

# PROFESSIONAL LEARNING SOLUTION

## Strengthening Instructional Quality

### **PLCs Focused on Collaborative Planning (Unit and Lesson Preparation & Student Work Analysis)**

Leading Educators (LE) empowers instructional leaders to facilitate job-embedded professional learning through PLCs, providing coaching cycles during collaborative planning time. Our work is most impactful when designed in context and with academic team voice, so we will tailor our support to meet schools where they're at with implementation. LE customizes professional learning to guide curriculum internalization, unit and lesson planning, and analyzing student work to drive instructional improvements. By doing so, LE ensures that PLCs are aligned to HQIM and state standards, reinforcing collaborative practices.

#### **Proven Outcomes:**

- In Charleston Acceleration Schools, LE's PLC-focused approach led to 5-9 months of additional learning in ELA and 4-11 months in math.
- Turnaround schools reversed a multi-year decline and matched or exceeded district growth. Math proficiency has increased by 9.1% since the pandemic, outpacing district gains at large.
- Teachers have gained 300 minutes of weekly planning time and 60 minutes of collaborative PLC time, positioning them to internalize new curricula and use them to their full potential in lessons that build upon their students' strengths

### **High-Quality Intervention Practices Aligned to Core Instruction**

LE supports districts in designing continuous improvement cycles that focus on intervention strategies. These strategies are aligned to core instruction, ensuring that intervention practices directly support students in accessing grade-level content. Through classroom observations and leadership coaching, LE helps leaders and teachers refine their intervention approaches to ensure that they are rigorous and aligned with HQIM.

**Proven Outcomes:** After job-embedded curriculum-based professional learning (CBPL), teachers focus more instructional time on grade-level content 73% of classrooms observed were using grade-level curricular materials.

**Why this matters:** Nationally, RAND found only 51% of teachers reporting at least weekly use of at least one standards-aligned curricular resource in math.

### **Using Assessment Data to Drive Instruction**

LE's approach includes using assessment data, such as screeners and formative assessments, to inform instructional decisions. LE coaches instructional leaders and teachers on analyzing student progress data to make informed adjustments to teaching strategies. This data-driven instruction is embedded within professional learning sessions and coaching cycles, enabling ongoing reflection and refinement.

**Proven Outcomes:** In Houston ISD, LE's data-driven coaching produced 2-5 months of additional learning for students, exceeding the growth of a matched comparison group.

### **Building Leadership Capacity to Support HQIM Implementation**

We know partners are in different places and have different opportunities and constraints; so we offer customized partnerships with modular components that fit into three broad categories.

- We draw from our expertise as career educators, coaches, and designers to help districts build capacity and achieve their goals.
- We partner with leaders to offer a range of contextualized supports, including strategic advising, ongoing curriculum-based professional learning design and implementation, and coaching to spark transformation at scale.
- When it comes to our approach, we know that no two school systems are the same. So we build customized partnerships that build on existing strengths and address areas for growth and change.

LE develops leadership capacity and works side-by-side with district and school leaders to plan, implement, and monitor HQIM adoption.

**Proven Outcomes:** DC Public Schools saw a 15% increase in ELA proficiency and an 11.5% increase in math proficiency after four years of LE's leadership capacity-building efforts

### **Increasing Acceleration Opportunities and Student Outcomes**

LE's focus on curriculum-aligned professional learning, particularly in math and ELA, has led to significant gains in student achievement. By supporting the implementation of accelerated learning strategies, LE enables districts to close opportunity gaps. For instance, in multiple districts, students have demonstrated months of additional learning due to LE's continuous

improvement cycles and targeted instructional strategies.

**Proven Outcomes:** LE's support in Chicago led to positive, significant effects on student learning, as confirmed by a randomized control trial conducted by RAND, the gold standard of research.

In Louisiana, LE helped close one-third of the opportunity gap between Black and White students in math within one academic year

### **Access to Core HQIM for All Learners (Including SWD, ELs, etc.) & Effective IEP Development**

We believe that every young person deserves a fair chance to build the life they want. No matter who they are, what language they speak, where they come from, or how much money their family has. Their education should prepare them for their next step and beyond. We think the best way to make that vision possible is by supporting our educators to be their very best. In this service, LE supports districts in ensuring equitable access to HQIM for all students, including those with disabilities and English learners. LE partners with schools to implement curriculum-aligned strategies that provide appropriate scaffolds and supports, enabling all students to engage with grade-level content. LE's focus on culturally responsive teaching practices also ensures inclusivity in instructional practices.

**Proven Outcomes:** In Oakland USD, LE's support in providing access to HQIM helped reduce the ELA achievement gap by 27%, adding 7-13 months of learning for students.

### **Specialized Support for Quality Access (Assistive Technology, Functional Skills, Self-Regulation, etc.)**

#### **Do you have expertise in the content area and HQIM?**

LE has deep expertise in core content areas such as ELA, math, and science, and a proven track record of supporting HQIM implementation across multiple districts. LE has successfully led content-specific professional learning cycles and coaching in alignment with state standards, closing achievement gaps and fostering significant student growth.

**Proven Outcomes:** In Louisiana, math gains equivalent to closing one-third of the opportunity gap between Black and White students were achieved through LE's expertise in content-specific professional learning

#### **Can you demonstrate understanding of the principles of high-quality professional learning aligned to HQIM?**

A coherent, professional learning system involves collecting and responding to implementation data. At the system and school levels, we help leaders realize a common vision for excellence through professional learning infrastructure and durable capacity-building. Building from different entry points, we leverage research on how *students* learn, what *teachers* need to excel, and how *systems* can grow to support continuous instructional improvement. LE is a nationally recognized leader in professional learning, grounded in research-based principles that prioritize continuous improvement and equitable instruction. LE's approach to professional learning includes well-designed, curriculum-aligned cycles of learning, which are structured to build teacher and leader expertise in HQIM implementation. These learning cycles are continuously monitored to assess impact and refine strategies. Our professional learning offering consist of:

- **Strategic Advising:** We work with leaders to Diagnose, access and plan for building system and school conditions.
- **Learning Walks:** We begin with a BOY instructional walkthrough to identify trends in instructional practice and to determine teacher development needs.
- **Leadership Training:** Once teacher development needs have been identified, leaders are trained on how to support teachers' instructional practice.
- **Teacher Training:** Teacher professional development is directly aligned with learning walk implementation data. The training focuses on the specific instructional routine teachers need to advance student achievement.
- **Coaching Support:** Coaches are trained and facilitate teacher coaching debriefs to refine instructional practice.

**Proven Outcomes:** After partnering with LE, Chicago schools that received school-based support saw significant increases in student achievement, closing nearly 25% of the performance gap

## Foundational Literacy/Science of Reading

### **Functional Skills Instruction and Support**

Leading Educators (LE) offers extensive expertise in the Science of Reading, providing in-person and virtual professional development. Our approach incorporates structured literacy principles, aligned with the Science of Reading, and is customized to meet district-specific needs. We design differentiated sessions for K-2 and 3-8 grade teachers, targeting foundational skills such as decoding, phonemic awareness, and comprehension. By focusing on the core principles of structured literacy, we enable educators to build deep literacy knowledge and implement effective reading strategies in their classrooms.

Our professional learning includes explicit instructional strategies that enhance educators' ability to teach functional skills aligned with curriculum goals. Teachers are trained to integrate practical skills, such as decoding and vocabulary instruction, through research-aligned best practices, ensuring students acquire both foundational and advanced literacy competencies. School and district leaders are also supported through leadership coaching to sustain functional literacy growth in their schools.

School-based professional learning for teachers that aligns with the district learning arc is crucial to ensure consistency and coherent implementation. This fosters a unified approach to teaching and learning while allowing educators to tailor their learning experiences to the specific needs of their school community. Sample topics would be decided upon with leadership below are examples of sample PLC topics:

- **Benchmark Assessment Analysis:** Three times a year, teachers will administer the benchmark assessment. During PLCs, school-based coaches will meet with teams to analyze assessment results, review micro-phase correlation chart, complete small group configurations, and plan for their appropriate instructional cycle.
- **Word Chaining:** This instructional routine is best leveraged when students have practice opportunities to encode and decode. The PLC would focus on how teachers prompt students for both types of practice.
- **High-Frequency Words:** This PLC topic centers explicit instruction for high-frequency words and how teachers attend to the word parts that are regular vs. irregular.

**Proven Outcomes:** In Baltimore City Public Schools, our Science of Reading fellowship contributed to double-digit increases in foundational reading skills, with proficiency improving from 24% to 56% within one academic year

### **Access to Foundational Skills for All Learners (SWD, EL, etc.)**

LE ensures equitable access to literacy instruction by supporting differentiated strategies for Special Education and English Learners (ELs). We provide focused professional development that equips teachers with methods to tailor instruction based on learner needs, including strategies for multilingual learners. This includes training on how to analyze student work and use data to create access points during Tier 1 and 2 instruction, ensuring that every student, including those with disabilities and ELs, receives high-quality, inclusive education.

**Proven Outcomes:** In our work with the New York City Public Schools, we saw double-digit proficiency gains in every grade level K-5, including a 43-point increase in kindergarten, illustrating our success in addressing the needs of diverse learners.

### **High-Quality Intervention Practices Aligned to Core Instruction**

LE promotes high-quality intervention practices that are tightly aligned with core literacy instruction. Our professional development includes protocols for data analysis and planning small group instruction, particularly targeting students in need of intervention. Teachers and leaders engage in data-driven decision-making to implement appropriate interventions, enhancing literacy outcomes for all students.

**Proven Outcomes:** Our support in Charleston County helped 78% of the schools we partnered with surpass their pre-pandemic state scores, demonstrating the effectiveness of our intervention practices.

### **Using Assessment Data (e.g., Screener) to Drive Instruction**

Assessment-driven instruction is at the heart of LE's literacy support model. We train teachers and leaders on how to leverage assessment tools, including screeners, to inform instructional decisions. This includes analyzing literacy data, monitoring student progress, and using insights from these assessments to adjust instruction. Our approach ensures that data is continuously used to refine teaching practices and drive student achievement.

**Proven Outcomes:** In Baltimore, our data-driven approach led to a 64% improvement in district coaches' proficiency, enhancing their ability to support teachers and improve student outcomes.

**Building Leadership Capacity to Support Implementation of High-Quality Instructional Materials (HQIM)**

LE's capacity-building efforts extend beyond teachers to include school and district leaders. Our leadership development programs provide tools and protocols for leaders to support teachers in implementing HQIM effectively. This includes training in observation, feedback, and coaching to ensure high-quality literacy instruction is maintained and scaled across schools. Leaders also learn how to align HQIM with instructional goals and monitor implementation fidelity.

**Proven Outcomes:** In Charleston County's Acceleration Schools, Leading Educators' support resulted in significant growth, with students achieving 5-9 months of additional learning, helping reverse multi-year declines. Nearly half of the Acceleration Schools were removed from the state's improvement list after three years of partnership, underscoring our ability to build leadership capacity to sustain improvement.

Do you have experience supporting implementation of one or more HQIM from Arkansas's [approved list](#)?

Leading Educators has extensive experience in supporting the implementation of HQIM, such as the EL Education curriculum, My Perspective, CKLA, Foundations, Heggerty and others. We work closely with districts to design and deliver professional development that helps educators internalize and apply HQIM. Our work has included lesson internalization protocols, coaching, and the development of data analysis tools that ensure HQIM is effectively used to improve literacy outcomes.

**Proven Outcomes:** In Acceleration Schools, our support of HQIM implementation led to significant student growth, with some schools exiting state priority and improvement statuses due to their strong gains.

Are you currently or will you be identified as a High-Quality Professional Learning Partner (HQPL) supporting HQIM in the AR Professional Learning Partner Guide (Attachment A) prior to providing services under the RFQ?

- Yes
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