

PROFESSIONAL LEARNING SOLUTION

BetterLesson connects K-12 educators with comprehensive professional learning solutions that support the implementation and instruction of [green-rated curricula for student-centered classrooms](#). We provide **research-based professional learning centered on student outcomes**, empowering educators to create meaningful student-centered learning experiences. Our comprehensive learning plans incorporate [workshops, coaching, Learning Walks, and self-directed learning experiences](#), creating scaffolds of support aligned with adult learning principles. We intentionally align professional learning to strategic goals so districts and schools can **unlock the full potential of every educator and, thus, every student**. BetterLesson is proud to be a leading provider of evidence-based instructional approaches for foundational literacy, HQIM, and student-centered teaching and has **earned Level III certification recognized by ESSA**. BetterLesson is also a [recognized HQPL Professional Learning Partner](#).

Our response to the RFQ includes professional learning services in Foundational Literacy/Science of Reading. We will provide the following workshops, coaching, Learning Walks, and asynchronous learning aligned with the Expected Outcomes (please see our enclosed scope and sequence for more details):

- **Designing and Leading an HQIM Initiative Workshop.** This workshop achieves the Expected Outcome of “Building leadership capacity to support implementation of High-Quality Instructional Materials (HQIM).” In this session, educators will develop an understanding of HQIM and its use to address unfinished learning, explore high-quality professional learning, key adoption steps and phases of implementation, and build an understanding of readiness tools and resources.
- **Launching Foundational Literacy in the Student-Centered Classroom Workshop.** This workshop aligns with the Expected Outcomes “Foundational skills instruction and support” and “Align to the science of reading and support Arkansas’ vision for literacy.” In this session, educators explore science of reading-based instructional components of foundational literacy and determine actionable next steps for accelerating student learning in reading, writing, thinking, and speaking.
- **Coaching for PLC Leaders.** This in-person or virtual learning experience meets the following Expected Outcomes: “Access to foundational skills for all learners,” “High-quality intervention practices aligned to core instruction,” “Align to the science of reading and support Arkansas’ vision for literacy,” “Be grounded in one or more HQIM from Arkansas’ approved list,” “Include classroom observation and data collection,” and “Include continuous, job-embedded, on-site support.” BetterLesson coaches provide support to PLC leaders as they:
 - Take a baseline of where the educator community is in implementing a comprehensive foundational literacy program aligned with the science of reading.
 - Provide HQIM selection support as districts utilize the Arkansas Initiative for Instructional Materials (AIIM) to transition to HQIM.
 - Provide foundational literacy professional learning (please see our enclosed scope and sequence). This coaching can be for teachers, coaches/leaders, or solely with leaders.
 - Assess progress (see Learning Walks below). In addition, BetterLesson assigns a customer team that collects, shares, and analyzes data collected on an ongoing basis in workshops, coaching, and anecdotally.
 - BetterLesson collaborates with participants to support the development of professional learning that meets specific needs and targets gaps. This can be done through leadership coaching and/or PLC coaching. In addition, BetterLesson has a catalog of workshop topics from which districts and schools can select, such as [Making Grade Level Content Accessible to All Students](#). Any topic in our [workshop catalog](#) can be modified to Arkansas and district/school requirements and needs.
- **Workshops for Educators.** These in-person or virtual workshops achieve the Expected Outcome of “High-quality intervention practices aligned to core instruction.” We offer multiple workshops (see enclosed scope and sequence) centered around foundational reading and writing skills and/or intervention supports.
- **Learning Walks (Job-embedded Coaching).** In-person Learning Walks meet the Expected Outcomes of “Include classroom observation and data collection” and “Include continuous, job-embedded, on-site support.” District and school leaders participate in non-evaluative [Student-Centered Literacy Learning Walks](#). The Student-Centered Literacy Look Fors is a Learning Walk tool designed by BetterLesson to promote student learning, growth, and achievement in ELA by providing school leaders with insight into students’ learning experiences and identify impacts of professional learning and/or specific student-centered literacy instruction professional learning needs. The tool is non-evaluative, and its sole purpose is to support leaders in identifying, understanding, and supporting student-centered instructional shifts in ELA instruction. Please see the enclosed scope and sequence for more information.

BetterLesson’s Expertise

At BetterLesson, we support educators with personalized pathways that [achieve clear outcomes](#). **From what student-centered literacy looks like in the classroom to helping educators align with the science of reading**, our facilitators

and coaches purposely consider the unique needs of districts and schools. We begin with launch workshops that help educators develop or deepen foundational knowledge. We then build on these workshops with **coaching to move from theory to action**.

BetterLesson partners with districts and schools in targeted and purposeful data analysis to identify your professional learning needs. We work together to design and refine what success looks like to you. [Our Leader Hub](#) helps you keep track of your progress along the way through your transformation.

We believe in following the science, allowing what has been proven through multiple studies, comparisons, and evidence-gathering to determine **what instructional focuses and practices give our children the greatest opportunity to find success** in the classroom and life. We believe that the science of reading is an extensive collection of research that identifies the most effective instructional practices and routines for enhancing student learning and achievement in literacy. It is not enough to know what the science says about literacy development; we also need to understand how to provide high-quality instruction in the classroom. **Recent research findings** have pointed to the need for a Comprehensive Literacy Program, as it is no longer just the core five identified by the National Reading Panel (phonological awareness, phonics, vocabulary, fluency, and comprehension) that lead to proficiency in reading. We know that additional variables such as **high expectations, domain knowledge, oral language, writing, executive functioning, and motivation** support the development of a skilled and proficient reader, writer, thinker, and communicator.

Most importantly, **we believe in the power of educators** to gain and use such knowledge to create a learning environment that **illuminates the brilliance** within all students while meeting their individual learning needs and motivating them to excel further.

At BetterLesson, **our literacy professional learning experiences provide educators, instructional staff, and school leaders with a deep understanding of the science behind how we learn to read** and what constitutes effective literacy instruction. Our professional learning experiences consider the unique needs of students within grade-level bands. We understand that instructional needs, grade-level expectations, standards, and child development change as students progress through elementary, middle, and high school. The increase in cognitive demand, complexity of text and content, and expectation of student output at each level, along with the variation in instructional gaps, highlights **the need to tailor professional development and learning experiences in literacy to the unique needs of the teachers and students within separate grade level bands**.

Participants in our professional learning experiences **engage in differentiated, targeted learning** geared towards helping them address the challenges they face in the classroom when providing literacy instruction to students who vary significantly in their current academic performance levels, cultural backgrounds, linguistic backgrounds, and lived experiences. Our professional learning experiences **increase the depth of knowledge that educators, instructional staff, and leaders possess on the science and research behind effective literacy instruction**. Participants can immediately apply the new or validated learning acquired through our professional learning experiences to their current curricular expectations.

We also have [extensive experience](#) supporting the implementation of many of the HQIMs from Arkansas' approved list for literacy. For example, we worked with [Northwest Arkansas and Crowley's Ridge ESCs](#) to improve student outcomes in math and literacy by ensuring the effective delivery of high-quality instructional materials in math and literacy classrooms. We also worked with [Rutherford County Schools](#) (RCS) to support the successful implementation of EL Education K-8 Language Arts Curriculum in their 26 elementary schools. In their first year, RCS supported its teachers with BetterLesson's comprehensive in-person teacher and leader curriculum EL launch workshops and intensive curriculum mapping. In subsequent years, we supported RCS through coaching, Learning Walks, and additional workshops. We also supported the implementation of [EL Education in Charlotte-Mecklenburg Schools](#), providing teachers and leaders with the in-depth, customized support they need via 1:1 coaching and action-oriented workshops. Working together, the district and its professional learning partners could adapt to three urgent instructional shifts and build capacity for the long term.

It is important to note that in addition to HQIM-specific professional learning, BetterLesson offers **student-centered learning experiences that are program-agnostic**. BetterLesson helps teachers and school-based instructional staff interpret and put into practice what science and research say about how we learn to read and write and the instructional practices and routines that are most effective for promoting student achievement across all literacy domains. Whether in-person or virtual workshops and coaching, Learning Walks, or our [extensive library of asynchronous courses or strategies](#), BetterLesson meets educators where they are by **combining innovative technologies and differentiated learning experiences throughout the school year to support the evolving needs of all students**.

Additional Documentation

General Requirements

Company Overview

Founded in 2008 by teachers for teachers, BetterLesson began as a professional learning platform to provide easy, direct access to a vast library of high-quality instructional resources to support every educator in developing the next generation of resourceful, resilient, and compassionate learners. Today, more than 50,000 educators have attended our workshops or coaching sessions. **We have conducted 74,000 1:1 coaching sessions and delivered more than 9,800 workshops, ultimately impacting more than 2.17 million students.**

After years of refining high-quality instructional materials and strategies for teachers, BetterLesson expanded its offerings to include research-based¹ professional learning services. Our approach goes well beyond the standard “one-and-done” PD day; it is rooted in the belief that **it takes time and intentionality** to move teachers along a progression from awareness to ownership. This approach honors the teacher’s daily schedule and demands, moving PD from compulsory to actionable and available when needed. Further, our learning plans include multiple modalities intentionally layered throughout the year to meet adult learners where they are.

For K-12 district leaders who seek to empower every educator to support the diverse needs of their students through research-backed pedagogy, BetterLesson has strategically aligned professional learning programs to turn district goals into student growth.

Disrupting the one-and-done paradigm, we combine innovative technologies and immersive, ongoing adult learning experiences delivered throughout the school year that enable educators to establish sustainable changes in practice that boost student achievement. Proven to accelerate outcomes, we are dedicated to delivering on the promise of accessible, continuous, job-embedded professional development. Our comprehensive professional learning programs offer districts targeted support and personalized attention to meet the needs of the district and each teacher, instructional specialist, and school leader. Combining in-person, virtual, group, and individual learning experiences, educators are empowered to achieve meaningful student outcomes with concrete, practical strategies that can be applied in the classroom the next day.

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

Proven Success

BetterLesson has extensive experience providing literacy, math, and HQIM professional learning, Learning Walks, and coaching services to a broad spectrum of school districts and education agencies. We have partnered with small and large districts and Education Service Centers (ESCs) such as **Northwest Arkansas ESC, Crowley Ridge ESC, Charlotte-Mecklenburg School District, Cumberland County Schools, Palm Beach County School District, District of Columbia Public Schools, Poudre School District, and Jordan School District**. These partnerships have supported leaders and educators with the resources needed to sustain the outcomes each identified at the onset.

With our range of professional learning experiences, the district can expect:

World-Class Instructional Talent. We have established over a decade’s worth of relationships with the country’s best teachers and pedagogical experts. We match each instructional expert’s background to the skills required to support student-centered literacy and math instruction and HQIM adoption and then collaborate with your team to ensure an outstanding experience.

1

https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective_Teacher_Professional_Development_REPORT.pdf

https://info.betterlesson.com/hubfs/BL23_Whitepaper_Coaching.pdf

https://info.betterlesson.com/hubfs/BL23_Whitepaper_Student_Centered_Classrooms.pdf

Flexibility in Serving a Range of District Needs. Our model can be applied to a variety of contexts and supports all adult learners, regardless of experience level. Our approach includes multiple modalities, intentionally layered throughout the school year, including one-to-one job-embedded coaching, virtual and in-person collaborative learning spaces, and non-evaluative classroom observation walks so leaders can drive change in their buildings. Each experience is supported by a [growing library of self-directed courses and strategies](#) spanning the full taxonomy of student-centered teaching and learning skills.

Successful Implementation at Scale. BetterLesson has built a proven, replicable model for providing tailored professional learning experiences grounded in research-based practices. We put teachers and leaders in the driver's seat as they work to meet their goals, building their capacity to scale and sustain best practices.

Research-Based Instructional Practices. Our services are consistent with John Hattie's² research on what works best for learning in schools and Thomas Guskey's³ research on what makes professional learning more effective. The leaders and educators on our team are grounded in this research-based pedagogy and the ongoing experience of our support of thousands of educators throughout the country and beyond.

Evidence of Impact

At the onset of services with the district, we collaborate on metrics, goals, and outcomes to monitor for evidence of progress throughout the contract. As a result, we can provide the district with evidence of academic results necessary to justify the time and money needed for ongoing professional learning. Some examples of our impact follow:

- [Elmira City School District \(ECSD\)](#) approached BetterLesson seeking support in advancing equitable instructional practices throughout the District. During the 2022-23 school year, we [conducted an efficacy study](#) to measure the impact of our services. Teachers who completed more BetterLesson professional learning coaching goals had higher motivation at the end of the school year (statistically significant relationships $p < .001$). Overall, teachers reported implementing nine distinct and specific new strategies because of BetterLesson professional learning (e.g., de-escalation and problem-solving strategies, class circles, "I wish my teacher knew"), which improved relationships with students and led to greater responsiveness and better classroom management. **The findings of this study suggest that coaching is beneficial to teachers' motivation, which is beneficial for student achievement** (ten Hagen et al., 2022).
- BetterLesson supported [Groton Central Schools NY \(GCSD\)](#) with strategic planning and instructional coaching. As a result, GCSD demonstrated **the most significant improvement in ELA proficiency throughout the entire state of New York**, increasing 26% from 2019 to 2022.
- [Three Title I elementary schools](#) (Nations Ford, Piney Grove, and Starmount Academy) in Charlotte-Mecklenburg School District chose BetterLesson professional learning to support a shift to more student-centered classrooms and provide teachers with differentiated instruction success. As a result, CMS reported these outcomes:
 - Nations Ford Elementary moved from a **D/F- to a C-rated** school.
 - **77% of students who scored proficiently on their state assessment were taught by the teachers who received BetterLesson coaching** at Piney Grove Elementary.
 - At Starmount Academy of Excellence, students' **NWEA MAP scores in math and ELA grew by 10% or more**.

ESSA Level III Certified

BetterLesson partnered with LearnPlatform to conduct an empirical study on the impact of our high-quality professional learning (HQPL). Specifically, the study sought to understand the effect of BetterLesson HQPL on students' reading and math achievement and teacher motivation.

The study was conducted during the 2022-2023 academic year in a small district in a northeastern U.S. state. Students and teachers at both the elementary and high school levels were included in the study to gain a more holistic understanding of BetterLesson's HQPL's impact on student achievement and teacher motivation.

² <https://visible-learning.org/>

³ <https://tguskey.com/wp-content/uploads/Professional-Learning-1-Gauge-Impact-with-Five-Levels-of-Data.pdf>

The results of this study show that BetterLesson meets [ESSA Level III Certified, Promising Evidence](#) and reveal the **positive effect of BetterLesson high-quality professional learning on student achievement and teachers' motivational beliefs**. The study offers empirical evidence of the impact of BetterLesson's "impact-ready" HQPL offerings. The results demonstrate the need for districts to create professional learning plans responsive to teachers' needs. In other words, there is not a one-size-fits-all model of professional learning; instead, professional learning programs must be personalized to meet the unique needs of each district's teachers and students. Districts can demonstrably improve student outcomes, teacher motivation, and self-efficacy through an individualized combination of one-on-one coaching and workshops provided by BetterLesson.

Scope and Sequence for Professional Learning Offerings

Below is the proposed scope and sequence for the Foundational Literacy/Science of Reading topic area.

Professional Learning	Scope and Sequence of Professional Learning and Expected Outcomes (linked below)	Audience	Alignment with Expected Outcomes
In-Person Leader Launch	<p>Designing and Leading an HQIM Initiative 6 hours in-person</p> <p>In this session, educators develop their understanding of HQIM and its use to address unfinished learning, explore high-quality professional learning, key adoption steps and phases of implementation, and build an understanding of readiness tools and resources. (Agenda)</p> <p><i>This workshop is intended to “set the stage” as we begin to explore what makes math and ELA instruction high quality. This approach does not exclude districts in various places towards making decisions about implementation of HQIM.</i></p>	District and School Leaders	Building leadership capacity to support implementation of High-Quality Instructional Materials (HQIM).
In-Person Launch Workshop	<p>Educators explore science of reading-based instructional components of foundational literacy and determine actionable next steps for accelerating student learning in reading, writing, thinking, and speaking.</p> <p>In Person Workshop: Launching Foundational Literacy in the Student-Centered Classroom</p>	K-8 Educators	<p>Foundational skills instruction and support.</p> <p>Align to the science of reading and support Arkansas' vision for literacy.</p>
PLC In-Person and Virtual Coaching	<p>As participants move from the launch to implementation, BetterLesson Coaches provide support to PLC leaders as they:</p> <ul style="list-style-type: none"> • Take a baseline of where the educator community is in implementing a comprehensive foundational literacy program aligned with the science of reading. • Provide HQIM selection support as districts utilize the Arkansas Initiative for Instructional Materials (AIIM) to transition to HQIM. • Provide foundational literacy professional learning (please see our enclosed scope and sequence). This coaching can be for teachers, coaches/leaders, or solely with leaders. • Assess progress (see Learning Walks below). In addition, BetterLesson assigns a customer team that collects, shares, and analyzes data collected on an ongoing basis in workshops, coaching, and anecdotally. 	K-2 Teachers K-8 Interventionists Leaders who Support Them	<p>Access to foundational skills for all learners.</p> <p>High-quality intervention practices aligned to core instruction.</p> <p>Align to the science of reading and support Arkansas' vision for literacy.</p> <p>Be grounded in one or more HQIM from Arkansas' approved list.</p>

Professional Learning	Scope and Sequence of Professional Learning and Expected Outcomes (linked below)	Audience	Alignment with Expected Outcomes												
	<ul style="list-style-type: none"> BetterLesson collaborates with participants to support the development of professional learning that meets specific needs and targets gaps. This can be done through leadership coaching and/or PLC coaching. In addition, BetterLesson has a catalog of workshop topics from which districts and schools can select, such as Making Grade Level Content Accessible to All Students. Any topic in our workshop catalog can be modified to Arkansas and district/school requirements and needs. <table border="1" data-bbox="293 512 1011 1843"> <thead> <tr> <th data-bbox="293 512 505 611">Coaching Topics</th> <th data-bbox="505 512 1011 611">Coaching Outcomes for K-2</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 611 505 814">Foundational Literacy Instruction</td> <td data-bbox="505 611 1011 814">I plan high-quality lessons for all research-based components of foundational literacy instruction that maintain high expectations for student performance.</td> </tr> <tr> <td data-bbox="293 814 505 1094">Language Domain Instruction</td> <td data-bbox="505 814 1011 1094">I plan high-quality learning experiences that continue to develop students' ability to elicit meaning from oral and written language by consistently providing all students access to the necessary exposure and practice with language domains* covering grade-level content.</td> </tr> <tr> <td data-bbox="293 1094 505 1367">Data-Driven Decision Making</td> <td data-bbox="505 1094 1011 1367">I monitor student learning on a continuous basis by analyzing both quantitative (i.e. Screeners, student work samples) and qualitative (i.e. Student conferencing) assessment measures that identify students' strengths and needs.</td> </tr> <tr> <td data-bbox="293 1367 505 1640">Inclusive Literacy Instruction</td> <td data-bbox="505 1367 1011 1640">I cultivate an inclusive learning environment that leverages the individuality of my students' cultural and linguistic identities through informed selection and/or development of instructional practices, materials, and resources for literacy.</td> </tr> <tr> <td data-bbox="293 1640 505 1843">Engagement and Motivation</td> <td data-bbox="505 1640 1011 1843">I develop engaging learning experiences for all my students by consistently incorporating student voice and opportunities for choice in my planning and daily literacy instruction.</td> </tr> </tbody> </table>	Coaching Topics	Coaching Outcomes for K-2	Foundational Literacy Instruction	I plan high-quality lessons for all research-based components of foundational literacy instruction that maintain high expectations for student performance.	Language Domain Instruction	I plan high-quality learning experiences that continue to develop students' ability to elicit meaning from oral and written language by consistently providing all students access to the necessary exposure and practice with language domains* covering grade-level content.	Data-Driven Decision Making	I monitor student learning on a continuous basis by analyzing both quantitative (i.e. Screeners, student work samples) and qualitative (i.e. Student conferencing) assessment measures that identify students' strengths and needs.	Inclusive Literacy Instruction	I cultivate an inclusive learning environment that leverages the individuality of my students' cultural and linguistic identities through informed selection and/or development of instructional practices, materials, and resources for literacy.	Engagement and Motivation	I develop engaging learning experiences for all my students by consistently incorporating student voice and opportunities for choice in my planning and daily literacy instruction.		<p>Include classroom observation and data collection.</p> <p>Include continuous, job-embedded, on-site support.</p>
Coaching Topics	Coaching Outcomes for K-2														
Foundational Literacy Instruction	I plan high-quality lessons for all research-based components of foundational literacy instruction that maintain high expectations for student performance.														
Language Domain Instruction	I plan high-quality learning experiences that continue to develop students' ability to elicit meaning from oral and written language by consistently providing all students access to the necessary exposure and practice with language domains* covering grade-level content.														
Data-Driven Decision Making	I monitor student learning on a continuous basis by analyzing both quantitative (i.e. Screeners, student work samples) and qualitative (i.e. Student conferencing) assessment measures that identify students' strengths and needs.														
Inclusive Literacy Instruction	I cultivate an inclusive learning environment that leverages the individuality of my students' cultural and linguistic identities through informed selection and/or development of instructional practices, materials, and resources for literacy.														
Engagement and Motivation	I develop engaging learning experiences for all my students by consistently incorporating student voice and opportunities for choice in my planning and daily literacy instruction.														

Professional Learning	Scope and Sequence of Professional Learning and Expected Outcomes (linked below)	Audience	Alignment with Expected Outcomes		
	<table border="1" data-bbox="293 216 1011 386"> <tr> <td data-bbox="293 216 505 386">Differentiated Literacy Instruction</td> <td data-bbox="505 216 1011 386">I focus on the grade level expectation when planning differentiated learning experiences that target students' strengths and needs.</td> </tr> </table> <p>In addition, the following strategies are available 24/7 in the BetterLesson Lab:</p> <ul data-bbox="293 499 995 888" style="list-style-type: none"> • Building a Professional Learning Community • Establishing Goals and Roles for Professional Learning Communities (PLC) • The Three Principal Roles in a Professional Learning Community (PLC) • Analyzing Student Data to Inform Instruction • Systems for collaborating with classroom staff on data collection • Evaluating the Effectiveness of an Adaptive Device • Performing a Needs Assessment or Gap Analysis • Monitoring Students' Progress During Work Time 	Differentiated Literacy Instruction	I focus on the grade level expectation when planning differentiated learning experiences that target students' strengths and needs.		
Differentiated Literacy Instruction	I focus on the grade level expectation when planning differentiated learning experiences that target students' strengths and needs.				
Virtual (2 hours) OR In-Person (3 hours)	<p>We offer multiple workshops centered around foundational reading and writing skills and/or intervention supports.</p> <ul data-bbox="293 1010 1003 1535" style="list-style-type: none"> • The Importance of Effective Phonological Awareness Instruction in the SCL Classroom (aligned to SOR) (Part 1 of 2) • Planning for Effective Phonological Awareness Instruction in the SCL Classroom (aligned to SOR) (Part 2 of 2) • Effective First Instruction in Phonics (Based on SOR): Developing Sound-Symbol Correspondence • Foundational to Comprehensive Literacy in the SCL Classroom: Developing Fluency with Intentionality) • Leveraging Discourse for Learning • Building Student Agency and Authenticity through Writing • The SCL Classroom: Supporting Developing Readers with Accessing Grade Level Text (Grades 3+) 	K-2 Educators (foundational reading and writing skills) 2-8 Educators (and/or intervention support in reading and writing development)	Align to the science of reading and support Arkansas' vision for literacy. High-quality intervention practices aligned to core instruction.		
In-Person Learning Walk 6 hours (4)	<p>District and school leaders participate in non-evaluative Student-Centered Literacy Learning Walks.</p> <p>Outcome: Leaders can identify evidence of the target outcomes in the classroom and in student learning.</p> <p>Walk 1: Baseline data and introduction to student-centered and non-evaluative learning walk norms and practices, the collection of evidence-based data, and using evidence-based data to narrow and target support in a way that</p>	Leaders	<p>Include classroom observation and data collection.</p> <p>Include continuous, job-embedded, on-site support.</p>		

Professional Learning	Scope and Sequence of Professional Learning and Expected Outcomes (linked below)	Audience	Alignment with Expected Outcomes
	<p>creates actionable and ongoing change (continuous improvement cycles).</p> <p><i>The cadence of the targeted series can be woven into the fabric of all ongoing job-embedded learning as/when needed. Its outcomes are then brought into the PLC coaching.</i></p> <p>PLC coaching picks up the learning from the Learning Walk data analysis, workshop(s) if done, and with BetterLesson support toward actionable teaching steps. It targets support to both classroom and intervention (push in and/or pull out) instruction.</p> <p>Walks 2 and 3: Assessing the progress of the development of foundational literacy instruction (requires access to all teachers), analyzing data, and establishing next steps to target support.</p> <p>PLC coaching picks up the learning from the Learning Walk data and if applicable, any additional targeted workshops.</p> <p>Walk 4: Provides "final" data for the school year, establishing a starting point for the next professional learning phase as the district moves to the next school year. This data can also be very helpful in defining the work of a summer leadership institute, if one is desired. BetterLesson has extensive experience in supporting this work.</p>		

The Student-Centered Literacy Look Fors is a Learning Walk tool designed by BetterLesson to promote student learning growth and achievement in ELA by providing school leaders insight into students' learning experiences and identifying impacts of professional learning and/or specific student-centered literacy instruction professional learning needs. The tool is non-evaluative, and its sole purpose is to support leaders in identifying, understanding, and supporting student-centered instructional shifts in ELA instruction.

There are seven (7) topics and outcomes in the Foundational (K-2) Student-Centered Literacy Learning Walk tool:

1. Data-Driven Decision Making: I monitor student learning continuously by analyzing both quantitative (e.g., Screeners, student work samples) and qualitative (e.g., Student conferencing) assessment measures that identify students' strengths and needs.
2. Differentiate Literacy Instruction: I focus on grade-level expectations when planning differentiated learning experiences that target students' strengths and needs.
3. Engagement and Motivation: I develop engaging learning experiences for all my students by consistently incorporating student voice and opportunities for choice in my planning and daily literacy instruction.
4. Foundational Literacy Instruction: I plan high-quality lessons for all research-based components of foundational literacy instruction that maintain high expectations for student performance.
5. Language Domain Instruction: I plan high-quality learning experiences that continue to develop students' ability to elicit meaning from oral and written language by consistently providing all students access to the necessary exposure and practice with language domains* covering grade-level content.
6. Oral Language Skills in Early Literacy: I leverage early learners' oral language skills to support reading and writing development.

7. Student-Driven Writing Systems: I implement student-driven writing systems in my classroom.

As you review the tool, you will notice that the observation is focused on the student's response to instruction. Our intent is to develop instructional moves that engage students in their literacy learning. You might also notice that the outcome is at the "teacher level." The logic is this: In a student-centered classroom, students lead their learning, but the teacher always "owns" the space. It is the teacher who is adding student-centered instructional strategies to their practice that adjusts and builds student learning behaviors.

Throughout a Learning Walk, communication is a key component. Participants, both leaders and teachers, will know the purpose of the work and what the "look fors" mean. The resulting observations must be evidence-based and are used solely to develop a strategic plan for professional support. No individual teacher data is to be shared outside of the Learning Walk or kept as a part of any official record. In order for these student-centered observations to be an effective and valuable tool in support of teachers' classroom practice, BetterLesson not only leads the Learning Walks but also uses an equal amount of time to prepare, reinforce the mutual understanding of a Learning Walk's non-evaluate purpose as well as norms, and to debrief the data into actionable next steps.

How We Measure Progress Toward Goals

[The BL Leader Hub](#) is the centralized reporting tool that helps districts and instructional leaders track and improve the impact of their professional learning programs. With Leader Hub, you can easily view **data on participation, engagement, and learning outcomes** to make informed decisions about allocating resources and improving professional learning. Leader Hub can answer these questions:

- How is my professional learning program impacting educators and students?
- Where are my programs succeeding and where do they need improvement?
- Is implementation on track?
- Are we using everything we purchased?
- Is there anything I should follow up with?
- What content and outcomes are my educators focused on?
- What BetterLesson resources are my teachers using?
- What are my educators doing in coaching?
- What is the impact of coaching?
- How are we ensuring that the learnings from PD are being implemented?

Screenshots of the Leader Hub are below, illustrating some of the data districts can access throughout our partnership.

Greenfield School District

Hello, Lesley!

DASHBOARD

LEARNING EXPERIENCES

LEARNING WALKS

School Year: 2024-2025

Workshops

Name

- EL12.A: Introduction to Modules
- IR24.B: Using Techniques to Make Learning Accessible

Name

Session 1

Session 2

Cohorts

Name

Targeted - Teachers - New Teachers - SY24-25

All Accounts > Greenfield School District > Targeted - Teachers - New Teachers - SY24-25

View Cohort

- Overview
- About
- Details
- Participants
- Leaders

Status: All Activity: All

Name	Status	Timestamp	Start Date	End Date	Coach	Invite Send Date
Jane Doe	Uploaded	08/08/24 3:47 PM CST	08/08/24	12/31/24	-	08/08/24
Tom Haverford	Uploaded Off Track	3:47 PM CST	08/08/24	12/31/24	-	08/08/24
Sarah Emerson	Registered	08/08/24 10:02 AM CST	08/08/24	12/31/24	-	08/08/24
John Smith	In Progress	08/08/24 2:51 PM CST	08/08/24	12/31/24	Kelly Larson	08/08/24
Meetings Held 2		Last Meeting 11/08/23		Next Meeting 11/26/24		
Beth Blackwell	Done	08/08/24 1:20 PM CST	08/08/24	12/31/24	Amelie James	08/08/24
Danny Montes	Done	08/08/24 8:27 AM CST	08/08/24	12/31/24	Doug Jones	08/08/24

Rows per page: 10 1-6 of 6

Finally, districts will have access to **data from surveys we conduct after each learning experience**. This data allows us to be proactive problem-solvers and help drive decision-making to determine if any changes to our co-designed professional learning plan are needed.

We provide the required additional documentation (EO Policy, Response Worksheet, VPAT, and EO 98-04) on the following pages.