved Healthy Indicator data for Fall of Kindergarten |

| | | | | |
|---|--|---|---|---|
| <ul style="list-style-type: none"> ○ LLT development ○ strategic planning; ○ Literacy focused Assessment and Data-Based Decision Making (ADBDM); ○ MTSS | <ul style="list-style-type: none"> ● Strategic Planning and LLP Development (including Parent Partnership Plan) ● Walkthroughs ● ADBDM (Data- Teaming Schedule) ● Review of HQIM and/or Adoption ● MTSS Literacy Plan <p><i>Science of Reading for Leadership (See Literacy GSP Position)</i></p> | <ul style="list-style-type: none"> ● Number of Leadership Coaching Cycles & Goals Met ● HQIM Rubric Results & Report ● HQIM Implementation Self-Assessment for Leaders - Formative Assessment ● MTSS Focused Literacy Plan ● HQIM Implementation Sustainability Metrics Tool | <ul style="list-style-type: none"> ● Meet literacy leadership goals ● Increase application of evidence-based strategies to implement HQIM | <ul style="list-style-type: none"> ● Increased engagement of families in literacy activities |
|---|--|---|---|---|

Target Audience

District/building administrators and their Literacy Leadership Team will be receiving direct supports from the Leadership GSP.

Scope & Content

Year 1: Planning Phase

| Year 1 Activities | Description | Timeline | ¹ Indirect Support (Days) | ² Direct Support (Days) | ³ Total Days/year |
|--|---|----------------------|--------------------------------------|------------------------------------|------------------------------|
| Literacy Leadership Coaching & Implementation ⁴ | Engage in coaching cycle to support building/district leader in literacy leadership activities: | 8/1/2025 - 6/30/2026 | TOTAL: 3 day/yr | TOTAL: 10 day/yr | TOTAL: 14 days/yr |
| | <ul style="list-style-type: none"> • LLT: Collaborate with building/district leader to develop and implement the LLT, LLT agendas and associated materials (e.g., communication plan, family/community partnership activities etc.) | Months 1-11 | NA | 6 days/yr (½ day/mo) | 6 days/yr |
| | <ul style="list-style-type: none"> • CLNA: Work side-by-side Literacy GSP to support building/district leader in planning and implementing a CLNA. Complete a CLNA Report. | Months 4-5 | 1 day/yr | 1 day/yr (½ day/mo) | 2 days/yr |
| | <ul style="list-style-type: none"> • Walkthroughs: Work side-by-side Literacy GSP to coach building/district leaders in learning effective walkthrough methods including recognizing literacy instruction grounded in the science of reading and feedback types teachers need. Additional walkthrough supports available upon request. | Month 2 & 6 | NA | 1 day/yr (½ day/mo) | 1 day/yr |

¹ Indirect Support includes such things as preparation and planning to support the district including but not limited to preparing.

² Direct Support includes such things as working directly with district leaders/personnel, coaching, co-facilitating etc.

³ All days are approximated and dependent on the district/buildings specific needs in collaboration with the GSP and aligned to grant expectations.

⁴ Timeline is provided as an example and may be adjusted based on the grant requirements and building implementation.

| Year 1 Activities | Description | Timeline | ¹ Indirect Support (Days) | ² Direct Support (Days) | ³ Total Days/year |
|------------------------------------|--|-------------|--------------------------------------|------------------------------------|------------------------------|
| | <ul style="list-style-type: none"> Strategic Planning and LLP: Support building/district leader in engaging in strategic planning necessary to develop a Local Literacy Plan in collaboration with their LLT. | Months 6-7 | 1 day/yr | 1 day/yr | 2 day/yr |
| | <ul style="list-style-type: none"> ADBDM: Support building/district administrator/s to develop and plan for literacy focused data-teaming. | Months 7-11 | 1 days/yr | 2 days/yr | 3 days/yr |
| LLT Meetings | Support the building as part of the monthly LLT | Months 1-11 | NA | 6 days/yr (½ day/mo) | 6 days/yr |
| ADBDM: Data-Teaming Meetings | Support the building as part of the regularly scheduled data-teaming meetings. | Months 7-10 | NA | 2 days/yr (½ day/mo) | 2 days/yr |
| TOTAL YEAR 1 | | | | | 22 days/yr |

Year 2: Implementing Phase

| Year 2 Activities | Description | Timeline | ⁵ Indirect Support (Days) | ⁶ Direct Support (Days) | ⁷ Total Days/year |
|--|---|----------------------|--------------------------------------|------------------------------------|------------------------------|
| Literacy Leadership Coaching & Implementation ⁸ | Engage in coaching cycle to support building/district leader in literacy leadership activities based on the following approximate activity timelines: | 7/1/2026 - 6/30/2027 | TOTAL: 4 day/yr | TOTAL: 16 day/yr | TOTAL: 21 days/yr |
| | <ul style="list-style-type: none"> • LLP: Collaborate with building/district leader to implement the LLP through the LLT, complete LLT agendas and associated materials (e.g., communication plan, family/community partnership activities etc.) | Months 1-11 | NA | 6 days/yr (½ day/mo) | 6 days/yr |
| | <ul style="list-style-type: none"> • ADBDM: Support building/district administrator/s to develop and plan for literacy focused data-teaming. | Months 1-11 | 1 days/yr | 4 days/yr | 5 days/yr |
| | <ul style="list-style-type: none"> • HQIM Review of Current Literacy Materials: Side-by-side Literacy GSP support building/district administrator to plan and review current literacy materials against HQIM rubric. Develop Report. | Months 1-4 | 1 days/yr | 2 days/yr | 3 days/yr |

⁵ Indirect Support includes such things as preparation and planning to support the district including but not limited to preparing.

⁶ Direct Support includes such things as working directly with district leaders/personnel, coaching, co-facilitating etc.

⁷ All days are approximated and dependent on the district/buildings specific needs in collaboration with the GSP and aligned to grant expectations.

⁸ Timeline is provided as an example and may be adjusted based on the grant requirements and building implementation.

| Year 2 Activities | Description | Timeline | ⁵ Indirect Support (Days) | ⁶ Direct Support (Days) | ⁷ Total Days/year |
|------------------------------|---|-------------|--------------------------------------|------------------------------------|------------------------------|
| | <ul style="list-style-type: none"> HQIM Selection & Adoption: Side-by-side Literacy GSP support building/district administrator to engage in selection and adoption of new HQIM. Develop Report. | Months 5-8 | 2 days/yr | 4 days/yr | 6 days/yr |
| | <ul style="list-style-type: none"> Walkthroughs: Work side-by-side Literacy GSP to coach building/district leaders in learning effective walkthrough methods including recognizing literacy instruction grounded in the science of reading and feedback types teachers need. Additional walkthrough supports available upon request. | Month 2 & 6 | NA | 1 day/yr (½ day/mo) | 1 day/yr |
| LLT Meetings | Support the building as part of the monthly LLT | Months 1-11 | NA | 6 days/yr (½ day/mo) | 6 days/yr |
| ADBDM: Data-Teaming Meetings | Support the building as part of the regularly scheduled data-teaming meetings. | Months 7-10 | NA | 4 days/yr (7 data days) | 4 days/yr |
| TOTAL YEAR 2 | | | | | 31 days/yr |

Year 3: Implementing Phase

| Year 3 Activities | Description | Timeline | ⁹ Indirect Support (Days) | ¹⁰ Direct Support (Days) | ¹¹ Total Days/year |
|---|--|----------------------|--------------------------------------|-------------------------------------|-------------------------------|
| Literacy Leadership Coaching & Implementation ¹² | Engage in coaching cycle to support building/district leader in literacy leadership activities based on the following approximate activity timelines: | 7/1/2027 - 6/30/2028 | TOTAL: 1 day/yr | TOTAL: 13 day/yr | TOTAL: 14 days/yr |
| | <ul style="list-style-type: none"> • LLP & HQIM Implementation: Collaborate with building/district leader to implement the LLP through the LLT, complete LLT agendas and associated materials (e.g., communication plan, family/community partnership activities etc.) | Months 1-11 | NA | 6 days/yr (½ day/mo) | 6 days/yr |
| | <ul style="list-style-type: none"> • ADBDM: Support building/district administrator/s to develop and plan for literacy focused data-teaming. | Months 1-11 | 1 days/yr | 4 days/yr | 5 days/yr |
| | <ul style="list-style-type: none"> • MTSS Literacy Plan: Collaborate with building/district leader to develop and implement a literacy focused MTSS plan. <ul style="list-style-type: none"> ○ SAMI Facilitation ○ MTSS Literacy Plan Development ○ LLP Updates | Months 5-11 | NA | 2 days/yr | 2 days/yr |

⁹ Indirect Support includes such things as preparation and planning to support the district including but not limited to preparing.

¹⁰ Direct Support includes such things as working directly with district leaders/personnel, coaching, co-facilitating etc.

¹¹ All days are approximated and dependent on the district/buildings specific needs in collaboration with the GSP and aligned to grant expectations.

¹² Timeline is provided as an example and may be adjusted based on the grant requirements and building implementation.

| Year 3 Activities | Description | Timeline | ⁹ Indirect Support (Days) | ¹⁰ Direct Support (Days) | ¹¹ Total Days/year |
|---------------------------------|--|-------------|--------------------------------------|-------------------------------------|-------------------------------|
| | <ul style="list-style-type: none"> Walkthroughs: Work side-by-side Literacy GSP to coach building/district leaders to implement walkthroughs to support implementation of HQIM. | Month 2 & 6 | NA | 1 day/yr (½ day/mo) | 1 day/yr |
| LLT Meetings | Support the building as part of the monthly LLT | Months 1-11 | NA | 6 days/yr (½ day/mo) | 6 days/yr |
| ADBDM: Data-Teaming Meetings | Support the building as part of the regularly scheduled data-teaming meetings. | Months 7-10 | NA | 4 days/yr (8 data days) | 4 days/yr |
| TOTAL YEAR 3 | | | | | 24 days/yr |

Year 4, 5, 6: Implementing Phase

| Year 4-6 Activities | Description | Timeline | ¹³ Indirect Support (Days) | ¹⁴ Direct Support (Days) | ¹⁵ Total Days/year |
|---|---|-------------------|---------------------------------------|-------------------------------------|-------------------------------|
| Literacy Leadership Coaching & Implementation ¹⁶ | Engage in coaching cycle to support building/district leader in literacy leadership activities based on the following approximate activity timelines: | July through June | TOTAL: 1 day/yr | TOTAL: 13 day/yr | TOTAL: 14 days/yr |
| | <ul style="list-style-type: none"> ● LLP & HQIM Implementation: Collaborate with building/district leader to implement the LLP through the LLT, complete LLT agendas and associated materials (e.g., communication plan, family/community partnership activities etc.) | Months 1-11 | NA | 6 days/yr (½ day/mo) | 6 days/yr |
| | <ul style="list-style-type: none"> ● MTSS Literacy Plan/LLP Sustainability <ul style="list-style-type: none"> ○ SAMI Facilitation ○ MTSS Literacy Plan Review/Updates ○ LLP Review/Updates | Months 10-11 | NA | 2 days/yr | 2 days/yr |
| | <ul style="list-style-type: none"> ● ADBDM: Support building/district administrator/s to develop and plan for literacy focused data-teaming. | Months 1-11 | 1 days/yr | 4 days/yr | 5 days/yr |

¹³ Indirect Support includes such things as preparation and planning to support the district including but not limited to preparing.

¹⁴ Direct Support includes such things as working directly with district leaders/personnel, coaching, co-facilitating etc.

¹⁵ All days are approximated and dependent on the district/buildings specific needs in collaboration with the GSP and aligned to grant expectations.

¹⁶ Timeline is provided as an example and may be adjusted based on the grant requirements and building implementation.

| Year 4-6 Activities | Description | Timeline | ¹³ Indirect Support (Days) | ¹⁴ Direct Support (Days) | ¹⁵ Total Days/year |
|------------------------------|--|-------------|---------------------------------------|-------------------------------------|-------------------------------|
| | <ul style="list-style-type: none"> Walkthroughs: Work side-by-side Literacy GSP to coach building/district leaders to sustain implementation of HQIM. | Month 2 & 6 | NA | 1 day/yr (½ day/mo) | 1 day/yr |
| LLT Meetings | Support the building as part of the monthly LLT | Months 1-11 | NA | 6 days/yr (½ day/mo) | 6 days/yr |
| ADBDM: Data-Teaming Meetings | Support the building as part of the regularly scheduled data-teaming meetings. | Months 7-10 | NA | 4 days/yr (8 data days) | 4 days/yr |
| TOTAL/YEAR | | | | | 24 days/yr |

Deliverables

| Task # | Deliverable | Approximate Timeline |
|--------|--------------------------------------|---------------------------------|
| 1 | LLT Membership & LLT Agenda Template | Fall Year 1 |
| 2 | CLNA & Report | Mid Year 1 |
| 3 | Strategic Planning and LLP | End of Year 1 |
| 4 | ADBDM: Data-Teaming Schedule | End of Year 1 |
| 5 | Communication Plan | Mid Year 1 and Updated Annually |

| Task # | Deliverable | Approximate Timeline |
|--------|---|------------------------------|
| 6 | Number of Leadership Coaching Cycles & Goals Met | Annually |
| 7 | HQIM Rubric Results & Report | End of Year 2 |
| 8 | HQIM Implementation Self-Assessment for Leaders - Formative Assessment | End of Year 3 through Year 6 |
| 9 | MTSS Focused Literacy Plan <ul style="list-style-type: none"> ● SAMI Results ● MTSS Literacy Plan; LLP Updated Plan | End of Year 3 |
| 10 | HQIM Implementation Sustainability Metrics Tool | Year 4-6 |
| 11 | Healthy Indicators Report | Annually |

Roles & Responsibilities

Department of Education Responsibilities

The Iowa Department of Education is responsible for overseeing the proper use of federal funds awarded through a literacy grant, including both subgrants to local districts and contracts with service providers. This includes ensuring that all activities align with the goals of the grant, meet state and federal timelines and reporting and evaluation requirements.

Heartland Area Education Agency Responsibilities: Grant Support Providers for Leadership

Heartland AEA is responsible for supporting school and district leadership in meeting the goals and indicators as outlined above working in direct collaboration with school personnel. They are responsible for adapting the timeline and deliverables based on the Iowa Department of Education's grant-related requirements and the building/district's current implementation.

District/School Responsibilities

School districts are responsible for identifying Leadership GSP and may engage in a district service plan with Heartland AEA to meet their grant associated needs. School districts may select from the scope of work listed in this request for proposals and may engage in all or any part of the deliverables listed above. Districts are responsible for allocating both personnel and time commitment resources necessary to collaborate to complete the agreed upon activities.

School districts are responsible for adhering to grant timelines, monitoring and reporting and sharing these with their Leadership GSP as they relate to the agreed upon work.

Resources

All materials will be offered digitally or a materials fee will be required. No other materials/subscriptions or other purchases are necessary to do the work.

Evaluation & Assessment

The effectiveness of Heartland AEA's Leadership Grant Support Provider services will be evaluated through evidence of growth in literacy leadership and infrastructure, along with improvements in student literacy outcomes.

Measures of Effectiveness of the Leadership Grant Support Provider

Leadership Grant Support Providers will provide targeted leadership coaching to subgrantee schools and district leaders, using evidence-based practices to drive school improvement and system transformation. In addition, Leadership GSPs will deliver customized professional development focused on leadership effectiveness, strategic planning, and change management while fostering strong school culture, communication, and community engagement. They will guide leaders in data-informed decision-making, assessment, and strategic planning to ensure alignment with all IA-CLSD expectations.

The following will be used to evaluate the effectiveness of the Leadership GSP:

| # | Goal | Timeline |
|---|---|---|
| 1 | The building LLT will meet monthly with members attending 80% of meetings annually. | Monitored Monthly and Summarized Annually |

| # | Goal | Timeline |
|---|---|---|
| 2 | Eighty percent of participants in the strategic planning process will provide positive feedback regarding the planning process. | Year 1 |
| 3 | The building LLT will annually complete 90% of their planned LLP tasks and/or revise tasks to better improve implementation of evidence-based practices or align to current needs. | Monitored Monthly and Summarized Annually |
| 4 | The Leadership GSP and building/district leaders will engage in 90% of planned coaching cycles meeting 90% of the administrators' goals annually. (Aiming for 3-5 cycles per year) | Monitored Monthly and Summarized Annually |
| 5 | Over the course of the grant, building/district leaders will show increases in their application of the evidence-based strategies to implement HQIM based on the HQIM Implementation Self-Assessment for Leaders (formative assessment). <ul style="list-style-type: none"> ● Exploration ● Installation ● Initial Implementation ● Full Implementation ● Sustainability | Monitored Annually |

Goals & Outcomes

The following are additional measures used to measure impact of Leadership GSP supports on student outcomes:

| # | Goal | Timeline |
|---|--|---|
| 1 | The building will improve healthy indicators and/or achievement results for targeted student groups. | Monitored 3 times per year and summarized annually. |

| | | |
|---|---|---|
| 2 | The building will improve literacy growth for targeted student groups. | Monitored 3 times per year and summarized annually. |
| 3 | The building will improve healthy indicators for fall of kindergarten for all students and targeted student groups. | Summarized annually. |
| 4 | The building will increase the number of families and community providers engaged in literacy activities annually. | Monitored Monthly and Summarized Annually |

Appendix D: Goods & Services



The New Era of Professional Development and Services for Iowa Schools 2025-2026

In accordance with the requirements of Iowa Code 256.9(36) and 273.2(3)b, any Professional Development provided by AEA is required to be approved by the Iowa Department of Education: [2025-26 List of Approved AEA Professional Development](#). **Services delivered by an AEA are aligned with Iowa's strategic priorities and content in DE-approved Professional Development. AEA services are described below.**

Professional Development Services:

- Equip educators with the knowledge, skills, and strategies needed to enhance teaching practices and improve student outcomes.
- Collaboratively design customized plans with districts based on their priority focus areas.
- Design and implement unique modes of support to best accomplish district goals.

Implementation Services for DE-Approved Professional Development:

- Provide coaching, consultation, and support for teams or individuals to put the Iowa Department of Education approved evidence-based practices into action.
- Facilitate educators in planning, reflection, and collaboration.
- Integrate resources to ensure necessary tools are available to staff.
- Monitor progress and use data-based decision making to ensure successful execution and sustained improvement in student learning outcomes.

Sustainability Services for DE-Approved Professional Development:

- Support the Iowa Department of Education approved evidence-based practices within systems to maintain and build upon progress achieved during implementation.

- Provide ongoing support, evaluation, and refinement of initiatives based on student outcomes.
- Evaluate the continued effectiveness and relevance of initiatives based on student needs.
- Build capacity to empower educators and stakeholders.
- Use data-based decision making to foster a culture of continuous improvement within the learning community.

Practices Grounded in Implementation Science:

- AEA's provide comprehensive support for districts in implementing and sustaining impactful practices grounded in implementation science.
- AEA's collaborate closely with schools to build capacity.
- AEA's focus on critical elements of implementation: exploration, installation, and sustainability.
- AEA's offer tailored coaching, consultation, technical assistance, and data-driven decision-making tools.
- The partnership empowers educators to maintain high-quality practices over time.
- This fosters continuous improvement and long-term success for students and staff.

The 2025-2026 revised [Professional Development Fee Structure](#) outlines specific details related to professional development fees.

***This document is simplified and not intended to be exclusionary.**

This replaces the 25-26 AEA Portfolio of Services document.

Heartland AEA: 2025-26 Department Approved Professional Development Courses

(More detail about each Department approved course may be obtained from educate.iowa.gov/pk-12/hf2612-implementation)

Strategic Priority 1: Narrow and Close Achievement Gaps for Students with Disabilities

- DE SDI Module: K-6 SDI Literacy
- DE SDI Module: Literacy for Students with Significant Disabilities
- DE SDI Module: Preschool SDI Literacy
- High Leverage Practices for Special Education
- Meeting the Needs of Diverse Early Childhood Learners
- SWD Explicit Instruction

Strategic Priority 2: Narrow and Close Achievement Gaps for Students who are English Learners

- Support for English Learners in the Grade Level or Content Classroom
- Supporting English Leaders in the General Education Classroom through the SIOP Model

Strategic Priority 3: Improve and Transform Low-Performing Schools through Continuous Improvement Leadership

- The Firm Goals, Flexible Means: Honoring Your Learners (UDL)
- Implementation Science for Educational Initiatives with Ongoing Coaching
- Leveraging Tools, Strategies, and Best Practices to Enhance Coaching Cycle
- MTSS Setting Up Robust Systems of Student Supports

Strategic Priority 4: Develop a Strong Teacher Pipeline

- Mentoring and Induction

Strategic Priority 5: Implement High-Quality Instructional Materials

- Evidence-Based Process for Review and Selection of High-Quality Instructional Materials (HQIM)
- Implementation of HighQuality Instruction Materials with Ongoing Support

Strategic Priority 6: Provide Structured Literacy Instruction Aligned with the Science of Reading

- LETRS for Elementary Educator
- Science of Reading
- Intensifying Structured Literacy Instruction for Struggling Readers
- Understanding Dyslexia and Its Impact on Reading, Writing and Spelling

Appendix E: Letters of Reference



**COME HERE.
BECOME HERE.**

Jaynette Rittman, Edmunds Principal
Des Moines Public School
950 15th Street
Des Moines, Iowa 50314
jaynette.rittman@dmschools.org
515-242-8406

June 24, 2025

To Whom It May Concern:

On behalf of Des Moines Public Schools, I am writing to offer our strong support for Heartland AEA's application to serve as a Leadership Grant Support Provider (GSP) through the Iowa Comprehensive Literacy State Development (IA-CLSD) Leadership Grant. Heartland AEA has long been a trusted and highly capable partner in our district's improvement efforts, and we are confident in their ability to provide the depth of leadership support outlined in the grant expectations.

Heartland AEA has consistently demonstrated the expertise and capacity to deliver **targeted leadership coaching to both school and district leaders**, using **evidence-based practices** to drive school improvement and system transformation. Their leadership consultants have supported us in developing and sustaining collaborative leadership structures that focus on results, foster coherence, and build collective efficacy.

As a Leadership GSP, Heartland AEA is uniquely positioned to:

- **Provide coaching for district and school leaders** that is responsive, ongoing, and aligned to improvement goals
- **Guide strategic literacy leadership development**, ensuring strong instructional leadership at all levels
- **Promote data-informed leadership** by equipping leaders to analyze, interpret, and act on relevant student and system data

- **Foster system alignment and leadership capacity** by supporting shared visioning, planning, and implementation across roles and buildings

- **Work with principals to support Literacy Leadership Teams (LLTs)** and ensure literacy efforts are coordinated, monitored, and sustained

In addition, Heartland AEA provides **customized professional development** on leadership effectiveness, strategic planning, and change management. Their work with our leaders has strengthened our school culture, improved communication and collaboration, and deepened our engagement with families and the broader community.

Through our partnership with Heartland AEA, we have incorporated our support within our lead and leadership teams to align our strategic plan to district and building literacy goals. The guidance provided to the instructional coach, assistant principal and principal to help create a walkthrough tool for small group, foundational block and aligned district tool assisted in centering our work to set building goals, quarterly goals, and action steps to ensure students demonstrated growth. The collaboration and conversation within the CLC's strengthened our implementation of our foundational block instruction through a focus on microphase instruction, small groups and whole group instruction with a laser focus aligned to the standards. The use of data has increased student outcomes and actions set forth in our CPSP. We value the opportunity to collaborate and enhance our learning to provide our staff additional insight to elevate their instruction to provide positive outcomes for our students.

We fully endorse Heartland AEA's application and look forward to continuing our work together to improve leadership effectiveness, instructional quality, and student outcomes across Iowa.

Sincerely,

Jaynette Rittman, Edmunds Principal
Des Moines Public Schools

Office of the Superintendent

2100 Fleur Drive | Des Moines, Iowa 50321 | P: 515-242-7911 | F: 515-242-7912 www.dmschools.org | facebook.com/dmschools



Madrid Community School District

*We support all students by empowering each individual
to grow in their abilities and discover their potential.*

June 19, 2025

To Whom It May Concern:

On behalf of Madrid, I am writing to offer our strong support for Heartland AEA's application to serve as a Leadership Grant Support Provider (GSP) through the Iowa Comprehensive Literacy State Development (IA-CLSD) Leadership Grant. Heartland AEA has long been a trusted and highly capable partner in our district's improvement efforts, and we are confident in their ability to provide the depth of leadership support outlined in the grant expectations.

Heartland AEA has consistently demonstrated the expertise and capacity to deliver targeted leadership coaching to both school and district leaders, using evidence-based practices to drive school improvement and system transformation. Their leadership consultants have supported us in developing and sustaining collaborative leadership structures that focus on results, foster coherence, and build collective efficacy.

As a Leadership GSP, Heartland AEA is uniquely positioned to:

- **Provide coaching for district and school leaders** that is responsive, ongoing, and aligned to improvement goals
- **Guide strategic literacy leadership development**, ensuring strong instructional leadership at all levels
- **Promote data-informed leadership** by equipping leaders to analyze, interpret, and act on relevant student and system data
- **Foster system alignment and leadership capacity** by supporting shared visioning, planning, and implementation across roles and buildings
- **Work with principals to support Literacy Leadership Teams (LLTs)** and ensure literacy efforts are coordinated, monitored, and sustained

In addition, Heartland AEA provides customized professional development on leadership effectiveness, strategic planning, and change management. Their work with our leaders has strengthened our school culture, improved communication and collaboration, and deepened our engagement with families and the broader community.

Through our partnership with Heartland AEA, we have developed a strategic plan aligned to our district and building literacy goals. This work is supporting improved team functioning and clarity across all schools.

We fully endorse Heartland AEA's application and look forward to continuing our work together to improve leadership effectiveness, instructional quality, and student outcomes across Iowa.

Sincerely,

Jason Gabel

Jason Gabel, Superintendent
Madrid Community Schools

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Madrid, IA 50156
515-795-3240 ext. 1
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ADMINISTRATION OFFICE
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Phone -- 515.462.2718 -- Fax -- 515.462.2732

Mr. Justin Gross, Superintendent
Jill Gavin, Business Manager/Board Secretary

Dr. Corey St. John, Director of Teaching and Learning
Winterset Community School District
303 Wambold Dr
Winterset, IA 50273
cstjohn@winterset.k12.ia.us
515-468-9326

07/01/2025

To Whom It May Concern:

On behalf of Winterset Community School District, I am writing to offer our strong support for Heartland AEA's application to serve as a Leadership Grant Support Provider (GSP) through the Iowa Comprehensive Literacy State Development (IA-CLSD) Leadership Grant. Heartland AEA has long been a trusted and highly capable partner in our district's improvement efforts, and we are confident in their ability to provide the depth of leadership support outlined in the grant expectations.

Heartland AEA has consistently demonstrated the expertise and capacity to deliver **targeted leadership coaching to both school and district leaders**, using **evidence-based practices** to drive school improvement and system transformation. Their leadership consultants have supported us in developing and sustaining collaborative leadership structures that focus on results, foster coherence, and build collective efficacy.

As a Leadership GSP, Heartland AEA is uniquely positioned to:

- **Provide coaching for district and school leaders** that is responsive, ongoing, and aligned to improvement goals
- **Guide strategic literacy leadership development**, ensuring strong instructional leadership at all levels
- **Promote data-informed leadership** by equipping leaders to analyze, interpret, and act on relevant student and system data
- **Foster system alignment and leadership capacity** by supporting shared visioning, planning, and implementation across roles and buildings
- **Work with principals to support Literacy Leadership Teams (LLTs)** and ensure literacy efforts are coordinated, monitored, and sustained

BOARD OF EDUCATION

Jared McDonald, President

Malcolm Cortner, Vice President

Samantha Hollingsworth, Director

Emily Reihmeier, Director

Gina Robinson, Director



ADMINISTRATION OFFICE
303 Wambold Drive - PO Box 30 - Winterset, IA 50273-0030
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Mr. Justin Gross, Superintendent
Jill Gavin, Business Manager/Board Secretary

In addition, Heartland AEA provides **customized professional development** on leadership effectiveness, strategic planning, and change management. Their work with our leaders has strengthened our school culture, improved communication and collaboration, and deepened our engagement with families and the broader community.

Through our partnership with Heartland AEA, we have built a high quality, science of reading based instructional program. Heartland throughout the years has supported our district with job embedded professional learning centered around Multi-Tiered Systems of Support (MTSS), data driven decision making, literacy coaching support, and countless other endeavours.

We fully endorse Heartland AEA's application and look forward to continuing our work together to improve leadership effectiveness, instructional quality, and student outcomes across Iowa.

Sincerely,

Dr. Corey St. John, Director of Teaching and Learning
Winterset Community School District

BOARD OF EDUCATION

Jared McDonald, President

Malcolm Cortner, Vice President

Samantha Hollingsworth, Director

Emily Rethmeier, Director

Gina Robinson, Director

Appendix F: Strategic Planning



STRATEGIC IMPROVEMENT PLANNING PHASE 1 - Needs Assessment

The purpose of Phase 1 - Needs Assessment is to summarize the current state of the system. Multiple data are collected and synthesized and comprehensive findings are summarized in order to prioritize areas of focus for the development of a strategic plan.

| Data Source | Description | Person(s) Responsible | Target Completion Date |
|---|---|-----------------------|------------------------|
| <p>Option 1 - Document Review (aligned to systems structures) Option 2 - Document Review - (aligned to Departments)</p> | <p>The goal of the document review is to build a shared, fact-based understanding of the current state of the school district. A summary that includes organizational strengths and areas for growth and improvement will be provided.</p> | | |
| <p>Community Needs Assessment Forum</p> | <p>The purpose of the Community Needs Assessment Forum is to gather information on four topics to be developed by district leaders. An emphasis on diverse representation of stakeholders across demographics, personal and professional roles, and community perspectives will be prioritized.</p> | | |
| <p>Stakeholder Survey</p> | <p>The purpose of stakeholder surveys is to gather specific information from families, students, and staff members on the current and future state of the district.</p> | | |
| <p>Focus Groups</p> | <p>Focus groups allow individuals representing various district employee groups and students to share detailed perspectives regarding the current and future state of the district. Focus groups will be held for the following groups:</p> <ul style="list-style-type: none"> ● District & school leaders ● Teachers ● Instructional Support Staff ● Operational Staff ● Students | | |
| <p>SWOT Analysis</p> | <p>A SWOT analysis will be conducted with district and school leaders to determine Strengths, Weaknesses, Opportunities, and Threats.</p> | | |
| <p>Phase I Deliverables:</p> <ul style="list-style-type: none"> ● Summary of present state of the school system - strengths, opportunities for improvement ● Summary of opportunities for the school district ● Support for presentation of information regarding Phase 1 to the district board of directors | | | |

STRATEGIC IMPROVEMENT PLANNING PHASE 2 - Vision Setting and Plan Development

The purpose of Phase 2 - Vision Setting and Plan Development is to use the information and conclusions from the Needs Assessment to set a clear, long-term vision for the district to develop an agile plan to achieve the district's desired outcomes.

| Key Milestone | Description | Person(s) Responsible | Target Completion Date |
|---|--|-----------------------|------------------------|
| Refine the mission, vision, and values | Develop refined mission, vision, and values using information from the Needs Assessment process | | |
| Determine long range goals | Develop long-range goals grounded in the mission, vision, and values of the district. | | |
| Determine strategic priorities | Develop strategic priorities aligned to the long range goals of the district. | | |
| Determine long-range strategic initiatives | Develop 3-5 year Strategic Initiatives Plans | | |
| Determine annual improvement goals | Develop annual improvement goals from the long-range goals for each school and department. | | |
| Determine strategic action plan for year one | Develop a year-one strategic action plan to include: <ul style="list-style-type: none"> ● Action Steps (annual) ● Implementation fidelity assessments (annual) ● Measurable outcomes (annual) ● Progress monitoring instruments (annual) | | |
| Phase 2 Deliverables: <ul style="list-style-type: none"> ● Long range strategic initiatives ● Year one strategic plan ● Support for presentation of information regarding Phase 2 to the district board of directors | | | |

STRATEGIC IMPROVEMENT PLANNING PHASE 3 - Implementation and Monitoring

The purpose of Phase 3 - Implementation and Monitoring is to establish a cadence of monitoring and accountability for system-wide ownership of the strategic plan.

| Key Action | Description | Person(s) Responsible | Target Completion Date |
|--|---|-----------------------|------------------------|
| Develop monitoring calendar | The purpose of a monitoring calendar is to review progress on and results of strategic actions. The calendar establishes clarity around timelines and responsibilities to ensure implementation of the plan progresses on schedule. | | |
| Develop implementation fidelity tool & process | The implementation fidelity tool and process will be used to track progress on strategic initiatives and actions outlined in the strategic plan. | | |
| Phase 3 Deliverables: <ul style="list-style-type: none">• Monitoring calendar• Implementation fidelity tools and process• Support for ongoing presentation of information regarding Phase 3 to the district board of directors | | | |

PHASE 4 - Communication Tools

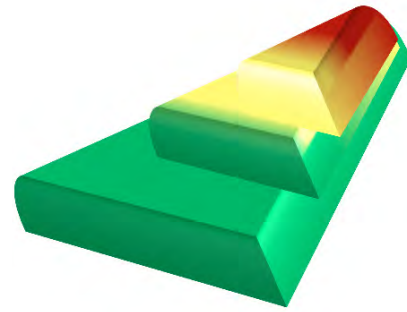
The purpose of Phase 4 - Communication Tools is to collaborate with district leaders to develop common communication templates for updating stakeholders on the strategic plan implementation and results.

Appendix G: MTSS Overview & Map

Multi-Tiered System of Supports

MTSS: Multi-Tiered System of Supports in Iowa is an every-education, decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students, starting in general education.

~ Iowa Department of Education



5 Essential Components of MTSS

1. Evidence-Based Curriculum and Instruction provided at the Universal Tier

Schools provide evidence-based curriculum and instruction to all learners in the general classroom.

- (a) All schools provide universal instruction based on the grade-level/content expectations found in the Iowa Core Standards.
- (b) All schools use research-based learning progressions (Acquisition, Fluency, Generalization/Adaptation)
- (c) All schools use instructional methods that are systematic (structured), sequential and cumulative. Instruction is planned, purposeful and implemented in a way that follows a logical sequence and maximizes student engagement. This instruction proceeds at a rate commensurate with students' needs, ability levels and demonstration of progress.

2. Universal Screening Process will be developed. Data will be collected and analyzed a minimum of three times per year

Schools use a universal screening process to determine if Universal instruction is sufficient and to identify students for whom Universal instruction is not sufficient (significantly exceeding or less than proficient). Early Warning System data may include:

- (a) Outcome assessments that are reliable, valid and technically adequate.
- (b) Additional academic and behavioral data that is sufficient for effective and ongoing decision-making (attendance, grades, ODRs, credits earned, participation in activities, others).

3. Evidence-based Targeted and Intensive Interventions will be provided to identified students

Schools provide additional evidence-based instruction and support to those learners for whom universal instruction alone is insufficient. Evidence-based interventions are provided in addition to Universal instruction.

- (a) Schools may need to collect and examine additional diagnostic information to plan and deliver instruction and support that meets the needs of learners who require targeted or intensive instruction.

4. Progress Monitoring Data will be collected and used to guide instruction for students receiving Targeted or Intensive instruction

Monitoring of progress is a process of collectively analyzing evidence to target specific learning needs of students and determine effectiveness of instruction.

- (a) Use a reliable, valid and technically adequate progress monitoring assessments when available and matched to need.
- (b) Progress data is collected and analyzed frequently enough to effectively guide instructional decisions.
- (c) Progress monitoring sources may include EWS indicators, formative assessments, CBMs, portfolios, others.

5. Data-Based Decision Making

Schools make informed decisions about students' instruction and curriculum needs based on the collection and analysis of data on a frequent and ongoing basis.

- (a) Data-based decision making process is led by a leadership team.
- (b) Schools may use collaborative structures (PLC, Data Teams, teacher teams) to enable educators to make informed decisions based on accurate data.
- (c) Schools use multiple data sources to reinforce a continuous process of assessment and instructional change.

Why MTSS?

Freshman year is key to predicting who will graduate from high school. Failing one semester course decreases the likelihood of graduating from 83% to 60%; two semester Fs decreases the likelihood to 44%; three Fs reduces that to 31% chance of graduating.

- Alliance for Excellent Education, *High School Graduation Gains Equal Economic Success* 2013.

With stakes so high, a quality education is no longer a privilege, but a moral responsibility we owe to every child. We need to provide fellow educators with additional tools, practices and most importantly, the right thinking needed to meet this noble task.

- Buffum, Mattos and Weber: *Simplifying Response to Intervention: four essential guiding principles* 2012

A key to the success of students' experiences in school is their sense of connection to their school. School connection is the belief by students that adults in the school care about their learning as well as about them as individuals.

- The White House Task Force for Disadvantaged Youth

By using a more integrated approach, limited resources can be maximized and organizational structures and efficiency can be improved.

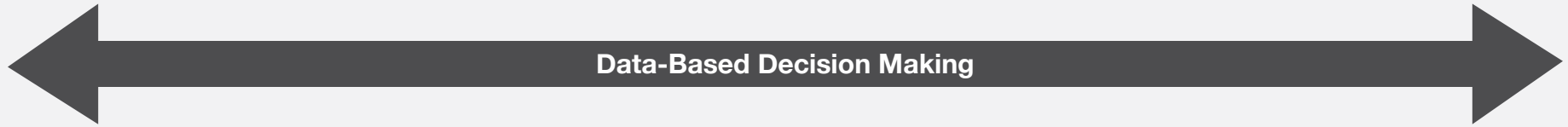
- Chaparro et al., 2012; Lane, Oakes, & Menzies, 2014; McIntosh, Bohanon, & Goodman, 2010

Guiding Principles of MTSS

1. We believe that all learners can learn and achieve at high levels, and everyone is responsible for the success of each child.
2. We believe that the Iowa Early Learning Standards and Iowa Core represent the knowledge and skills needed for all learners.
3. We believe that collaborative inquiry is essential to impact achievement.
4. We believe that the use of efficient, ongoing assessments will enable informed decisions about instruction for all learners.
5. We believe that using evidence-based practices with fidelity, at multiple levels of intensity, will allow learners to achieve at high levels.
6. We believe that specific, short-term improvement goals will be developed and shared, and the collective efforts to attain them are constantly monitored and adjusted to ensure success.
7. We believe that continuous and sustained professional learning is essential to ensure fidelity of implementation.
8. We believe that leadership at all levels is critical in implementing and sustaining change that enhances learner success.



MTSS Map

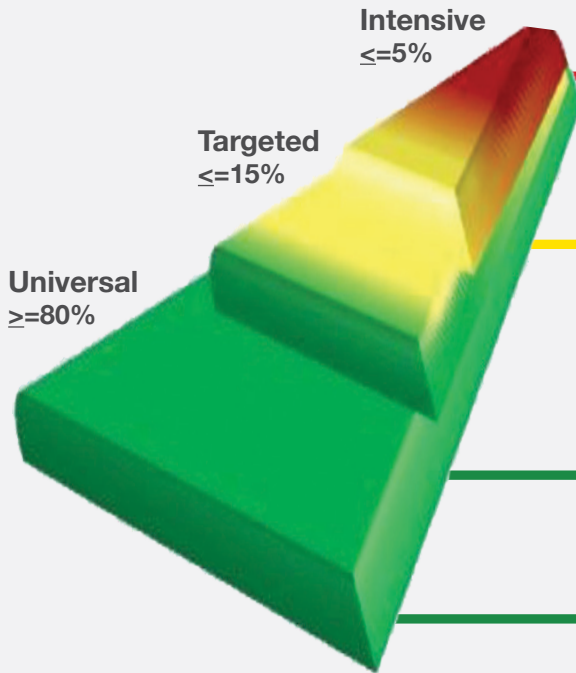


Universal Screening



Early Warning System Data: Collected and Analyzed a Minimum of 3 Times/Year

Universal Instruction



Group or Individual Diagnostic Processes as Needed

Intervention System

Evidence-Based Intensive (Tier 3) Intervention

Evidence-Based Targeted (Tier 2) Intervention

If Below 80% Universal Tier Response

Continue with Universal Instruction

Progress Monitoring



weekly



2 times/month or as necessary

Early Warning System Indicators and Formative Assessment

Consensus, Infrastructure, Implementation, Sustainability

Mission, Vision, Guiding Principles

Appendix H: Leadership Coaching Examples

[H.1 Strategic Planning: Madrid Community School District](#)

[H.2 MTSS Leadership Coaching: Adel DeSoto Minburn Community School District](#)

[H.3 Leadership/System Coaching: Heartland AEA Mid-Sized Rural School District](#)

[H.4 Literacy Leadership Coaching Example: Knoxville CSD](#)

H.1 Strategic Planning: Madrid Community School District

Grade-Span: PK-12

District/Building: Madrid District

Leadership/System Coaching Focus: Strategic Planning

Goal: Strategic planning helped the district and its new superintendent establish a clear, shared vision and direction aligned with student and community needs. It built trust and coherence by engaging stakeholders in identifying priorities and setting measurable goals. Ultimately, it created a roadmap that guided decision-making, resource allocation, and continuous improvement under new leadership.

Heartland (HAEA) Delivered Leadership/System Coaching Activities:

Strategic planning provided several leadership and coaching opportunities, including:

- 1. Vision Setting and Alignment**
HAEA guided the development of a shared vision and strategic priorities, helping teams align their work and decisions to long-term goals.
- 2. Capacity Building**
Through coaching, HAEA developed internal leadership capacity by supporting teams in using data, setting goals, and monitoring progress.
- 3. Stakeholder Engagement**
Strategic planning served as a platform for leaders to model inclusive, transparent communication and build trust across the system.
- 4. Change Management**
HAEA coached others through the change process, helping staff and stakeholders navigate shifts in priorities, practices, or structures.
- 5. Systems Thinking and Coherence**
HAEA used coaching conversations to help others see the bigger picture, make connections across initiatives, and reduce fragmentation.
- 6. Accountability and Empowerment**
Coaching supported HAEA to support teams in owning outcomes, staying focused on implementation, and adjusting actions based on evidence.
- 7. Reflective Practice**
Strategic planning encouraged a cycle of reflection, where Heartland AEA coached others to evaluate what worked, what didn't, and why.

Leadership/System Coaching Deliverables:

The strategic planning process resulted in several key deliverables that provided a clear and actionable framework for the district. A collaboratively developed **mission** articulated the district's core purpose, while the **vision** described the

desired future state for students, staff, and the community. Shared **values** defined the principles that guided decision-making and behavior across the system. Strategic **goals** were established to focus efforts on the highest priorities, and an **implementation plan** outlined specific actions, timelines, and responsibilities to bring those goals to life. To ensure ongoing accountability and progress monitoring, a **Vision Card** system was created, offering a clear, visual tool to track key indicators aligned to each strategic goal and to communicate outcomes to stakeholders regularly.

Results/Progress Indicators:

The strategic plan, completed in the spring and implemented immediately, is expected to produce several impactful results. It brings greater clarity and alignment across the district by ensuring that all initiatives, resources, and decisions focus on a shared set of priorities. The plan strengthens coherence in teaching and learning, improves student outcomes, and fosters a stronger sense of belonging among students and staff. Additionally, it provides a structured framework for accountability and continuous improvement through regular monitoring and reflection, ultimately building trust and confidence in the district's direction under new leadership.

H.2 MTSS Leadership Coaching: Adel DeSoto Minburn CSD

Grade-Span: PK-12

Leadership/System Coaching Focus:

- District Literacy Leadership Team Development
- Building Literacy Leadership Team Development for all five buildings
- School Improvement and System Transformation
- Curriculum review, adoption, and sustained implementation of resources aligned to the Science of Reading for all Tiers
- Assessment & Data-Based Decision-Making
- MTSS

Goal: Strengthen all Tiers of literacy instruction and implement a data-informed MTSS framework to improve student outcomes across the entire district.

Heartland Delivered Leadership/System Coaching Activities:

- Monthly district leadership team planning meetings with district administrators
- Monthly building leadership team meetings with building literacy teams including building administrators, instructional coach, literacy specialists/interventionists, Title 1 teacher, and special education representative (1x/month for each building)
- On-site facilitation of monthly building literacy leadership team meetings (1x/month) focused on literacy data review, goal setting, progress monitoring, and improvement planning
- Developed Tier 2 and Tier 3 intervention framework in all buildings for all grades PK-12
- Planning and facilitation support of Universal Data Days (3x/year for each building)
- Planning and facilitations of progress monitoring review days for leadership team and grade-level teams to analyze academic data trends and planning for implementation of intensification plans for students not making adequate progress to close the gap (2-3x/year for each building)
- Strategic planning sessions to align school improvement efforts with district priorities and build coherence across initiatives
- Professional development for administrators and teachers in practices aligned to the Science of Reading, data-based decision-making, and MTSS utilizing approved screening and progress monitoring measures
- Planning and facilitation to support Curriculum Review meetings for adoption and sustained implementation of literacy resources at all Tiers for literacy instruction PK-12
- Observation and coaching sessions during literacy instruction for intensification planning using priority alterable variables aligned to the learning hierarchy and student needs

Leadership/System Coaching Deliverables:

- PK-12 Literacy MTSS Implementation Plan
- PK-12 MTSS Literacy Data Template to track and monitor all literacy data and decision-making
- District and Building Leadership Team Agendas and Notes (monthly)
- Professional Development including the Science of Reading, MTSS, and data-based decision-making
- Curriculum review process to review evidence-based literacy curriculum for all Tiers of instruction
- Data-Review Protocol for universal and progress monitoring data days

- Intensification Protocol
- Building and district data reports including grade level growth, individual student growth, and intervention effectiveness by screening window
- Data displays for data days

Results/Progress Indicators:

- District Leadership Team established a clear vision for literacy instruction for all Tiers of Instruction
- Increased data fluency among team members, leading to timely instructional adjustments, and improved student outcomes:
 - Increased ISASP proficiency from 75% to 91% for all students in grades 3-11 in 5 years
 - Increased ISASP proficiency to 95% at the High School level and 93% grades 7-12 in 5 years
 - Increased number of students meeting benchmark on FAST in the spring from 67% to 82% in grades K-8 in 5 years
- Tier 1 instruction improved, as evidenced by a 15% increase in K-8 students at or above benchmark on spring universal screener from 2020-2025.
- Sustained 94-96% of students remaining at or above benchmark on FAST between screening windows 2021-to 2025
- Increased percent of K-6 students with IEPs meeting benchmark on FAST from 18% to 45% in 5 years
- Increased percent of K-6 students identified FRL meeting benchmark on FAST from 44% to 70% in 5 years
- Leadership team capacity improved, with team members leading professional development sessions and data review sessions for staff independently.

H.3 Leadership/System Coaching: Heartland AEA Mid-Sized Rural School District

Grade-Span: K-8

Leadership/System Coaching Focus:

- Leadership Team Development
- School Improvement and System Transformation
- MTSS
- Assessment & Data-Based Decision-Making

Goal: Strengthen Tier 1 instruction and implement a data-informed MTSS framework to improve student outcomes across academic and behavioral domains.

Heartland Delivered Leadership/System Coaching Activities:

- Monthly pre-leadership team planning meetings with the principal and instructional coach (1x/month)
- On-site facilitation of monthly leadership team meetings (1x/month) focused on goal setting, progress monitoring, and improvement planning
- Quarterly data retreats for leadership team and grade-level representatives to analyze academic and behavioral data trends
- Bi-monthly coaching sessions with MTSS facilitators to develop data teaming protocols and progress monitoring systems
- Strategic planning sessions (2x/year) to align school improvement efforts with district priorities and build coherence across initiatives

Leadership/System Coaching Deliverables:

- MTSS Implementation Plan aligned with district framework
- Leadership Team Agendas and Notes (monthly)
- Data-Teaming Toolkit tailored to school context
- Progress Monitoring Templates
- End-of-Year Reflection Report summarizing implementation and outcomes

Results/Progress Indicators:

- Leadership team established a clear vision and routines for distributed leadership
- Increased data fluency among team members, leading to timely instructional adjustments
- Tier 1 instruction improved, as evidenced by a 9% increase in the number of K-6 students scoring at or above benchmark on the universal literacy screening across the district.
- Leadership team capacity improved, with team members leading two professional development sessions for staff independently

H.4 Literacy Leadership Coaching Example: Knoxville CSD

Grade-Span: K-12

Literacy Learning/Coaching Focus: Strengthening literacy instruction, at all grades and across all tiers, and building leadership capacity aligned with the science of reading

Goal: Improve literacy instruction and increase the number of students reading at or above grade level by adopting high quality instructional materials and collaborative professional learning.

Heartland Delivered Literacy Leadership Activities:

- Build knowledge of leaders to support evidence-based literacy practices across the K-12 system
- Facilitated professional learning on the components of effective reading instruction grounded in the science of reading
- Facilitated a review, pilot, and adoption of high quality instructional core literacy materials for grades K-12
- Facilitated a review and adoption of high quality instructional materials for Tier 3 literacy instruction
- Collaborate regularly with school and district leaders to support data teaming cycles
- Provide system's coaching for school and district leaders
- Facilitated monthly data team cycles to improve intervention decisions and literacy alignment

Literacy Leadership Deliverables:

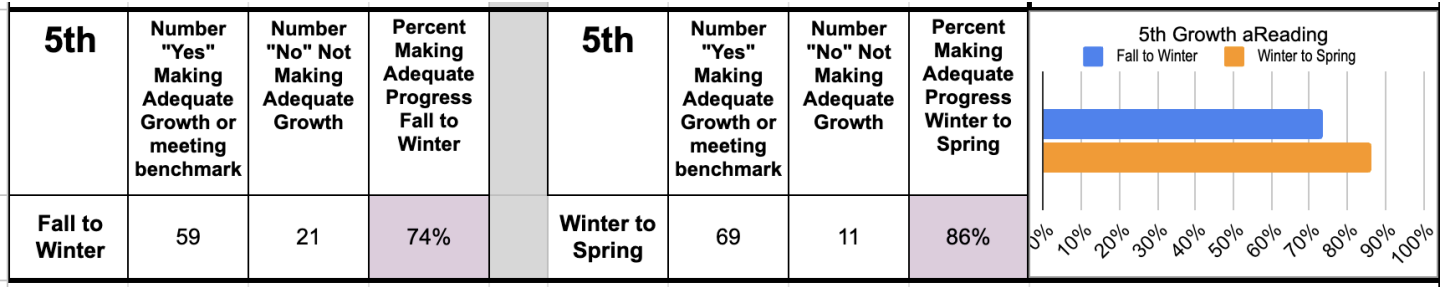
- Support of a systemic approach to literacy (i.e. scheduling, prioritizing resources, system analysis, and improvement cycles)
- Professional learning sessions and materials focused on the science of reading
- Data analysis protocols for grade-level teams and individual teachers
- Summarize student growth and proficiency
- Curriculum adoption rubrics and pilot data for universal high quality instructional materials
- Curricular resource maps for Tier 1, Tier 2, and Tier 3

Results/Progress Indicators:

- Initial 2025 ISASP results show 70% of students proficient on the ISASP reading assessment, an increase from 64% in 2023.
- Initial 2025 ISASP results show 21% of students with IEPs proficient on the ISASP reading assessment, an increase from 16% in 2023.

Appendix I: Data-Teaming Growth Results Sample

Students making adequate progress are making growth sufficient to reduce the gap and ambitious growth.



Appendix J: Resumes

Kathy Bertsch, PhD

Special Education
Trainer & School
Psychologist

kbertsch@heartlandaea.org
(515)373-1362

Certifications/Licenses

- Iowa - Professional Service License
- B-21 School Psychologist

Other Certifications

- SISEP Implementation Specialist: Level I
- Mental Health First Aid Instructor
- SDI K-6 Literacy Facilitator
- SDI Secondary Transition Facilitator

Leadership Work/Service

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
| <input checked="" type="checkbox"/> Classroom observation/walk-throughs | <input checked="" type="checkbox"/> Leadership Team Development |
| <input checked="" type="checkbox"/> Implementation of Educational Initiatives | <input checked="" type="checkbox"/> Small-scale professional development |
| <input checked="" type="checkbox"/> Job-embedded Coaching of PLCs | |

Leadership Expertise

- | | |
|--|--|
| <input type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input type="checkbox"/> Equity and Inclusion Initiatives |
| <input checked="" type="checkbox"/> School turnaround work in schools with high levels of disadvantaged students | <input type="checkbox"/> Organizational Culture and Climate |
| <input checked="" type="checkbox"/> Leadership Development and Training | <input checked="" type="checkbox"/> Professional Learning Communities |
| <input checked="" type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input checked="" type="checkbox"/> Other (please specify): Scaling and implementing; Project management; Needs Assessment |

Literacy Expertise

- | | |
|--|---|
| <input checked="" type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input checked="" type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
| <input checked="" type="checkbox"/> Secondary Literacy (Grades 6-12) | <input checked="" type="checkbox"/> Other (please specify): SDI; Literacy Assessments |
| <input type="checkbox"/> English Language Learners | |
| <input checked="" type="checkbox"/> Special Education and Literacy | |

Experience

- | | | |
|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
| <input checked="" type="checkbox"/> Urban | <input checked="" type="checkbox"/> 7,500+ | <input checked="" type="checkbox"/> 300 - 599 |
| <input checked="" type="checkbox"/> Rural | <input checked="" type="checkbox"/> 2,500 - 7,499+ | <input checked="" type="checkbox"/> Under 300 |
| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |

Lynn Bowen, M.Ed

Professional Service
Provider- Literacy
Lbowen@heartlandaea.org
(515)642-3073

Certifications/Licenses

- Iowa - Master Educator
- K-12 English as a Second Language
 - PK-6 Teacher Elementary Classroom
 - K-8 Reading
 - PK-12 Principal / PK-12 Special Education Supervisor

Other Certifications

- LETRS
- Be Glad

Leadership Work/Service

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input checked="" type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input checked="" type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
| <input checked="" type="checkbox"/> Classroom observation/walk-throughs | <input checked="" type="checkbox"/> Leadership Team Development |
| <input checked="" type="checkbox"/> Implementation of Educational Initiatives | <input checked="" type="checkbox"/> Small-scale professional development |
| <input checked="" type="checkbox"/> Job-embedded Coaching of PLCs | |

Leadership Expertise

- | | |
|--|--|
| <input checked="" type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input checked="" type="checkbox"/> Equity and Inclusion Initiatives |
| <input checked="" type="checkbox"/> School turnaround work in schools with high levels of disadvantaged students | <input checked="" type="checkbox"/> Organizational Culture and Climate |
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| <input checked="" type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input checked="" type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

Literacy Expertise

- | | |
|--|---|
| <input checked="" type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input checked="" type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
| <input checked="" type="checkbox"/> Secondary Literacy (Grades 6-12) | <input type="checkbox"/> Other (please specify): |
| <input checked="" type="checkbox"/> English Language Learners | |
| <input checked="" type="checkbox"/> Special Education and Literacy | |

Experience

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|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
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| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |

Crista Carlile,

Ed.D.
Director - Professional Services
ccarlile@heartlandaea.org
(515) 310-1566

Certifications/Licenses

Iowa - Master Educator

- 5-12 General Science
- 5-12 Biological Science

Iowa Professional Administrator Licence

- PK-12 Principal / PK-12 Special Education Supervisor
- Evaluator (New)

Leadership Work/Service

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input checked="" type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
| <input checked="" type="checkbox"/> Classroom observation/walk-throughs | <input checked="" type="checkbox"/> Leadership Team Development |
| <input checked="" type="checkbox"/> Implementation of Educational Initiatives | <input checked="" type="checkbox"/> Small-scale professional development |
| <input checked="" type="checkbox"/> Job-embedded Coaching of PLCs | |

Leadership Expertise

- | | |
|--|--|
| <input checked="" type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input checked="" type="checkbox"/> Equity and Inclusion Initiatives |
| <input checked="" type="checkbox"/> School turnaround work in schools with high levels of disadvantaged students | <input checked="" type="checkbox"/> Organizational Culture and Climate |
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| <input checked="" type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input checked="" type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

Literacy Expertise

- | | |
|--|---|
| <input type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input checked="" type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
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| <input type="checkbox"/> English Language Learners | |
| <input type="checkbox"/> Special Education and Literacy | |

Experience

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|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
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| <input checked="" type="checkbox"/> Rural | <input checked="" type="checkbox"/> 2,500 - 7,499+ | <input checked="" type="checkbox"/> Under 300 |
| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |

Pamela Childers, Specialist

SE Trainer/
School Psychologist
pchilders@heartlandaea.org
(515) 473-7264

Certifications/Licenses

- Iowa - Professional Services
- B-21 School Psychologist

Other Special Training

- Significant cognitive disabilities SDI
- ESL endorsement coursework
- Paraeducator certification training

Leadership Work/Service

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
| <input checked="" type="checkbox"/> Classroom observation/walk-throughs | <input checked="" type="checkbox"/> Leadership Team Development |
| <input checked="" type="checkbox"/> Implementation of Educational Initiatives | <input checked="" type="checkbox"/> Small-scale professional development |
| <input checked="" type="checkbox"/> Job-embedded Coaching of PLCs | |

Leadership Expertise

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|---|---|
| <input type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input type="checkbox"/> Equity and Inclusion Initiatives |
| <input type="checkbox"/> School turnaround work in schools with high levels of disadvantaged students | <input type="checkbox"/> Organizational Culture and Climate |
| <input checked="" type="checkbox"/> Leadership Development and Training | <input checked="" type="checkbox"/> Professional Learning Communities |
| <input checked="" type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input type="checkbox"/> Communication and Stakeholder Engagement | <input type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

Literacy Expertise

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| <input type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
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| <input type="checkbox"/> Secondary Literacy (Grades 6-12) | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> English Language Learners | |
| <input checked="" type="checkbox"/> Special Education and Literacy | |

Experience

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| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
| <input checked="" type="checkbox"/> Urban | <input type="checkbox"/> 7,500+ | <input type="checkbox"/> 300 - 599 |
| <input checked="" type="checkbox"/> Rural | <input checked="" type="checkbox"/> 2,500 - 7,499+ | <input type="checkbox"/> Under 300 |
| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |

Kaylynne Christenson,
Master Educator
Professional Service
Provider
kchristenson@heartlandaea.org
515.473.6660

Certifications/Licenses

- Iowa - Master Educator
- K-6 Teacher Elementary Classroom
 - K-8 Reading
 - K-12 Reading Specialist

Other Certifications

- Cognitive Coaching Agency Trainer

Leadership Work/Service

- Assessment & DBDM
- Adopting and Implementation of HQIM
- Comprehensive Literacy Needs Assessment
- Classroom observation/walk-throughs
- Implementation of Educational Initiatives
- Job-embedded Coaching of PLCs

- Job-embedded Practice Coaching
- Job-embedded System/Leadership Coaching
- Large-scale professional development
- Leadership Team Development
- Small-scale professional development

Leadership Expertise

- 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
- Other (please specify):

Literacy Expertise

- Early Literacy (Birth to Age 5)
- Elementary Literacy (Grades K-5)
- Secondary Literacy (Grades 6-12)
- English Language Learners
- Special Education and Literacy

- MTSS (Multi-Tiered Systems of Support)
- Professional Development and Teacher Training
- Other (please specify):

Experience

District Type

- Urban
- Rural
- Suburban

Size

- 7,500+
- 2,500 - 7,499+
- 1,000 - 2,499+

- 600 - 999
- 300 - 599
- Under 300
- Independent Charter

**Jodi
Cross,
MAT**

Professional Service
Provider- Literacy
jcross@heartlandaea.org
(515)-473-7389

Certifications/Licenses

- Iowa - Master Educator
- K-6 Teacher Elementary Classroom
 - K-8 Social Studies
 - K-8 Reading
 - K-12 English as a Second Language

Other Certifications

- LETRS Facilitator
- SEEDS of Learning Facilitator

**Leadership
Work/Service**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input checked="" type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input checked="" type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
| <input checked="" type="checkbox"/> Classroom observation/walk-throughs | <input type="checkbox"/> Leadership Team Development |
| <input checked="" type="checkbox"/> Implementation of Educational Initiatives | <input checked="" type="checkbox"/> Small-scale professional development |
| <input checked="" type="checkbox"/> Job-embedded Coaching of PLCs | |

**Leadership
Expertise**

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|---|--|
| <input checked="" type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input type="checkbox"/> Equity and Inclusion Initiatives |
| <input type="checkbox"/> School turnaround work in schools with high levels of disadvantaged students | <input type="checkbox"/> Organizational Culture and Climate |
| <input checked="" type="checkbox"/> Leadership Development and Training | <input checked="" type="checkbox"/> Professional Learning Communities |
| <input checked="" type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input checked="" type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

**Literacy
Expertise**

- | | |
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| <input checked="" type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input checked="" type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
| <input checked="" type="checkbox"/> Secondary Literacy (Grades 6-12) | <input type="checkbox"/> Other (please specify): |
| <input checked="" type="checkbox"/> English Language Learners | |
| <input type="checkbox"/> Special Education and Literacy | |

Experience

- | | | |
|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
| <input type="checkbox"/> Urban | <input type="checkbox"/> 7,500+ | <input checked="" type="checkbox"/> 300 - 599 |
| <input checked="" type="checkbox"/> Rural | <input checked="" type="checkbox"/> 2,500 - 7,499+ | <input type="checkbox"/> Under 300 |
| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |

Angela Dvorak, EdS

Professional Learning Generalist
advorak@heartlandaea.org
515-473-6667

Certifications/Licenses

- Iowa -
- Professional Administrator
 - PK-12 Principal / PK-12 Special Education Supervisor
 - Evaluator
 - Professional Service Licence
 - B-21 School Psychologist

Other Certifications

- CPI Certified Instructor

Leadership Work/Service

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input checked="" type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input checked="" type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
| <input checked="" type="checkbox"/> Classroom observation/walk-throughs | <input checked="" type="checkbox"/> Leadership Team Development |
| <input checked="" type="checkbox"/> Implementation of Educational Initiatives | <input checked="" type="checkbox"/> Small-scale professional development |
| <input checked="" type="checkbox"/> Job-embedded Coaching of PLCs | |

Leadership Expertise

- | | |
|---|--|
| <input checked="" type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input type="checkbox"/> Equity and Inclusion Initiatives |
| <input type="checkbox"/> School turnaround work in schools with high levels of disadvantaged students | <input checked="" type="checkbox"/> Organizational Culture and Climate |
| <input checked="" type="checkbox"/> Leadership Development and Training | <input checked="" type="checkbox"/> Professional Learning Communities |
| <input checked="" type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input checked="" type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

Literacy Expertise

- | | |
|--|---|
| <input checked="" type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input checked="" type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
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Experience

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|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
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| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |

Angie Lorenz, M.Ed

Professional Service Provider
alorenz@heartlandaea.org
515.473.7163

Certifications/Licenses

- Iowa - Master Educator
- K-6 Teacher Elementary Classroom
 - K-8 Reading
 - PK-12 Principal / PK-12 Special Education Supervisor
 - Evaluator

Other Certifications

- LETRS training
- Cognitive Coaching training

Leadership Work/Service

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input checked="" type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input checked="" type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
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Leadership Expertise

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|--|---|
| <input checked="" type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input type="checkbox"/> Equity and Inclusion Initiatives |
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| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

Literacy Expertise

- | | |
|--|---|
| <input type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input checked="" type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
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| <input type="checkbox"/> Special Education and Literacy | |

Experience

- | | | |
|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
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| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |

Cindra Porter
PhD

EL Consultant
cporter@heartlandaea.org
515-473-7228

Certifications/Licenses

- Iowa
- K-12 English as a Second Language
 - 5-12 Social Sciences, World History, Psychology, Sociology
 - PK-12 Principal / PK-12 Special Education Supervisor
 - Evaluator

Degrees

- B.A. Social Science
- Masters in Social Work
- PhD in Foreign Language and ESL Education

Leadership Work/Service

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input checked="" type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
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| <input checked="" type="checkbox"/> Job-embedded Coaching of PLCs | |

Leadership Expertise

- | | |
|--|--|
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| <input checked="" type="checkbox"/> Leadership Development and Training | <input checked="" type="checkbox"/> Professional Learning Communities |
| <input checked="" type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input checked="" type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

Literacy Expertise

- | | |
|---|---|
| <input type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
| <input type="checkbox"/> Secondary Literacy (Grades 6-12) | <input type="checkbox"/> Other (please specify): |
| <input checked="" type="checkbox"/> English Language Learners | |
| <input type="checkbox"/> Special Education and Literacy | |

Experience

- | | | |
|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
| <input checked="" type="checkbox"/> Urban | <input checked="" type="checkbox"/> 7,500+ | <input checked="" type="checkbox"/> 300 - 599 |
| <input checked="" type="checkbox"/> Rural | <input checked="" type="checkbox"/> 2,500 - 7,499+ | <input checked="" type="checkbox"/> Under 300 |
| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input checked="" type="checkbox"/> Independent Charter |

**Alecia
Rahn-
Blakeslee,
PhD**

*Special Education
Trainer/School
Psychologist*
arahn@heartlandaea.org
(515) 473-7157

Certifications/Licenses

- Iowa - Master Educator
- K-12 English as a Second Language
 - K-6 Teacher Elementary Classroom
 - K-8 Reading
 - PK-12 Principal / PK-12 Special Education Supervisor
 - Evaluator

Other Certifications

- LETRS Facilitator

**Leadership
Work/Service**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input checked="" type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
| <input checked="" type="checkbox"/> Classroom observation/walk-throughs | <input checked="" type="checkbox"/> Leadership Team Development |
| <input checked="" type="checkbox"/> Implementation of Educational Initiatives | <input checked="" type="checkbox"/> Small-scale professional development |
| <input type="checkbox"/> Job-embedded Coaching of PLCs | |

**Leadership
Expertise**

- | | |
|--|---|
| <input type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input type="checkbox"/> Equity and Inclusion Initiatives |
| <input checked="" type="checkbox"/> School turnaround work in schools with high levels of disadvantaged students | <input checked="" type="checkbox"/> Organizational Culture and Climate |
| <input checked="" type="checkbox"/> Leadership Development and Training | <input type="checkbox"/> Professional Learning Communities |
| <input type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

**Literacy
Expertise**

- | | |
|--|---|
| <input checked="" type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input checked="" type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
| <input type="checkbox"/> Secondary Literacy (Grades 6-12) | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> English Language Learners | |
| <input checked="" type="checkbox"/> Special Education and Literacy | |

Experience

- | | | |
|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
| <input type="checkbox"/> Urban | <input type="checkbox"/> 7,500+ | <input checked="" type="checkbox"/> 300 - 599 |
| <input checked="" type="checkbox"/> Rural | <input checked="" type="checkbox"/> 2,500 - 7,499+ | <input checked="" type="checkbox"/> Under 300 |
| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |

Katie Scholl, M.Ed

Professional Service
Provider - Mathematics
kscholl@heartlandaea.org
(515) 473-6840

Certifications/Licenses

- Iowa - Master Educator
- K-6 Teacher Elementary Classroom
 - K-8 Mathematics
 - 5-8 Middle School Generalist
 - PK-12 Principal / PK-12 Special Education Supervisor
 - Evaluator

Other Certifications

- LETRS Facilitator

Leadership Work/Service

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input checked="" type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
| <input checked="" type="checkbox"/> Classroom observation/walk-throughs | <input checked="" type="checkbox"/> Leadership Team Development |
| <input checked="" type="checkbox"/> Implementation of Educational Initiatives | <input checked="" type="checkbox"/> Small-scale professional development |
| <input checked="" type="checkbox"/> Job-embedded Coaching of PLCs | |

Leadership Expertise

- | | |
|--|--|
| <input checked="" type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input checked="" type="checkbox"/> Equity and Inclusion Initiatives |
| <input checked="" type="checkbox"/> School turnaround work in schools with high levels of disadvantaged students | <input checked="" type="checkbox"/> Organizational Culture and Climate |
| <input checked="" type="checkbox"/> Leadership Development and Training | <input checked="" type="checkbox"/> Professional Learning Communities |
| <input checked="" type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input checked="" type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

Literacy Expertise

- | | |
|--|---|
| <input type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input checked="" type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
| <input type="checkbox"/> Secondary Literacy (Grades 6-12) | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> English Language Learners | |
| <input type="checkbox"/> Special Education and Literacy | |

Experience

- | | | |
|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
| <input checked="" type="checkbox"/> Urban | <input checked="" type="checkbox"/> 7,500+ | <input checked="" type="checkbox"/> 300 - 599 |
| <input checked="" type="checkbox"/> Rural | <input checked="" type="checkbox"/> 2,500 - 7,499+ | <input checked="" type="checkbox"/> Under 300 |
| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |

**Michelle
Vaughan,
M.S.Ed**

*Professional Learning
Provider*
mvaughan@heartlandaea.org
(515) 473-7441

Certifications/Licenses

- Iowa - Master Educator
- K-6 Teacher Elementary Classroom
 - PK-3 Early Childhood Classroom
 - K-8 Reading
 - K-12 Reading Specialist

**Leadership
Work/Service**

- | | |
|---|---|
| <input checked="" type="checkbox"/> Assessment & DBDM | <input checked="" type="checkbox"/> Job-embedded Practice Coaching |
| <input type="checkbox"/> Adopting and Implementation of HQIM | <input checked="" type="checkbox"/> Job-embedded System/Leadership Coaching |
| <input type="checkbox"/> Comprehensive Literacy Needs Assessment | <input checked="" type="checkbox"/> Large-scale professional development |
| <input checked="" type="checkbox"/> Classroom observation/walk-throughs | <input checked="" type="checkbox"/> Leadership Team Development |
| <input checked="" type="checkbox"/> Implementation of Educational Initiatives | <input checked="" type="checkbox"/> Small-scale professional development |
| <input checked="" type="checkbox"/> Job-embedded Coaching of PLCs | |

**Leadership
Expertise**

- | | |
|---|---|
| <input type="checkbox"/> HQIMs for Literacy - Adoption and Implementation | <input type="checkbox"/> Equity and Inclusion Initiatives |
| <input type="checkbox"/> School turnaround work in schools with high levels of disadvantaged students | <input checked="" type="checkbox"/> Organizational Culture and Climate |
| <input checked="" type="checkbox"/> Leadership Development and Training | <input checked="" type="checkbox"/> Professional Learning Communities |
| <input checked="" type="checkbox"/> Strategic Planning and Implementation | <input checked="" type="checkbox"/> Multi-Tiered Systems of Support (MTSS) |
| <input checked="" type="checkbox"/> Communication and Stakeholder Engagement | <input type="checkbox"/> Developing and Improving Family and Community Partnerships |
| <input checked="" type="checkbox"/> Data-Informed Decision Making | <input type="checkbox"/> Other (please specify): |

**Literacy
Expertise**

- | | |
|--|---|
| <input type="checkbox"/> Early Literacy (Birth to Age 5) | <input checked="" type="checkbox"/> MTSS (Multi-Tiered Systems of Support) |
| <input checked="" type="checkbox"/> Elementary Literacy (Grades K-5) | <input checked="" type="checkbox"/> Professional Development and Teacher Training |
| <input type="checkbox"/> Secondary Literacy (Grades 6-12) | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> English Language Learners | |
| <input type="checkbox"/> Special Education and Literacy | |

Experience

- | | | |
|--|--|---|
| District Type | Size | <input checked="" type="checkbox"/> 600 - 999 |
| <input checked="" type="checkbox"/> Urban | <input checked="" type="checkbox"/> 7,500+ | <input checked="" type="checkbox"/> 300 - 599 |
| <input checked="" type="checkbox"/> Rural | <input checked="" type="checkbox"/> 2,500 - 7,499+ | <input checked="" type="checkbox"/> Under 300 |
| <input checked="" type="checkbox"/> Suburban | <input checked="" type="checkbox"/> 1,000 - 2,499+ | <input type="checkbox"/> Independent Charter |