

**SECOND AMENDMENT TO CONSULTANT AGREEMENT  
BETWEEN BETTER LESSON, INC.  
AND POUDRE SCHOOL DISTRICT R-1**

This Second Amendment (“Second Amendment”) effective as of May 16, 2025, is attached to and forms part of the Consultant Agreement between and Poudre School District R-1 (the “District”) and Better Lesson, Inc. (the “Contractor”) executed July 1, 2023 and the First Amendment to the Agreement executed June 12, 2024 (“Agreement”), both of which are attached and made part of this Second Amendment. To the extent that any of the terms or conditions contained in this Second Amendment may contradict with any of the terms or conditions of the attached Agreement, it is expressly understood and agreed that the terms of this Second Amendment shall take precedence and supersede the attached Agreement. The parties agree to amend the Contract by adding the following language:

1. **Purpose of Amendment.** This Amendment shall constitute the Second Amendment to the Agreement between the District and the Contractor. The purpose of this Second Amendment is to amend the terms and deliverables between the District and Contractor.
2. **Term of Agreement.**
  - 2.1. At the conclusion of the term dated June 30, 2025, as outlined in section 2.1 of the Agreement, the District and Contractor elect to extend the term of the Agreement beginning on July 1, 2025, through June 30, 2026.
3. **Special Provisions.**
  - 3.1. **Terms and Conditions.** With the exception of items explicitly delineated in this Second Amendment, all terms and conditions of the original Agreement between the District and Contractor shall remain unchanged and in full force and effect.
4. **General Provisions.**
  - 4.1. **Entire Agreement.** The original Agreement, the First Amendment and this Second Amendment, constitutes the entire Agreement of the parties regarding the subject matter addressed herein and supersedes all prior Agreements, whether oral or written, pertaining to said subject matter.
  - 4.2. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.

BETTER LESSON, INC.

POUDRE SCHOOL DISTRICT R-1

By: 

Name: Adam Hogue  
Title: SVP, Finance

By:   
R David Montoya (Jun 14, 2025 18:32 MDT)

R. David Montoya  
Executive Director of Finance

By:   
Amanda Kreiger (Jun 5, 2025 07:26 MDT)

Amanda Kreiger  
Director of Curriculum & Instruction

**FIRST AMENDMENT TO CONSULTANT AGREEMENT  
BETWEEN BETTER LESSON, INC. AND POUDRE SCHOOL DISTRICT R-1**

This First Amendment (“Amendment”) effective the 12<sup>th</sup> day of June 2024, is attached to and forms part of the Consultant Agreement between Poudre School District R-1 (the “District”) and Better Lesson, Inc. (the “Contractor”) executed July 1, 2023 (“Agreement”), hereby attached and made part of this Amendment. To the extent that any of the terms or conditions contained in this Amendment may contradict with any of the terms or conditions of the attached Agreement, it is expressly understood and agreed that the terms of this Amendment shall take precedence and supersede the attached Agreement. The parties agree to amend the Agreement by adding the following language:

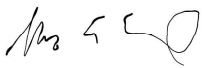
1. **Purpose of Amendment.** This Amendment shall constitute the First Amendment to the Agreement between the District and the Contractor. The purpose of this Amendment is to amend the terms and deliverables between the District and Contractor.
2. **Term of Agreement.**
  - 2.1. At the conclusion of the term dated June 30, 2024, as outlined in section 2.1 of the Agreement, the District and Contractor elect to extend the term of the Agreement beginning on July 1, 2024, through June 30, 2025.
3. **Special Provisions.**
  - 4.1. **Terms and Conditions.** With the exception of items explicitly delineated in this Amendment, all terms and conditions of the original Agreement between the District and Contractor shall remain unchanged and in full force and effect.
4. **General Provisions.**
  - 5.1. **Entire Agreement.** The original Agreement and this First Amendment constitutes the entire Agreement of the parties regarding the subject matter addressed herein and supersedes all prior Agreements, whether oral or written, pertaining to said subject matter.
  - 5.2. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.

BETTER LESSON, INC.

POUDRE SCHOOL DISTRICT R-1

  
By: \_\_\_\_\_  
Name: Matthew Kennard  
Title: CEO

By: *R. David Montoya*  
R. David Montoya (Jun 14, 2024 11:01 MDT)  
R. David Montoya  
Chief Finance Officer

By: *John Passantino*  
John Passantino (Jun 14, 2024 10:21 MDT)  
~~Kate Canine~~  
~~Director of Teaching and Learning~~  
John Passantino  
Director of Curriculum and Instruction



## **CONSULTANT AGREEMENT BETWEEN BETTERLESSON, INC. AND POUDRE SCHOOL DISTRICT R-1**

This Consultant Agreement (“Agreement”) is entered into as of the 1 day of July 2023 (“Effective Date”), by and between Poudre School District R-1, a school district organized and existing under the laws of the state of Colorado (the “District”), and BetterLesson, Inc., (“Provider”), collectively referenced herein as the “parties.” In consideration of the mutual covenants and promises contained in this Agreement, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Purpose of Agreement.** The purpose of this Agreement is to specify the terms and conditions pursuant to which Provider will provide embedded professional learning in EL Education.
2. **Term and Termination of Agreement.**
  - 2.1. This Agreement shall commence on the Effective Date identified above and shall expire at the end of the day on June 30, 2024, unless earlier terminated as provided herein. The Agreement, at the option of the District, may be extended for up to four (4) additional terms, upon a written mutually agreed upon addendum to the Agreement for each one-year term.
  - 2.2. Notwithstanding any other term or provision of this Agreement, the District’s obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) an Agreement is in effect. In no event, shall the District’s obligations in an Agreement constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.
  - 2.3. Notwithstanding the provisions of sections 2.1 and 2.2 above, either party may terminate this Agreement at any time in that party’s sole discretion for any reason, with or without cause, by providing the other party with thirty (30) days’ advance written notice. In the event of such termination: (a) the District shall pay Provider for all Services performed under and in accordance with this Agreement up to the date of termination; and (b) Provider shall reimburse the District for all payments made in excess of Services performed up to the date of termination.
3. **Obligations of Provider.**
  - 3.1. The Provider’s responsibility under this Agreement is to provide embedded professional learning in EL Education for the District. The parties agree to the following, as specified in:
    - 3.1.1. RFP23-630-003 Literacy PD Partner, which is part of this agreement and attached hereto as Exhibit A.
    - 3.1.2. Portions of Provider’s Response to RFP23-630-003, which is part of this agreement and attached hereto as Exhibit B.

- 3.2. All documents which are made a part of this Agreement (hereinafter the “Services”) and incorporated herein by reference.
- 3.3. Additional terms for Coaching Events – Exhibit C
- 3.4. The total cost for all Services under this contract as set forth on the attached Exhibits D & E, shall not exceed nine hundred forty-nine thousand two hundred and fifty dollars (\$949,250.00), due and payable thirty (30) days from receipt of Provider’s invoice.
- 3.5. Services shall be provided at the direction as authorized by the District’s Director of Teaching and Learning and/or Director of Curriculum or designee (“Project Coordinators”).
4. **Scope of Work Design Plan.** The Provider, Project Coordinator and any other necessary personnel shall hold a kickoff meeting within fourteen (14) days of execution of this Agreement and develop a collaborative execution plan for the full scope of the project within the fourteen (14) days of first kickoff meeting, which shall include but not limited to:
  - 4.1. Identify key lead for each party.
  - 4.2. Identify key contacts and team members from both parties for project.
  - 4.3. Identify roles, responsibilities and expectations for each team member.
    - 4.3.1. Anticipated workforce hours for Provider.
    - 4.3.2. Determine expectation for District staff resources.
  - 4.4. Identify key external and internal groups integral to project.
    - 4.4.1. Outline expectation of external and internal groups.
  - 4.5. Outline communication plan, procedures and format.
  - 4.6. Parties shall clearly identify mutual understandings of:
    - 4.6.1. Identified scope of work
    - 4.6.2. Completion of objectives
    - 4.6.3. Overview of Providers proposed methodology
  - 4.7. Develop Timeline for key deliverables, which shall include:
    - 4.7.1. Benchmarks for progress checks to ensure timely completion of deliverables.
    - 4.7.2. Measurable indicators of deliverables
    - 4.7.3. Key deliverables target completion dates.

4.8. Identify project constraints across the projected timeline.

4.9. Timeline and schedule of deliverables.

4.9.1. Timeline shall include any anticipated training or onboarding service hours and total estimated billable costs.

4.9.2. No changes or modifications to timeline or schedule shall be allowed, except through a mutual written approval from the Project Coordinator and Provider key lead.

4.10. If both parties are unable to come to an agreement on the scope of work outlined in this section 3 within thirty (30) days from the first day of the kickoff meeting, then the parties may mutually agree to discontinue the Agreement.

**5. Implementation Plan.**

5.1. Provider shall work directly with the District's Project Coordinator to develop a plan for Services for implementation ("Implementation Plan").

5.2. Provider shall provide updates to the Implementation Plan to the Project Coordinator for review and approval based on the timeline established in section 4.7.

5.2.1. Project Coordinator reserves the right to request modification, additions or additional services to Implementation Plan as they determine appropriate.

5.3. Any delay beyond the completion date, must be submitted in writing to the Project Coordinator. Delays will be denied or approved in writing by the Project Coordinator.

6. **Review of Product.** Payment for Services furnished under the Contract shall not constitute acceptance thereof. The Project Coordinator shall have the right to confirm the completion of the Services provided, the product of such Services, and to reject any or all of which are in the District's judgment defective or nonconforming. In addition to the District's other rights, and Services which had been rejected. The District will not be charged for Services to correct Provider's errors for correcting such Services.

7. **Acceptance of Services.** Services are considered complete, only after the Project Coordinator has formally accepted Services in writing. Payments will not be made until Services are formally accepted.

7.1. The Project Coordinator reserves the right to cancel Services at any time upon written notice, including Services which may have been requested and have not been completed.

8. **Timeline Delays or Extension of Work.** If the Provider experiences a delay in the completion of work, the Provider shall provide a reasonable period of time, which does not delay the timeline for completion identified in section 4.7.

- 8.1. The Provider shall not invoice the District for any delayed Services or products to be produced.
- 8.2. The District shall determine what constitutes a reasonable period of time and may cancel requested Services, seek the items from another Provider, and may charge the original Provider for any difference in costs.
9. **Materials.** All labor, licenses, materials, supplies, equipment, and all other items necessary to complete the Services shall be furnished by the Provider (the “Materials”) and shall be part of and not in addition to the Agreement price. The Provider shall be responsible and liable for any damage or destruction to any Materials resulting from any cause other than the willful or reckless acts of the District for which it could be held liable under the Colorado Governmental Immunity Act.
10. **Primary Provider and Subcontractors.** The Provider shall assume all responsibility for performance of all Services in this Agreement, whether or not the Provider uses subcontractors. Any consequences resulting from non-performance under the terms of this Agreement are the sole responsibility and liability of the Provider. The Provider shall be the sole point of contact with the District with regard to all matters covered by this Agreement. The District shall not initiate or maintain contact with any subcontractor unless such contact becomes necessary to mitigate the District's damage in the event the Provider is in default or breach of any term or obligation of this Agreement.
11. **Confidential Information.**
- 11.1. **Ownership of Confidential Student Records, Information, Photography, and Developed Materials.** All confidential student records, personally identifiable student information, photography, and developed materials shall remain the exclusive property of the District with all rights, title and interest including but not limited to intellectual property rights, to the confidential student records and information, photography and developed materials, belonging to and retained solely by the District.
- 11.2. **Non-Disclosure of Confidential Information.** Provider understands that while performing Services under this Agreement, it may be provided access to student records or personally identifiable information protected from disclosure to third parties and subject to the Individuals with Disabilities Education Act (20 U.S.C. §§ 1400 et seq.), the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g) (“FERPA”) and the Colorado Open Records Act (C.R.S. §§ 24-72-201 *et seq.*). Such records and information are considered confidential and protected. Accordingly, Provider hereby agrees that it shall keep confidential and shall not disclose any information, including but not limited to information regarding any District student, student family, student health/medical condition, student disability, student IEP and/or student accommodation, to which it gains access in connection with its provision of the Services. To the extent Provider has access to such records and information, Provider shall be deemed a “school official” as such term is defined under FERPA. Provider agrees that it or its employees, volunteers and subcontractors shall not use education

records or personally identifiable student information for any purpose other than in performance of this Agreement.

11.2.1. The Provider shall store and process confidential student records and information in accordance with commercial best practices, including implementing appropriate administrative, physical and technical safeguards to secure such confidential student records and information from unauthorized access, disclosure, alteration and use.

11.2.2. At the termination of this Agreement or earlier, if requested by the District, Provider shall promptly return all such information, and/or shall at the request of the District destroy or delete any and all copies or duplicates of said information, whether the information is in hard copy or electronic form. If Provider violates the terms of this section 3.7.4, Provider agrees to indemnify, defend and hold harmless the District, and/or its employees and agents, from any and all claims, liabilities, or causes of action, including attorney fees and costs, asserted against the District and/or its employees or agents as a result of the violation. Provider also agrees to indemnify the District, and/or its employees and agents, from the costs of complying with and/or resolving any regulatory investigation caused by the violation, including costs and attorney fees.

11.3. **Obligations and Return of Confidential Information.** The receiving parties obligation hereunder shall survive for a period of five (5) years following termination of this Agreement; provided however, any confidential obligations with respect to protected District information shall survive indefinitely to the extent required to comply with applicable law. All confidential information shall remain the sole property of the disclosing party, and all materials containing any such confidential information, including all copies made by the receiving party, shall be returned to the disclosing party or destroyed immediately upon termination or expiration of this Agreement, or upon the receiving party's determination that it no longer has a need for such confidential information. Upon the request of the disclosing party, the receiving party shall certify in writing that all materials containing such confidential information, including all copies thereof, have been returned to the disclosing party or have been destroyed.

11.4. **Colorado Open Records Act.** Information and materials submitted under this Agreement may be considered public records subject to disclosure under the Colorado Open Records Act, (C.R.S. §§ 24-72-200.1 to -205.5) ("CORA"). Information and materials that the Provider believes are confidential and not subject to disclosure under CORA must be submitted separately with a citation to the section of CORA and any other relevant law under which the Provider believes they are confidential. The District, not the Provider, shall determine whether information and materials so identified will be withheld as confidential, but will inform the Provider in advance of disclosure to give it an opportunity to take legal action to protect its interests vis-à-vis the party making the CORA request.

12. **Independent Contractor.** Provider shall provide the Services under this Agreement as an independent contractor of the District. As such, Provider shall have the right to determine

how and by whom the Services will be provided and the right to provide the Services free from the direction and control of the District, subject to and consistent with the terms and conditions of this Agreement.

- 12.1. Provider shall be exclusively responsible for: (a) all compensation, employment tax withholdings and payments, and all fringe benefits for its employees (if any) in full compliance with all applicable federal, state and local laws; (b) all insurance coverages and benefits for its employees (if any) in full compliance with all applicable federal, state and local laws, including but not limited to pension or retirement benefits, workers' compensation, unemployment compensation, and Social Security benefits; and (c) all payments to its contractors and subcontractors for goods and/or services directly or indirectly related to this Agreement.
- 12.2. Nothing in this Agreement shall be construed as creating a single enterprise, partnership, joint venture or employer-employee relationship between Provider and the District. Provider is not a partner, agent or representative of the District and shall not represent itself to be a partner, agent or representative of the District. The District is not a partner, agent or representative of Provider and shall not represent itself to be a partner, agent or representative of Provider.
- 12.3. Provider shall not attempt or purport to extend the faith and credit of the District to any third party, person or entity. Provider acknowledges and agrees that it has no authority to enter into any contract with a third party that would bind or in any way obligate the District. The District shall not attempt or purport to extend the faith and credit of Provider to any third party, person or entity. The District acknowledges and agrees that it has no authority to enter into any contract with a third party that would bind or in any way obligate Provider.
13. **Equal Opportunity.** It is agreed that no otherwise qualified Provider shall be excluded from participating in, be denied the benefits of, or be subject to discrimination, including harassment, under any provision of this Agreement on the basis of race; creed; color; national origin; age; sex; pregnancy; physical recovery from childbirth or a related condition; sexual orientation; marital status; veteran status; religion; genetic information; gender expression; gender identity; ancestry; or disability.
14. **Conflict of Interest.** Provider avers to their knowledge of no employee of the District having any personal or beneficial interest whatsoever in the service or property described in this Agreement. Provider has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of the Provider's Services and Provider shall not employ any person having such known interest.
15. **Invoicing.** Invoices for Services provided shall be submitted directly to the District's accounts payable department within thirty (30) days of completion of Services. Invoices for such Services shall include (a) date on which Services were provided, (b) the District Location for which the Service were provided, (c) details of Products delivered, (d) and purchase order number. All invoices must be submitted within 30 days of fiscal year end

June 30 and may not include items received by the District outside of the fiscal year July 1 – June 30.

- 15.1. Invoices received from the Provider pursuant to this Agreement will be reviewed and approved by the District's representative, indicating that services have been rendered in conformity with the Agreement and then will be sent to the Finance Department for payment. Payment for Services not approved by the District in writing, shall not be considered valid and the District will not be responsible for covering associated costs. Invoices will generally be paid within thirty (30) days following the District representative's approval.
- 15.2. Invoices which do not conform with the agreement will be paid thirty (30) days from receipt of a revised and corrected invoice.
- 15.3. Invoices shall be sent to ap@psdschools.org.
- 15.4. The District shall pay interest on any overdue balance at the rate of 1.5% per month, or the maximum permitted by law, whichever is less.
- 15.5. **Tax Exemption.** The District is exempt from state sales taxes under Colorado Tax Exempt Number 98-03335.
16. **Travel Expenses.** Pricing is all inclusive and accounts for mileage and lodging costs associated with any and all events.
17. **Insurance.** Provider shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for not less than the amounts specified or greater if required by law. Specified coverages and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. If not otherwise required by law, lower amounts may be acceptable upon review and written approval by the District's Director of Records and Risk Management. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A- VII. Provider shall furnish the District's Director of Records and Risk Management with certificates of the required insurance prior to the District's approval and signing of this Agreement, and with renewal certificates prior to the expiration of any required insurance that expires during the term of this Agreement. Certificates of Insurance and all communication regarding insurance shall be sent to:

Poudre School District  
Attention: Risk Management  
Email: risk@psdschools.org  
2407 Laporte Ave  
Ft. Collins, CO 80521

Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Provider. Provider shall provide at least thirty (30) days' advance written notice to the District prior to cancellation, change of coverage, or non-renewal. The

insurance requirements specified in this section 9 shall not reduce the indemnification liability that Provider has assumed in section 10.

### **Commercial General Liability**

#### Minimum Limits

- a. Each Occurrence Bodily Injury & Property Damage \$2,000,000
- b. General Aggregate \$3,000,000
- c. Coverage must be written on an “occurrence” basis.
- d. Poudre School District R-1 and its elected officials, employees, agents, and volunteers shall be named as an additional insured and shall be insured to the full limits of liability purchased by the Provider even if those limits of liability are in excess of those required by this Agreement.

### **Workers’ Compensation and Employers’ Liability**

#### Minimum Limits

- a. State of Colorado Statutory
- b. Employer’s Liability \$1,000,000 Each Accident  
\$500,000 Disease – Policy Limit  
\$500,000 Disease – Each Employee
- c. Waiver of subrogation in favor of Poudre School District R-1.
- d. This requirement shall not apply if Provider is exempt under the Colorado Workers’ Compensation Act and if Provider has a current Workers’ Compensation Coverage Rejection on file with the Colorado Department of Labor and Employment, Division of Worker’s Compensation.

18. **Indemnification.** The Provider shall indemnify, defend and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, third party claims, grievance, or proceeding, including all attorneys’ fees, costs and expenses, incurred as a result of any negligent or intentional act or omission by Provider, or its employees, agents, Subcontractors, or assignees related to the terms of this Agreement and any Services provided under this Agreement.
19. **Governmental Immunity.** It is specifically understood and agreed that nothing contained in this Agreement shall be construed as an express or implied waiver by the District of any of the immunities, rights, benefits, protections, or other provisions of the Colorado Governmental Immunity Act, C.R.S. §§ 24-10-101 *et seq*, as now or hereafter amended.
20. **Remedies.** If Provider fails to comply with any of the foregoing requirements at any time during or after the term of the Contract the District may, as applicable, terminate the Contract and/or disqualify Provider from future contracts and subcontracts with the District.
21. **Notices and Communications.** All notices and communications required or permitted under this Agreement shall be in writing and shall be: (a) sent via certified mail, return receipt



requested and postage prepaid, to the address of the other party set forth below; or (b) sent via e-mail to the other party via the e-mail address set forth below.

Poudre School District R-1  
Attn: Contract Administrator  
2407 LaPorte Avenue  
Fort Collins, CO 80521  
E-mail: [finance@psdschools.org](mailto:finance@psdschools.org)

BetterLesson, Inc.  
Attn: Julie Miller-Johnson  
410 University Ave,  
DPT 11046  
Westwood, MA 02090-2311  
[rfp@betterlesson.com](mailto:rfp@betterlesson.com)

## 22. **General Provisions.**

- 22.1. **No Assignment.** Neither party shall assign this Agreement without the other party's prior written consent, which shall not be unreasonably withheld. Notwithstanding the foregoing, either party may assign this Agreement to its successor pursuant to a merger, consolidation, or sale of substantially all of its assets related to this Agreement, provided it promptly notifies the non-assigning party in writing of the assignment and the assignee agrees in writing to be bound by the terms of this Agreement.
- 22.2. **No Waiver.** The parties agree that no assent or waiver, express or implied, to any breach of any one or more of the covenants of this Agreement shall be construed as or deemed to be an assent to or a waiver of any subsequent breach.
- 22.3. **Press Contacts/News Releases.** The Provider shall not initiate any press, media, or social media contact nor respond to press, media or social media requests regarding this Agreement and/or any related matters concerning the District without the prior written approval of the District's Chief Information Officer or designee. The District agrees to cooperate in good faith with Provider on a press release following execution of this Agreement, if requested by Provider.
- 22.4. **Survival of Certain Contract Terms.** Notwithstanding anything herein to the contrary, the parties understand and agree that all terms and conditions of this Agreement and the exhibits and/or attachments hereto which may require continued performance, compliance, or effect beyond the termination date of the Agreement shall survive such termination date and shall be enforceable by the District as provided herein in the event of such failure to perform or to comply by the Provider.
- 22.5. **Amendment or Modification.** No amendment or modification of this Agreement shall be valid unless set forth in writing and executed by the District and the Provider through written amendments to the Agreement, in the same manner and with the same formality as was done for this Agreement.
- 22.6. **Governing Law and Venue.** All issues regarding the formation, performance and/or legal enforcement of the Contract shall be governed by and construed in accordance with the laws of the State of Colorado. Venue for the resolution of any disputes arising out of or relating to the Contract shall be in Larimer County, Colorado.

- 22.7. **No Third-Party Beneficiary.** Enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the District and the Provider. Nothing contained in this Agreement shall give or allow any claim or right of action whatsoever by any third person other than the District or the Provider. It is the express intent of the parties that any third person receiving services or benefits pursuant to this Agreement shall be deemed an incidental beneficiary only.
- 22.8. **Attorney Fees and Costs.** In the event it becomes necessary for either party to institute litigation to enforce any provision of this Agreement, the substantially prevailing party in such litigation shall receive, as part of any judgment or award entered, its reasonable attorney fees and costs, including expert witness fees.
- 22.9. **Force Majeure.** Neither party shall be deemed to be in breach of this Agreement for any failure or delay in performance (other than payment of fees due hereunder) caused by reasons beyond its reasonable control (a “Force Majeure Event”), including, but not limited to, acts of God, war, terrorism, pandemics or epidemics, strikes, failure of suppliers, fires, floods, or earthquakes.
- 22.10. **Binding Arbitration Prohibited.** The District does not agree to binding arbitration by any extra-judicial body or person. Any provision to the contrary is null and void.
- 22.11. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, legal representatives, successors and permitted assigns.
- 22.12. **Headings.** The headings used in this Agreement are for convenience only and shall have no effect upon the construction or interpretation of this Agreement.
- 22.13. **Conflict of Terms.** In the event of any conflict of terms found between this Agreement, any incorporated exhibits, any other terms and conditions, end user license agreements or privacy policies, the terms of this Agreement shall prevail.
- 22.14. **Entire Agreement.** This Agreement constitutes the entire Agreement of the parties regarding the subject matter addressed herein and supersedes all prior Agreements, whether oral or written, pertaining to said subject matter.
- 22.15. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes. This Agreement may be signed in counterparts, and each counterpart shall be deemed an original, and all the counterparts taken as a whole shall constitute one and the same instrument.
- 22.16. **Warranty of Authority.** The individuals signing below represent and warrant that they have the authority to execute this Agreement on behalf of their respective organizations and bind their respective organizations to the terms of this Agreement.

THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK

IN WITNESS WHEREOF, the District and the Provider have signed this Agreement as of the date first set forth above.

BETTERLESSON, INC.

POUDRE SCHOOL DISTRICT R-1

By: Matthew Kennard

Matthew Kennard  
CEO

By: R. David Montoya

R. David Montoya  
Chief Finance Officer

By: Kate Canine

Kate Canine  
Director of Teaching and Learning

By: John Passantino

John Passantino  
Director of Curriculum

# Exhibit A



## **POUDRE SCHOOL DISTRICT R-1**

### **REQUEST FOR PROPOSALS**

#### **ELEMENTARY LITERACY PROFESSIONAL LEARNING PARTNER**

**RFP #23-630-003**

#### **RFP SCHEDULE**

|                       |                                  |
|-----------------------|----------------------------------|
| <b>RFP Issued</b>     | <b>May 3, 2023</b>               |
| <b>Questions Due</b>  | <b>May 12, 2023 @ 2:00 PM MT</b> |
| <b>Answers Posted</b> | <b>May 16, 2023</b>              |
| <b>RFP Due Date</b>   | <b>May 24, 2023 @ 2:00 PM MT</b> |

# Exhibit A

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# Exhibit A

## REQUEST FOR PROPOSALS LITERACY PD PARTNER

### RFP# 23-630-003

Poudre School District R-1 (the “District”) is requesting electronic sealed bids from professional and qualified vendors (“Vendor”) to supply and deliver professional development services to various school locations throughout the District. These services are to meet the District’s needs as described in this Request for Proposals (“RFP”). All interested vendors are invited to submit a Bid in accordance with the policies, procedures and dates set forth herein.

The District shall provide copies of this RFP to vendors through the electronic solicitation platform [www.bidnetdirect.com](http://www.bidnetdirect.com) (“BidNet”) where registered vendors are required to submit their electronic RFP response along with the first and last name, telephone number and e-mail address of the employee within their organization who will be designated as the District’s primary contact with respect to this RFP and the vendor’s response thereto. The District may provide copies of this RFP to other vendors upon request, who are also requested to provide the first and last name, telephone number and e-mail address of the employee within their organization who will be designated as the District’s primary contact with respect to this RFP and their response thereto.

Questions regarding this RFP must be in writing and may only be directed to the District via BidNet any time after the issuance of this RFP through and including 2:00 p.m. MT on May 12, 2023. Questions received after the date/time and/or not submitted electronically through BidNet may not be addressed.

Each question submitted, as well as the District’s response thereto, shall be provided in a questions and answers document/addendum via BidNet.

Note: Each question must be submitted individually. Multiple questions per entry may not be answered.

The District will only accept and consider electronically submitted Bids from vendors, which must be submitted and received in BidNet on or before 2:00 p.m. MST on May 24, 2023, at which time the submission portal will close and no further submissions will be allowed or considered. It is the sole responsibility of the service provider to see that the bids are submitted through BidNet by the submission deadline.

At no time during the solicitation process will communication regarding this RFP be permitted with any District employee other than the Procurement Agent named below until an award has been announced. Communication with a District employee other than the Procurement Agent named below may disqualify your Bid from consideration.

Sales Prohibited/Conflict of Interest: No officer, employee, or member of the School Board, shall have a financial interest in the sale to the District of any real or personal property, equipment,

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material, supplies or services where such officer or employee exercises directly or indirectly any decision-making authority concerning such sale or any supervisory authority over the services to be rendered. This rule also applies to subcontracts with the District.

Soliciting or accepting any gift, gratuity favor, entertainment, kickback, or any items of monetary value from any person who has or is seeking to do business with the District is prohibited.

Collusive or sham proposals: Any proposal deemed to be collusive, or a sham proposal will be rejected and reported to authorities as such. Your authorized signature on this proposal assures that such proposal is genuine and is not a collusive or sham proposal.

The District reserves the right to reject any and all proposals and to waive any irregularities or informalities.

Sincerely,

Kristin Thetford  
Sourcing Supervisor  
Strategic Sourcing Department  
[kthetford@psdschools.org](mailto:kthetford@psdschools.org)

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## 1.0 **BACKGROUND AND CONTEXT**

Poudre School District will be implementing Imagine Learning *EL Education* K-5 for most schools along with Amplify CKLA for our Core Knowledge schools beginning this coming school year – fall 2023. In order to facilitate the full scope of implementation and professional learning, Poudre School District is seeking a partner for ongoing, embedded, multi-year professional learning in *EL Education* and possibly *CKLA*.

Poudre School District is a high-performing district, covering more than 1,800 square miles in northern Colorado with diverse school settings. The District's instructional program is centered around District Ends, under the Policy Governance model, developed to support a comprehensive curriculum.

While more than 70% of the District's families choose to send their children to their neighborhood school, the District does support school choice and offers a wide spectrum of educational programs to fit any child's needs. Program options include International Baccalaureate, Core Knowledge, Bilingual/Dual Language Immersion, Hybrid/Online, Expeditionary Learning, Science, Technology, Engineering and Math (STEM) along with extra-curriculars and athletics. The District has two (2) Leadership in Energy and Environmental Design (LEED) certified school buildings and over 30 Energy Star awards and supports operational sustainability in all areas of work.

Our Schools:

- 32 elementary schools
- 10 middle schools
- 4 comprehensive high schools
- 2 combined middle/high schools
- 6 option (100% choice) schools
- 3 alternative high schools
- 5 charter schools
- 1 online school

The District is fully accredited by the Colorado Department of Education Accreditation and Accountability Unit and is subject to periodic monitoring to ensure continued compliance with accreditation standards. The District leverages the Center for Educational Leadership from University of Washington's [5D+ Teacher Growth and Evaluation Rubric](#).

Poudre School District students are high achieving as indicated by the state accountability system. PSD elementary students are at the 86<sup>th</sup> percentile on Colorado Measures of Academic Success in English Language Arts. PSD does have achievement gaps for students who are eligible for Federal meal benefits, English learners, and are considered Minority by the state.



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Poudre School District has engaged staff in professional learning aligned to the Science of Reading over the past 4 years. All K-3 teachers and interventionists have completed Evidence-Based Reading Training in compliance with state guidelines. The newly adopted materials will provide a systemic and cumulative approach to deliver evidence-based practices.

## **2.0 GOALS/OUTCOMES**

- 2.1 Educators feel highly efficacious to ensure all students have transferrable skills in reading, writing, and communicating to be lifelong learners.
- 2.2 Educators should become familiar with the content, structure, instructional strategies, and assessment methods of the new literacy curriculum.
- 2.3 To provide teachers with the knowledge and skills needed to effectively plan and deliver instruction that aligns with the new curriculum.
- 2.4 To promote collaboration and communication among teachers to foster a shared understanding of the new curriculum and encourage the sharing of best practices.
- 2.5 Encourage open dialogue, collaboration, and the sharing of best practices among educators, administrators, and other stakeholders to support successful implementation.
- 2.6 To support teachers in developing effective assessment practices that align with the new curriculum and provide meaningful feedback to students.
- 2.7 To provide ongoing support and professional development opportunities to ensure that teachers are able to implement the new curriculum with fidelity and make adjustments as needed.
- 2.8 To establish a culture of continuous improvement and data-driven decision making to monitor the effectiveness of the new curriculum and inform future revisions.
- 2.9 Develop strategies for differentiating instruction to meet the diverse needs of all learners, including English Language Learners, students with special needs, and gifted students.

## **3.0 SCOPE OF WORK AND SPECIAL CONDITIONS**

- 3.1 Build the capacity of our central office Teaching & Learning Team and school-based (to be identified/hired) Implementation Facilitators to support schools in implementing materials with fidelity, including co-design opportunities for staff.

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- 3.2 Design, in consultation with the District, and facilitate in-person curriculum-based training sessions for school- and central office-based K-5 staff on dates determined by the District.
- 3.3 Provide asynchronous options for staff to deepen and further staff understanding of how to effectively manage and use materials to increase student learning on a flexible schedule.
- 3.4 Support evaluation of the fidelity of implementation of instructional materials and professional learning to increase comfort with curriculum materials and assessments.
- 3.5 Provide professional learning tracks for multiple adult audiences, including district leadership, specialists and coaches, school leadership, content teachers, English Language teachers, Special Education teachers, gifted teachers, combined-grade level school, etc.
- 3.6 Professional learning shall appeal to a wide variety of adult learning styles including, but not limited to, face-to-face, synchronous, and asynchronous digital learning, job-embedded learning, etc.
- 3.7 Provide curriculum implementation support through coaching through various models (e.g., in-person, observation & feedback, virtual coaching meetings, modeling, PLC support, etc.).
- 3.8 Poudre School District has scheduled required and opt-in professional learning opportunities for all staff that will be available for elementary literacy implementation. The District reserves the right to change any of the below dates as needed:
  - 3.8.1 Imagine Learning EL Education
    - 3.8.1.1 Aug 10, 2023  
K-2: One day launch session for Skills Block and Module Block.  
3-5: One day launch session for Module Block and ALL Block.
    - 3.8.1.2 Sep 22, 2023  
K-2: Follow-up training 7 hours  
3-5: Follow-up training 7 hours
  - 3.8.2 Amplify CKLA
    - 3.8.2.1 Aug 10, 2023  
K-2: Launch Amplify CKLA with attention to Skills strand

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## 3-5: Launch Amplify CKLA Knowledge and Skills

- 3.8.2.2 Sep 22, 2023  
K-2: Follow-up training 7 hours  
3-5: Follow-up training 7 hours

- 3.8.3 Grade Level Days in '23-24 (Preferred Dates)  
Facilitate grade level collaborative sessions that focus on effective use of instructional materials and address teacher implementation experiences.

Dates requested:

Kinder: 11/14, 1/23  
1st: 11/8, 1/24  
2nd: 11/7, 1/30  
3rd: 11/1, 1/31  
4th: 10/25, 2/5  
5th: 10/24, 2/6

- 3.8.4 Summer Institute Possibilities

June 5 through June 9, 2023

If the vendor could facilitate sessions for developing district or teacher leadership in a class setting for up to 50 participants.

- 3.8.5 Number of Educators  
500 for EL Education  
90 for Amplify CKLA

- 3.9 Contingent upon complete execution of a successfully negotiated agreement between the District and the service provider and continue in full force and effect through the date of the executed agreement and including July 31, 2024, unless earlier terminated by the District.

- 3.9.1 At the option of the District, any awarded contract may be extended beyond the first term for up to four (4) additional one-year terms, upon a written mutually agreed upon amendment for each one-year term..
- 3.9.2 Notwithstanding any other term or provision of this RFP, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) an agreement is in effect. In no event shall the District's obligations in an agreement constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.

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## 4.0 MINIMUM QUALIFICATION REQUIREMENTS

- 4.1 We are expecting Vendors to have experience with EL Education training in medium to large districts.
- 4.2 Vendors should be a part of the Rivet Education Professional Learning Partner Guide.

## 5.0 VENDOR REQUIREMENTS

- 5.1 Vendor provides professional learning is grounded in the curricular materials for EL Education and CKLA, and enhance educator's knowledge of the Colorado Academic Standards and Common Core ELA Shifts to move all participants to greater pedagogical understanding, knowledge, and skills. Professional learning that can be connected to the Center for Educational Leadership, University of Washington and [PSD's 5D+ Rubric for Teacher Growth and Evaluation](#)
- 5.2 Vendor will provide a variety of of engaging professional learning materials including videos, articles, research, exemplars of student work, and modeled lessons that are based in real-world application and move beyond theory.
- 5.3 Vendor will increase reader and educator effectiveness and improve their use of technology and data analytics within the context of EL or CKLA.
- 5.4 Vendor will provide a tool for teachers, literacy leads, and central office staff to use to evaluate the professional development sessions. Vendor will personalize professional development based on the data collected from evaluation.
- 5.5 Vendor will use digital materials that are seamlessly compatible with the District's current technology platforms while simultaneously able to adapt to upcoming advances, such as providing, modifying, and creating customized resources to align to the needs to the district.
- 5.6 While all teachers and leaders will receive the same foundational training on EL/CKLA, subsequent training and coaching will be customized to educators' needs. The professional learning should include experiences that enhance data literacy and move participants to greater capacity for gathering and interpreting their own, PLC, school, and district data.

## 6.0 SUBMITTAL REQUIREMENTS

As set forth in more detail below, the District is requiring the following information from all potential Vendors as part of their response as it relates to the content of this RFP:

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- 6.1 All successful bid submissions **must** include answers to the questions and prompts included for each of the three categories established in Exhibit A. Those categories are the following:
  - 6.1.1 Company Background and Experience
  - 6.1.2 Approach and Methodology
  - 6.1.3 Proposed Staff Qualifications
- 6.2 Minimum Qualifications
  - 6.2.1 Describe the process used to assure the Vendor meets the District's minimum qualifications as listed in Section 5.0.
- 6.3 Demonstrate that the Vendor has the organizational structure, processes, and support capacity to provide engaging and interactive professional learning that considers the complexities of a large district to ensure adult capacity and student outcomes (i.e., moving beyond "train the trainer" models).
- 6.4 Provide an example District support EL implementation plan and processes that includes program activation, implementation, and support, both short term (existing personnel) and long term (onboarding new personnel).

## **7.0 GENERAL TERMS AND CONDITIONS**

- 7.1 Information and materials submitted in response to this solicitation may be considered public records subject to disclosure under the Colorado Open Records Act ("CORA"), C.R.S. §§ 24-72-200.1 to -205.5. Information and materials that the vendor believes are confidential and not subject to disclosure under CORA must be submitted separately with a citation to the section of CORA and any other relevant law under which the vendor believes they are confidential. The District, not vendor, shall determine whether information and materials so identified will be withheld as confidential, but will inform the vendor in advance of disclosure to give it an opportunity to take legal action to protect its interests vis-à-vis the party making the CORA request.
- 7.2 The District is a public-school district exempt from the payment of sales and use taxes under Colorado Tax Exempt No. 98-03335. A copy of the District's Certificate of Exemption issued by the Colorado Department of Revenue is available upon request. The District is exempt from city, county, and state sales and use tax and federal excise taxes or federal transportation taxes.
- 7.3 Each Vendor, its employees, representatives and subcontractors agrees to abide by all applicable Federal, State and Local codes, laws, rules and regulations.

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- 7.4 All issues regarding the formation, performance and/or legal enforcement of the contract shall be governed by and construed in accordance with the laws of the State of Colorado. Venue for the resolution of any disputes arising out of or relating to the contract shall be in Larimer County, Colorado.
- 7.5 The District shall issue a written addendum if substantial changes, which impact the technical submission of Bids, are required. A copy of such addenda will be distributed via BidNet. In the event of conflict with the original contract documents, addenda shall govern all other contract documents to the extent specified. Subsequent addenda shall govern over prior addenda only to the extent specified.
  - 7.5.1 The Vendor shall be solely responsible for confirming receipt of all addenda prior to Bid submittal.
  - 7.5.2 Amendments or clarifications to the submitted bids not requested by the District evaluation committee will not be accepted, nor considered in awarding of the contract.
- 7.6 The District confirms and the Vendor agrees that there is no expressed or implied obligation for the District to reimburse Vendors for any expenses incurred in preparing the Vendor's response to this RFP.
- 7.7 This solicitation does not commit the District to select or contract with any bidder that provides a response, or to pay any costs incurred by bidders in responding to the solicitation or negotiating a contract.
- 7.8 The District reserves the right to reject any and all responses to this solicitation at any point in the process, to waive any irregularities and/or informalities with respect to the solicitation procedures and deadlines, and to select the bidder whose response it deems in its sole discretion to be in the best interest of the District.
- 7.9 Vendor must provide all requested information. Failure to do so may result in rejection of the response at the option of the District.
- 7.10 Bid responses must meet or exceed specifications contained in the solicitation document.
- 7.11 Vendor agrees to furnish the products or services covered as a result of this solicitation in strict accordance with the District's specifications.
- 7.12 All information and supplemental documentation required in conjunction with this solicitation shall be furnished by the Vendor with their bid responses. If the Vendor fails to supply any required information or documents, their bid response may be considered non-responsive and ineligible for award.

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- 7.13 The accuracy of the bid responses is the sole responsibility of the Vendor. No changes in the bid response shall be allowed after the submission deadline, except when the Vendor can show clear and convincing evidence that an unintentional factual mistake was made, including the nature of the mistake and the price actually intended.
- 7.14 The apparent silence or omissions within this solicitation regarding a detailed description of the materials and services to be provided shall be interpreted to mean that only the best commercial practices are to prevail and that only materials and workmanship of first quality are to be used.
- 7.15 The award of this solicitation to a selected bidder is contingent upon the execution of a mutually acceptable agreement. If a mutually acceptable agreement is not executed, the District reserves the right, at its sole discretion, to negotiate with a subsequent bidder(s) who submitted a responsive and responsible response to this solicitation per the specified terms herein.
- 7.16 The District may, at its sole and absolute discretion:
- 7.16.1 Reject any and all or parts of any or all bid responses submitted by prospective Vendors;
  - 7.16.2 Re-advertise this solicitation;
  - 7.16.3 Postpone or cancel the solicitation process for this solicitation;
  - 7.16.4 Waive any irregularities or technicalities that are not qualified as a requirement for responsiveness in this solicitation or in bid responses received in conjunction with this solicitation; and/or
  - 7.16.5 Determine the criteria and process whereby bid responses are evaluated and awarded.
- 7.17 The District shall be the sole judge in determining equals in regard to quality, price and performance.
- 7.18 Vendor shall provide the services under this RFP as an independent contractor of the District. As such, Vendor shall have the right to determine how and by whom the Services will be provided and the right to provide the Services free from the direction and control of the District, subject to and consistent with the terms and conditions of a District issued purchase order or agreement.
- 7.18.1 Vendor shall be exclusively responsible for: (a) all compensation, employment tax withholdings and payments, and all fringe benefits for its employees (if any) in full compliance with all applicable federal, state and local laws; (b) all insurance coverages and benefits for its employees (if



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any) in full compliance with all applicable federal, state and local laws, including but not limited to pension or retirement benefits, workers' compensation, unemployment compensation, and Social Security benefits; and (c) all payments to its contractors and subcontractors for goods and/or services directly or indirectly related to this RFP.

7.18.2 Nothing in this Agreement shall be construed as creating a single enterprise, partnership, joint venture or employer-employee relationship between Vendor and the District. Vendor is not a partner, agent or representative of the District and shall not represent itself to be a partner, agent or representative of the District. The District is not a partner, agent or representative of Vendor and shall not represent itself to be a partner, agent or representative of Vendor.

7.18.3 Vendor shall not attempt or purport to extend the faith and credit of the District to any third party, person or entity. Vendor acknowledges and agrees that it has no authority to enter into any contract with a third party that would bind or in any way obligate the District. The District shall not attempt or purport to extend the faith and credit of Vendor to any third party, person or entity. The District acknowledges and agrees that it has no authority to enter into any contract with a third party that would bind or in any way obligate Vendor.

7.19 The Vendor shall not assign an agreement, as a result of this solicitation, or any of its rights, interests or obligations without the prior written consent of the District. The consent may be withheld for any reason or no reason as determined by the District in its sole discretion.

7.20 It is agreed that no otherwise qualified vendor shall be excluded from participating in, be denied the benefits of, or be subject to discrimination, including harassment, under any provision of this RFP on the basis of race; creed; color; national origin; age; sex; pregnancy; physical recovery from childbirth or a related condition; sexual orientation; marital status; veteran status; religion; genetic information; gender expression; gender identity; ancestry; or disability.

7.21 Vendors may offer a cash discount for prompt payment; however, such discounts shall not be considered in determining the lowest net cost for the Bid evaluation purposes.

## **8.0 INSURANCE REQUIREMENTS**

8.1 Vendor shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for not less than the amounts specified or greater if required by law. The District's receipt of a Certificate of Insurance from the Vendor with limits and or coverages that do not meet the requirements does not waive the requirements and the Vendor shall still



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be responsible for the limits and coverages stated in this Agreement. Specified coverages and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A- VII. Vendor shall furnish the District's Director of Records and Risk Management with certificates of the required insurance prior to the District's approval and signing of this Agreement, and with renewal certificates prior to the expiration of any required insurance that expires during the term of this Agreement. Memorandums of Insurance will not be accepted. Certificates of Insurance and all communication regarding insurance shall be sent to:

Poudre School District  
 Attention: Risk Management  
 2407 Laporte Ave  
 Ft. Collins, CO 80521  
 Email Certificate to: COI@psdschools.org

Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Vendor. Vendor shall provide at least thirty (30) days' advance written notice to the District prior to cancellation, change of coverage, or non-renewal. The insurance requirements specified in this section 4.0 shall not reduce the indemnification liability that Vendor has assumed herein.

## **Commercial General Liability**

### Minimum Limits

- Each Occurrence Bodily Injury & Property Damage \$2,000,000
- General Aggregate \$3,000,000
- Products/Completed Operations Aggregate \$2,000,000
- Personal/Advertising Injury \$2,000,000
- Product Recall Expense \$500,000
- Coverage must be written on an "occurrence" basis.
- Poudre School District R-1 and its elected officials, employees, agents, and volunteers shall be named as an additional insured or covered as an additional insured by way of a blanket endorsement and shall be insured to the full limits of liability purchased by the Vendor even if those limits of liability are in excess of those required by this Agreement.

## **Professional Liability**

### Minimum Limits

- a. Each Occurrence or Wrongful Act Limit \$1,000,000
- b. Annual Aggregate Limit \$3,000,000
- c. In the event that the Professional Liability insurance required by this Agreement is written on a claims-made basis Provider warrants that any retroactive date under the policy shall precede the effective date of this Agreement and that either continuous coverage will be maintained or an extended discovery period will be exercised for a

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- period of three (3) years beginning at the time work under this Agreement is completed.
- d. Provider must provide evidence of the extended reporting period coverage at the end of the project and before all final payments to the Provider is made.

## **Technology Errors and Omissions Liability (Professional Liability, including Network Security and Privacy Liability)**

### Minimum Limits

- Per Loss \$1,000,000
- Aggregate \$3,000,000
- Liability extends for a period of three (3) years beginning at the time work under this Agreement is completed. Provider shall maintain continuous coverage, as required by the Agreement, for this period.

The insurance shall provide coverage for:

- Liability arising from theft, dissemination and/or use of confidential information (defined term including but not limited to bank account, credit card account, personal information such as name, address, social security numbers, etc. information) stored or transmitted in electronic form.
- Network Security Liability arising from the unauthorized access to, use of or tampering with computer systems including hacker attacks, inability of an authorized third party to gain access to Provider's services including denial of service, unless caused by a mechanical or electrical failure.
- Liability arising from the introduction of a computer virus into, or otherwise causing damage to, a District or third person's computer, computer system, network, or similar computer related property and the data, software, and programs thereon.

**Crime Coverage** (for Agreements allowing privileged access to network systems, valuable property, or sensitive data)

### Minimum Limits

Per Loss \$1,000,000

The policy shall include:

- Coverage for all directors, officers, agents, and employees of the Supplier.
- Employee dishonesty, forgery and alteration, monies and securities, and computer (cyber) crime.
- Extended theft and mysterious disappearance.
- The policy shall not contain a condition requiring an arrest and conviction.
- Policy must be endorsed to cover Third Party Fidelity and include Poudre School District R-1 as a Loss Payee.

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## Workers' Compensation and Employers' Liability

If Provider is exempt under the Colorado Workers' Compensation Act, this requirement will be waived if proof a current Workers' Compensation Coverage Rejection is on file with the Colorado Department of Labor and Employment, Division of Worker's Compensation and a copy is submitted to the District.

### Minimum Limits

- State of Colorado Statutory
- Employer's Liability \$100,000 Each Accident  
\$500,000 Disease – Policy Limit  
\$100,000 Disease – Each Employee
- Waiver of subrogation in favor of Poudre School District R-1.

The Vendor shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, third party claims, grievance, or proceeding, including all attorneys' fees, costs and expenses, incurred as a result of any negligent or intentional act or omission by Vendor, or its employees, agents, Subcontractors, or assignees related to the terms of this Agreement and any Services provided under this Agreement.

- 8.2 It is specifically understood and agreed that nothing contained in this Agreement shall be construed as an express or implied waiver by the District of any of the immunities, rights, benefits, protections, or other provisions of the Colorado Constitution or Governmental Immunity Act, C.R.S. §§ 24-10-101 *et seq.*, as now or hereafter amended.

## 9.0 EVALUATIONS AND AWARD OF CONTRACT

- 9.1 Vendor responses to this RFP shall first be evaluated on ability to meet the minimum qualifications set forth in this RFP, along with responses to Exhibit A.
- 9.2 The evaluation committee will score submissions using the criteria that follows:

| Criteria                             | Max Score |
|--------------------------------------|-----------|
| 1. Company Background and Experience | 25        |
| 2. Approach and Methodology          | 45        |
| 3. Proposed Staff Qualifications     | 20        |

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|                    |            |
|--------------------|------------|
| <b>4. Cost</b>     | <b>10</b>  |
| <b>Total Score</b> | <b>100</b> |

- 9.3 During the evaluation process, the District reserves the right, where it may serve the District's best interest, to request additional information, or clarifications from bidders, or to allow corrections of errors or omissions. Amendments or clarifications to submitted response not requested by the District will not be accepted, nor considered following the opening of the response.
- 9.4 Responses to this solicitation will be independently evaluated by an evaluation committee to be established for such purpose.
- 9.5 Responses submitted will be evaluated using pre-determined rating criteria. Those responses that are clearly non-responsive to the stated requirements may be eliminated prior to the evaluation. Prior to response submission, bidders are encouraged to review the requirements stated in this solicitation document and BidNet for any related addenda to ensure requirements are incorporated in their responses.
- 9.6 The District reserves the right to request additional information, negotiate, award, or negotiate an agreement further with one or more Vendor.
- 9.7 Should the District determine in its sole discretion that only one Vendor is fully qualified or that one Vendor is clearly more highly qualified than the others under consideration, an agreement may be negotiated and awarded to that Vendor.
- 9.8 For the purposes of solicitation evaluation, bidders must indicate any variances to the specifications and terms and conditions, no matter how slight. If variations are not stated in the bidder's response, it shall be construed that the proposal fully complies with the specifications and terms and conditions. Notwithstanding the above, it is hereby agreed and understood that the District reserves the right to reject these variations if they individually or, as a whole, do not meet the standards established in the specifications.
- 9.9 Modification to this document, exhibits or addenda will be considered invalid will not accepted in any format by the District, and may be cause for disqualification. Proposed modifications may be submitted through BidNet with the submission of a Bid response. Proposed modifications are not considered as accepted unless formally accepted in writing by the procurement agent prior to the intent to award. Submission of a modification, and an intent to award from a solicitation shall not be considered in any way, an acceptance of any proposed modifications by the Vendor.

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- 9.10 Award of contract shall be made to the responsive and responsible Vendor meeting the specifications and as deemed to be in the best interests of the District. Interviews may be requested with one or more respondents. Final evaluation may be based on, but not limited to, any or all of the following: price, adherence to specifications, performance, previous experience with similar projects, references, product availability and delivery time. Those Bids that are clearly non-responsive to the stated requirements may be eliminated prior to this evaluation.
- 9.11 This solicitation, or submitted agreement from Vendor, does not commit the District to award a contract or to pay any costs incurred in the preparation of a proposal or to procure a contract for the services. The District reserves the right to accept or reject any or all proposals received as a result of this request or to cancel in part or in its entirety this solicitation if it is deemed to be in the best interest of the District. The District reserves the right to accept any portion of the proposal or the entire proposal as deemed in the best interest of the District.

## **10.0 SUBMISSION OF BID**

- 10.1 By signature of the Bid Certification Form, contained within this RFP, and accepted submission through BidNet to this solicitation, the Vendor certifies that submission of this RFP is made without any previous understanding, agreement, or connection either with any persons, firms or corporations offering a RFP for the same items or with the District.
- 10.2 Bid responses shall contain a signature of an authorized representative in the space provided on the Bid Certification Form.
- 10.3 The Vendor through submission of the Bid Certification Form certifies that this solicitation is in all respects fair, without outside control, collusion, fraud, or otherwise illegal action.
- 10.4 Submission of a bid response is deemed as acceptance of all terms, conditions and specifications contained in the solicitation package initially provided to the Vendor.
- 10.5 It shall be the sole responsibility of the Vendor to ensure their Bid is submitted through BidNet by the submission deadline. Late responses will not be accepted.

## **11.0 COOPERATIVE PURCHASING EFFORTS**

The District is a member of, or affiliated with, several regional professional procurement organizations within Colorado and Wyoming. These organizations are comprised of governmental purchasing agents, or agency representatives responsible for the purchasing function. These organizations include:

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- 11.1.1 Colorado Educational Purchasing Council (CEPC) - A cooperative purchasing organization comprised of purchasing agents/buyers representing all Colorado public school districts.
- 11.1.2 Multiple Assembly of Procurement Officials (MAPO) - A cooperative purchasing organization comprised of procurement representatives from state, county, municipal, governments, special districts, or school districts along the front range of the Rocky Mountains in Colorado.
- 11.1.3 Rocky Mountain Governmental Purchasing Association (RMGPA) - A chapter member of the National Institute of Governmental Purchasing (NIGP), consisting of public procurement professionals and their representative agencies which include approximately 100 state, county, and municipal governments; school districts and higher education; and other special districts.
- 11.1.4 Members of these organizations, at their discretion, may request use of the contracts or awards that result from this solicitation. Each governmental entity which uses a contract resulting from this solicitation would establish its own contract, issue its own orders, schedule deliveries, be invoiced individually, make its own payments, and issue its own exemption certificates as required by the Vendor. It is understood and agreed that the Poudre School District R-1 is not a legally binding party to any contractual agreement made between another governmental entity and the Vendor as a result of this solicitation. The District shall not be liable for any costs or damages incurred by any other entity. Usage by any other entity shall not have a negative impact on the District in the current term or in any future terms.

-- End

# Exhibit A

12.0 **REFERENCES**

**References** – List three (3) references for which your company has completed similar services for projects of similar scope. Colorado K-12 public school references are preferred, if available.

10.1 Company Name\_\_\_\_\_

Address \_\_\_\_\_

Contact Person \_\_\_\_\_

Telephone \_\_\_\_\_

Email \_\_\_\_\_

Describe type of work/service performed or items supplied \_\_\_\_\_

\_\_\_\_\_

10.2 Company Name\_\_\_\_\_

Address \_\_\_\_\_

Contact Person \_\_\_\_\_

Telephone \_\_\_\_\_

Email \_\_\_\_\_

Describe type of work/service performed or items supplied \_\_\_\_\_

\_\_\_\_\_

10.3 Company Name\_\_\_\_\_

Address \_\_\_\_\_

Contact Person \_\_\_\_\_

Telephone \_\_\_\_\_

Email \_\_\_\_\_

Describe type of work/service performed or items supplied \_\_\_\_\_

\_\_\_\_\_

# Exhibit A

## 13.0 BID CERTIFICATION FORM

The undersigned hereby affirms that:

- He/she is a duly authorized agent of the company issuing this response and that all information provided in the response is true and accurate.
- He/she has read any conditions and technical specifications, which were made available to the Service Provider in conjunction with this RFP, and fully understands and accepts these terms unless specific variations have been expressly listed in the response.
- The Service Provider, if deemed qualified, will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the Service Provider's response to the RFP.
- The Service Provider meets or exceeds all of the required criteria as specified by this RFP.
- The Service Provider's response is being offered independently of any other company and in full compliance with the terms specified in this RFP.
- The company will accept any awards made to it, as a result of this RFP for a minimum of one hundred and twenty (120) calendar days following submission.

Company Name \_\_\_\_\_

Signature of Agent \_\_\_\_\_

Printed Name \_\_\_\_\_

Title \_\_\_\_\_

e-Mail Address \_\_\_\_\_

Mailing Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Contact Person \_\_\_\_\_

(If different from Agent – include e-mail address and phone number)

**NOTE: Responses submitted without the signature of an authorized agent of the company may be considered non-responsive and ineligible for the award.**





# Exhibit B



## Elementary Literacy Professional Learning Partner

RFP #23-630-003

Poudre School District R-1



**Authorized By**  
BetterLesson, Inc.  
Matthew Kennard, CEO  
410 University Ave, Dpt. 11046  
Westwood, MA 02090  
(646) 320-5182  
Via: BidNetDirect

# Exhibit B

## Table of Contents

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Kristin Thetford  
Strategic Sourcing Department  
Poudre School District  
RE: #23-630-003, Literacy PD Provider

Dear Ms. Thetford:

BetterLesson is pleased to present our proposal to Poudre School District (PSD) for Literacy PD Providers. Our proposal supports PSD's implementation of the Imagine Learning EL Curriculum K-5.

Since 2008, BetterLesson has been connecting K-12 educators with comprehensive professional learning solutions that help them and their students thrive in an increasingly complex world. Supporting the implementation of HQIM for math, science, and ELA is our core business. We have helped more than 500 schools and districts with professional learning in support of HQIM, and we are confident that we would be a valuable and trustworthy partner to PSD in this multi-faceted, mission-critical work.

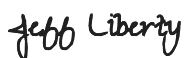
The adoption of a new HQIM entails substantial shifts in educator mindsets and practices. The work that educators undertake to build new instructional plans is challenging and complex; the responsibility leaders have in creating a culture where educators are supported in this work and students reach outcomes equitably requires significant adaptive and technical skills.

BetterLesson's theory of action regarding the adoption of HQIM is fairly straightforward: if teachers and leaders understand and are adequately supported in their roles, students will have more engaging learning experiences and better and more equitable outcomes. Given the degree of change management that is required in this kind of initiative, our proposed scope of work is multi-year and includes a continuum of coherent leader and teacher learning experiences: Virtual and In-Person Workshops, 1:1 Virtual Coaching, In-Person Learning Walks, and self-directed BL Connect mini-courses.

We understand through years of experience that HQIM adoptions are undertaken in a community-specific context involving many intersecting elements, including teacher retention challenges, the complex needs of diverse and historically marginalized populations, and volatile economic and political conditions. For this reason, BetterLesson's approach to designing and implementing professional learning solutions for our partners is comprehensive, flexible, and adaptable. There will be many challenges along the way, but you can have confidence that in BetterLesson you have a partner who has the skills and experience to work with your team collaboratively to ensure a successful implementation of the EL curriculum and a greater capacity in learning, teaching, and leadership more generally.

We would be grateful for the opportunity to work with Poudre School District, and we welcome the opportunity to discuss our proposal with you soon.

Warm regards,



Jeff Liberty,  
National Vice President of Strategic Partnerships

# Exhibit B



Responses to the criteria and evidence for Exhibit A are in narrative form in this section.

# Exhibit B

## Company Background and Experience

**Proposer demonstrates successful prior experience supporting three (3) or more LEAs with projects similar in size, scope, technical requirements, and function to the proposed contract.**

**Evidence: Briefly describe your organization's prior experience leading PL in similar size, scope, technical requirements, and function to the proposed contract.**

BetterLesson has been providing professional learning support to K-12 educators for 15 years. We began in 2008 by facilitating shared instructional resources to help teachers find high-quality lesson plans to support new education standards. Beginning in 2010, with backing from the *Bill and Melinda Gates Foundation*, the *National Education Association*, the *Kauffman Foundation*, and the *Learning Accelerator*, we started the Master Teacher Project. This project brought together 190+ brilliant, creative teachers in grades K-12 Math, ELA, Science, and Blended Learning, Culturally Responsive Teaching and Learning, and Diverse Learners. These talented educators share lessons as they teach them everyday. The lessons are accessible and classroom-ready with downloadable examples, videos, and resources. In 2016, BetterLesson was the first professional learning company to deliver virtual 1:1 coaching for educators. And just last year, we launched BL Connect, our new self-directed learning platform housing hundreds of short, asynchronous mini-courses on topics that are in high demand among educational leaders and teachers.

Today, more than 50,000 educators have attended our workshops or coaching sessions, we've conducted 74,000 1:1 coaching sessions, and delivered more than 9,800 workshops, ultimately impacting more than 2.17 million students.

BetterLesson has conducted professional learning in support of a HQIM adoption for more than 500 districts and schools; this is our core business. We have designed and implemented professional learning specifically for EL Education, Illustrative Mathematics, Odell, and OpenSci Ed for Math, ELA, and Science.

We have recently conducted or are currently conducting professional learning for HQIM for large and diverse districts such as Greeley-Evans 6 School District (CO); JeffCo R-1 School District (CO); Rutherford County Schools (TN); Charlotte-Mecklenburg School District (NC); and Cumberland County School District (NC).

For more information on our long-term impact in Charlotte-Mecklenburg, please see this [case study](#).

**Evidence: To what extent has [your prior] PL been successful? How do you know?**

At BetterLesson, our services are consistent with the research of John Hattie in what works best for learning in schools and Thomas Guskey in what makes professional learning most effective. In order to assess our impact and success, we gather multiple forms of data based on Guskey's evaluation framework (Guskey, 2016) from participants using surveys and coaching feedback, and

# Exhibit B

we share reports through the BL Lab and our Customer Success Managers. This enables administrators to gain a deeper understanding of how BetterLesson's support changes participating educator practice and where further learning is needed. For example, BetterLesson conducts a systematic review of the engagement in order to assess progress throughout the year. A dedicated Customer Success Manager (CSM) keeps district partners informed of the health of the overall engagement through regular communication utilizing a variety of modalities.

At BetterLesson, we engage educators in progress monitoring and in evaluative feedback using the BL Lab. Participants select outcomes at the beginning of an event, and then are asked to measure their progress against that goal.

For example, the outcome, "I design deep learning experiences that are personalized and aligned to student interest" was chosen in this actual example from a recent coaching participant. Together the coach and participant discuss what that outcome means - the what, why, how of it - and note it at the start.

**I design deep learning experiences that are personalized and aligned to student interest.**

Project Based Learning

Completed

“Within our different disciplines, there are various opportunities for teachers to continue to create valuable PBL experiences for our students. In Project Lead The Way, students engage in several projects throughout the trimester that provide meaningful and impactful opportunities to demonstrate their learning. I feel that in our other courses, teachers often do create projects that provide valuable learning for our students, but there is opportunity for continued growth as outcomes are created.

Deepen my understanding of PBL and how to help teachers implement in their classrooms to best support the learning of their students.

[SHOW LESS](#)

As they move through their coaching journey, they note the strategies and steps taken towards the outcome, reflect on what they've learned, and how their practice has grown. When an outcome is met, the participant reflects on their growth.

**Growth Reflection**

9 days ago

**Students explore and learn about topics of interest.**

Strongly Disagree

Disagree

Neither Agree nor Disagree

Agree

Strongly Agree

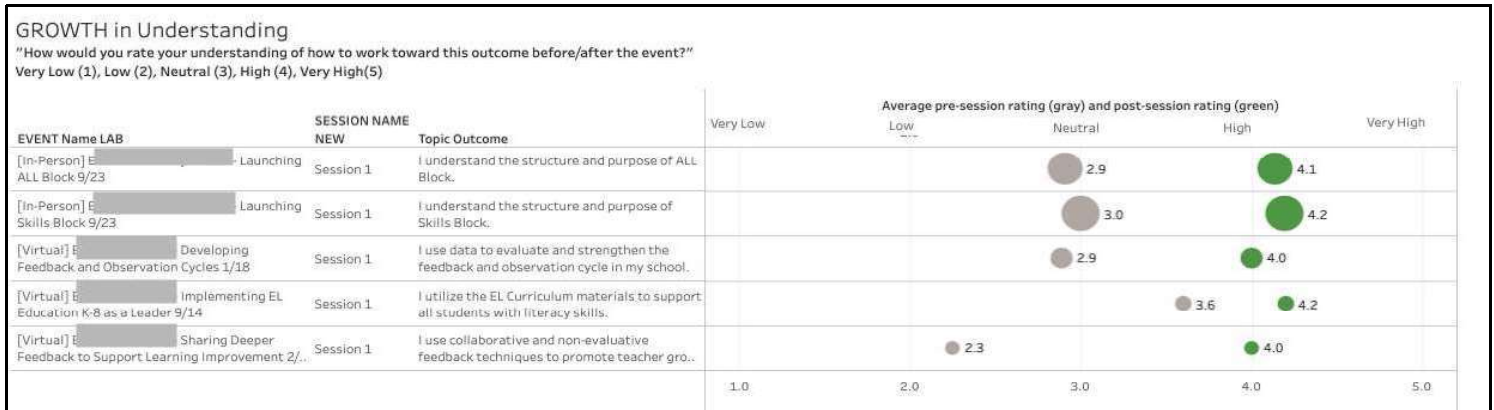
I design deep learning experiences ...

We also utilize the research of John Hattie related to successful professional development by using a pre- and post event survey related to participant response to the learning. Two examples of key data that we gather from surveys are shown below:



# Exhibit B

To what degree do you agree or disagree with the following statement about this workshop?  
*"This professional learning experience will support me to positively impact student outcomes."*



*What will you take away from this learning experience to implement in your current role?*

| SESSION   |             | PARTICIPANT Full Name | Answer                                                                                                                         |
|-----------|-------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------|
| NAME NEW  | Question Id |                       |                                                                                                                                |
| Session 1 | Takeaway    |                       | I learned how to better plan for ALL Block and have a better understanding of how the ALL Block components are conn..          |
|           |             |                       | trust the process                                                                                                              |
|           |             |                       | Set high and clear expectations for student behavior to help make lessons run smoothly                                         |
|           |             |                       | Schedule and how to manage ALL Block                                                                                           |
|           |             |                       | A deeper understanding of what ALL block is and how I can efficiently use it to assist my students' learning..                 |
|           |             |                       | ALL Block is flexible. It is an opportunity to reach all learners and support their needs along with the module skills. It i.. |
|           |             |                       | new implement and management strategies                                                                                        |
|           |             |                       | I am going to organize my independent groups more. I just had them create groups this past week after making group..           |
|           |             |                       | More student independence during ALL Block.                                                                                    |
|           |             |                       | I like the philosophy of going slow to go fast. I will be establishing routines and allowing students the opportunity to ..    |
|           |             |                       | We are able to scaffold as needed to meet the needs of our students. Also, that ALL block has a slow roll out, so take a..     |
|           |             |                       | I have a much better understanding of the components in the ALL Block as well as the reasoning behind why it is organ..        |
|           |             |                       | The way I allow students to choose partners/groups will be a little more structured with the who and where.                    |
|           |             |                       | The overall setup (classroom and rotations) and how we can better support our students as well as build their indepe..         |
|           |             |                       | A reflective view of current practices, and now a new understanding to implement with integrity knowing the harsh r..          |
|           |             |                       | ALL block components provide differentiated supports for the module lessons. Teachers are able to strategically plan ..        |
|           |             |                       | Trust the process and allow students to productively struggle.                                                                 |

For specific artifacts demonstrating evidence of our success, please see:

- Advancing Equity in the **Elmira School District** [Case Study](#). Elmira City School was also recently featured by **New York State and Corning Inc** in a national podcast outlining the impact of student-centered learning and culturally responsive teaching and learning on outcomes in the classroom. Please listen [here](#) (11:10)
- Building Capacity to Improve Student Outcomes in the **Charlotte-Mecklenburg Schools**, [Case Study](#)
- Rutherford County Schools** Curriculum Implementation, [Case Study](#)
- Rural School Leadership Academy**, Trust, Mentorship and Strategies, [Case Study](#)

# Exhibit B

**Evidence: Provide three professional references of LEA clients (from three different LEAs) for whom your organization has provided this type of support.**

## **Rutherford County Schools**

Reference: Ann Haley, Elementary Coordinator

Email: Haleya@rcschools.net

Phone: 615-893-5815 ext. 22099

Description: Rutherford County Schools partnered with BetterLesson to support its curriculum adoption of OUR's EL Education for grades K-8 across 26 elementary schools. Together, BetterLesson and RCS crafted a comprehensive learning plan to support teachers and leaders in implementing their newly chosen curriculum while remaining sensitive to other pressing issues such as post-COVID trauma for teachers and students, and teacher retention.

## **Red River Parish School District**

Reference: Karen Squires, Director of Professional Development

Email: ksquires@rrbulldogs.com

Phone: 319-932-5478

Description: Red river has been implementing EL Education for 5 years and has partnered with BetterLesson since adoption. We focused on the whole group launch and building teacher leader experts in Years 1-3. Teacher leader experts helped drive a positive culture for adoption and developed into building pedagogy experts. We have since started building capacity with building leaders and instructional coaches, through 1:1 Virtual Coaching and Learning Walks.

## **Ewa Elementary School, Hawaii Department of Education**

Reference: Reshel-Ann Arias, Curriculum Coordinator

Email: reshel-ann.arias@k12.hi.us

Phone: 808-681-8208

Description: Ewa is in its 5th year of implementation of the EL Education Curriculum. The early years of implementation and COVID intersected, and the district feels that as a result, they have a similar situation in Professional Learning as they have faced with student-learning, post COVID. They called it the "reset". Year 1 with Ewa Elementary District was that "reset" where we launched the Curriculum, and moved from there to the fundamentals of strategically planning for their students, rather than walking through the curriculum as written without identifying which parts their students needed, or didn't need. Throughout Year 1, we used Learning Walks to gauge the impact of professional learning. At the end of the school year, the district determined that their teachers needed ongoing support with strategic planning and differentiation. Our strategic planning support is found in both workshops and coaching, and in both instances highly differentiated as we iterate to go deeper and deeper into developing the best practices of the curriculum.



# Exhibit B

## Approach and Methodology

**Proposer demonstrates strong alignment to PSD's beliefs and approach related to the role of high-quality instructional materials (HQIM) and the types of support that educators need to successfully implement PSD's HQIM**

**Evidence: What role does your organization believe HQIM plays in supporting effective instruction?**

Adopting High Quality Instructional Materials (HQIM) is essential to equity of student outcomes. There has never been a more critical time for all students to have access to standards-based instructional materials than now. Districts choosing to put HQIM at the center of school improvement efforts understand this is the first step to addressing improved outcomes for all students. However, while the HQIM alone assures all students have access to consistent content, it is teacher content knowledge and pedagogy that ultimately drives student outcomes. At BetterLesson, we believe that if the district selects a HQIM, and supports it well, then students will experience equitable outcomes.

The role of BetterLesson is to support instructional shifts by both teachers and leaders required by the HQIM adoption. Our professional learning for EL Education addresses the role of leadership in supporting shifts while moving teachers to a place of ownership and application of the curriculum. At BetterLesson, we understand that adopting and implementing a new HQIM across the district requires monumental shifts in practice; leadership must execute change management with expert communication, awareness of change dynamics, and the ability to adjust to persistent challenges from the current educational climate, such as equity, diversity, or staffing. BetterLesson supports district implementations with leader and teacher professional learning, not only as EL Education content experts but also as experts in Leading Through Change.

When we collaborate with the District to develop a comprehensive learning plan for the implementation of HQIM, we identify specific outcomes related to leadership's role in the district adoption as well as outcomes for educators focused on lesson planning and curriculum mapping. Through the resulting professional learning, we are able to set leaders up for success in both launching the curriculum and supporting the instructional shifts during and after the implementation period. At the same time, we are also giving teachers the opportunity to internalize how EL Education lessons are structured, allow for collaboration in the development of instructional plans, and address real classroom challenges. BetterLesson's commitment to student-centered instruction acknowledges many students have had inequitable access to and opportunity within education, and empowers leaders and teachers to use newly adopted HQIM to create consistency while adapting to change.

# Exhibit B

## Evidence: How does your organization define and identify HQIM for the content area(s) for which you are proposing to provide professional learning?

The practices and core values of the curriculum and learning tool providers that we partner with are aligned to our beliefs that an effective student-centered classroom is one in which:

- Students are empowered to make meaning of and engage with academic content by independently, continually, and cyclically building upon their content skills
- Instruction and resources are asset-based and encouraging of a growth mindset
- Each lesson and activity has a discrete learning purpose that is aligned to the overarching objectives and learning targets of the lesson and/or unit
- Teachers develop and encourage student discourse and collaboration through the development of a safe learning community and the use of student-centered routines.
- Students and teachers collect data to inform curricular decisions and reflect on learning
- Teachers, curricula, and learning tools carefully sequence learning experiences to help students to develop conceptual understanding over time
- Teachers implement the curriculum or integrate learning tools to create meaningful learning experiences for students in which students can build skills and understandings in a way that feels engaging and empowering
- Teachers personalize curriculum or learning tools to meet the needs of their learners

In addition, Diversity, Equity, Inclusion, and Belonging are a central part of our culture and how we do work at BetterLesson. These values are key to our mission to support educators and the communities they serve – as well as for our own company and the individuals in it. The "heart" of EL Education ELA K-8 can be found in its [core principles](#). It is intentionally designed for all students - to keep all students in their grade-level classrooms. Differentiation and scaffolding are built into its fully planned lessons, and teachers strategically plan to meet the needs of their students. BetterLesson expressly aligns with EL Education's design principle of Diversity and Inclusion: Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their different histories and talents as well as those of other communities and cultures.

BetterLesson partners with curricula and learning tools that support teachers to create student-centered learning experiences in which students can drive their own learning, exercise choice and ownership, and develop the personal agency they need to succeed in school and in life. Student-centered teaching and learning is at our very core.

Curricula and tools alone cannot lead to meaningful student-centered instruction. Rather, when teachers intentionally integrate the learning tools to support their students' individual needs and engage in strategic planning of a new curriculum with the realities of their classroom in mind, these tools and curricula can enable teachers to build student-centered classrooms that lead to increased student engagement in and ownership of their learning.

# Exhibit B

## Evidence: What is your organization's theory of action related to ensuring meaningful learning for all students in each of your client's classrooms?

To create a systemic change in practice across a district, we assert that professional learning must be actionable, targeted, sustained, and focused on achieving impactful outcomes in the classroom. Professional learning must both address the mindset change required to embrace the new or existing initiative as well as the content and skills needed to achieve the intended outcomes.

This work begins with leaders. Research and practice demonstrate that with an active and informed leader, the implementation of a new curriculum is deeper and more sustained. We launch leaders into a new curriculum with a workshop and coaching designed for their needs. We act as thought partners as we accumulate and report data from these activities. We take leaders through a non-evaluative learning walk process that not only is looking for indicators of curriculum implementation and examining resulting data to identify next steps, but is also training leaders in how to conduct these walks and utilize data effectively.

With the support of a BetterLesson coach and BetterLesson-developed content such as strategies and overview guides, teachers can use backwards design to intentionally implement a new curriculum, evaluate student performance data to inform future instructional decisions such as remediation or enrichment opportunities, and can reflect on their practice to ensure that all students' needs are being met by the pace and content of the curriculum. Likewise, with the support of a BetterLesson coach and by using BetterLesson-created content such as walk-through guides and strategies, teachers can integrate the features and functionalities of a learning tool into their classrooms in order to personalize instruction and gather and act on student data in order to make adjustments and meet the needs of all of their students.

To drive a successful change in practice, we have four phases to our approach to new curriculum implementations. Launch brings learners together around new practices and concepts. We follow the launch with one-to-one coaching to help teachers integrate new practices into their daily routines. We engage leadership with one-to-one coaching to support teachers through the change. Next, we help build capacity for this change by conducting non-evaluative learning walks in classrooms with our partner leaders. And we provide targeted and differentiated support throughout the plan with collaborative virtual workshops and self-directed courses.



# Exhibit B



**Evidence: Provide an example of how you have helped a client build coherence within their system as it relates to PSD's HQIM**

**Building Coherence in the Rutherford County Schools**

Rutherford County Schools, a large, diverse district in Tennessee that serves close to 50,000 students, partnered with BetterLesson for support implementing the EL curriculum in its K-5 schools beginning SY 2020-2021. We began the partnership with Strategic Planning during the adoption, and then a full curriculum implementation professional learning plan, including Launch, Planning, and Targeted Support as well as substantial communication and leader support.

For SY21-22, we shifted support to the development of [Model Schools](#), a method of building best-practices across the district. We selected four schools to become Model Schools. These four schools are open for the remaining 22 schools to visit and observe the quality implementation of EL Curriculum. BetterLesson developed an intensive professional learning plan, including curriculum mapping. (See example of a [resulting curriculum map](#)). In 2022-2023, we continue to support the Model Schools to deepen their practice, primarily through coaching and workshops, and to develop and implement a Model School Learning Walk process to train school leaders from the remaining schools.

Rutherford County Schools offers their own evidence, with participants reporting confidence in their ability to use the EL Education Skills Block, below:



# Exhibit B

And feedback from the Learning Walk include these comments, which indicate coherence and capacity building:

- *The collaborative conversations that happen each time we meet is amazing. As an instructional coach, I always leave with **specific feedback and next steps to help improve learning** in our building (BC)*
- *I will use the identified trends to **support teacher growth through my walk throughs**, observations, and as we schedule PD for our teachers (JC)*
- *I feel like we always walk away with **intentional action steps** and plans based off data across the building (JC)*
- *This process has helped us grow, not only in EL, but in instruction **across the school**. As principal of the school, this provides us concise ways to help teachers improve in their craft (P)*
- *This has been one of the best professional development trainings I have ever attended. While I know it is designed to help us improve our usage of the EL curriculum, **it has had so many other impacts on the culture of teaching in our school**. Our facilitators did a phenomenal job of helping us identify needs in our school in such a way that we feel confident in using this process to continually improve long after this inservice ends. Amazing.... Or as we say at Plainview... #otterlyAwesome (P)*

Please read our [Case Study](#) about our partnership with Rutherford County Schools.

**Evidence: Describe how your organization builds client capacity and puts measures in place to support the longevity of effective implementation beyond the term of the contract (e.g. ensuring grading, lesson planning, scheduling practices support the use of PSD's HQIM).**

Including school and district leadership in a learning plan supports a systemic change in practice that can be sustained beyond our initial engagement with a partner district. We teach school and district leaders to sustain and refine the work by modeling best practices in non-evaluative classroom observations and giving feedback to teachers, which helps them identify success as well as growth opportunities that fuels your ongoing learning program.

Instructional leaders are charged to lead and support curriculum launches. Since curriculum implementation is a multi-year undertaking, the needs and demands change from year-to-year. Often, districts are using several curricula across subjects with a plethora of components, resources, and structures all crucial to high-quality implementation. In addition, there are many other demands on school leaders and some of these may have become more acute, arising from the academic "slide" caused by COVID, as well as the related trauma, adoption of new tech tools, ongoing communication with families, staffing shortages, and teacher wellness.

BetterLesson addresses leadership needs through our professional learning content, [Leading Through Change](#), with topics specific to curriculum implementation, teacher wellness, inclusive culture, family partnerships, trauma informed practices, and more. We can braid this content into the EL Education instructional content.



# Exhibit B

We start the EL Education professional learning program with two important elements designed for leaders: 1:1 Coaching for leaders and Learning Walks. We have found that coaching leaders during the first year on the practicalities of implementing a curriculum helps to establish school cultures and practices that support the use of the curriculum.

Throughout the implementation we also engage leaders in non-evaluative Learning Walks. During a Learning Walk, facilitated by a BetterLesson Coach, school and district leaders will have the opportunity to get into classrooms to learn about trends in how the curriculum is playing out for teachers and students. They will look for trends in the use of the curriculum materials, how students are accessing and engaging with the tasks, and how teachers are supporting students to become proficient readers and writers. Our coaches also coach leaders on how to conduct effective Learning Walks, so that they may continue to monitor what is working and where there is room for growth.

BetterLesson builds client capacity through leadership-specific professional learning as well. As we build a custom learning plan for Poudre School District, we can lean into coaching, workshops, and strategies that offer relevant skills for leading a district through this instructional shift. Some examples are:

- [Feedback and Observation](#) (systems, effective communication)
- [Collaborative Professional Learning](#) (data, culture)
- [Instructional Coaching](#) (capacity building)
- [Leading Through Change](#) (change management)
- [Principalship](#) (getting started as an effective leader)

**Proposer demonstrates the ability to design and facilitate a series of professional learning opportunities that result in teachers and/or leaders understanding the structure, approach, and key components of PSD's HQIM.**

**Evidence: Describe your organization's approach to providing initial PL for teachers and/or leaders on PSD's HQIM.**

Adopting a new curriculum is a reframing of your instructional vision for teaching and learning. Successful adoption requires stakeholder alignment and leadership support with ongoing training and feedback across the arc of implementation.

At BetterLesson, we begin professional learning for EL Education with a series of In-Person Launch Workshops for leaders and a series for educators to align on an introduction to the EL Curriculum and collaborate to take ownership of a successful launch as they explore the foundational components of the curriculum. Because the role of leadership is so important to the District adoption, we also support leaders in the first year with 1:1 Virtual Coaching. From our implementation plan on page 33, you can see how initial professional learning skews to Leaders

# Exhibit B

| Year 1 Professional Learning Schedule                         |                                      |                       |                                                                                                                                                                   |
|---------------------------------------------------------------|--------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date                                                          | Participants                         | Service/Product       | Topic                                                                                                                                                             |
| As soon as contract starts                                    | K-8 teachers                         | BL Connect & BL Lab   | <a href="#">BL Connect</a> including <a href="#">EL Education Courses</a> , <a href="#">BL Lab</a>                                                                |
| <b>Summer/Fall 2023</b><br>Launching the Curriculum           | Leaders<br>(up to 25 per group)      | In-Person Workshop    | <a href="#">Launching EL Education as a Leader K-8</a>                                                                                                            |
| <b>Fall 2023</b><br>Educator Support                          | Leaders, Coaches, Teachers           | 1:1 Virtual Coaching  | <a href="#">Curriculum Coaching: Principals and Coaches</a><br><a href="#">Curriculum Coaching: Teachers</a>                                                      |
| <b>Summer/Fall 2023</b><br>Launching the Curriculum & Modules | K-8 Teachers<br>(up to 25 per group) | 2 In-Person Workshops | <ul style="list-style-type: none"> <li><a href="#">Foundations of EL Education K-8</a></li> <li><a href="#">Launching the EL Education K-8 Modules</a></li> </ul> |

We have found that launching the newly adopted curriculum with our In-Person Workshops sets the district up for success because:

- Working face-to-face with colleagues can help build a sense of community and help teachers engage in the new initiative.
- Building an in-person relationship with an external PD provider in Year 1 can help with district, school, and teacher ongoing engagement.
- BetterLesson workshops provide a space for teachers to come together to reflect, explore, and plan in a way that they may not get on a day-to-day basis, with a larger group of colleagues than they may usually encounter.
- When teachers share their expertise in a facilitated space, their best ideas can reach and support a larger number of students.
- The collaboration that teachers engage in during a BetterLesson workshop can establish or strengthen ongoing teamwork.

We also use the BL Connect library of [asynchronous mini-courses](#) to support late/new hires who may not have been able to participate in the Launch Workshops. These courses are also available to review concepts already introduced in workshops.

**Evidence: A small sample of PL materials focused on providing professional learning for teachers and/or leaders that builds their familiarity with the structure, approach, and key components of PSD's adopted instructional materials; may include sample presentations, handouts, course syllabus.**

[Learning Walk Agenda](#)

[Learning Walk Presentation](#)

[EL Choice Board](#)

# Exhibit B

## Sample Instructional Strategy (and below)

**BetterLesson** Management & Tools Reports BL Connect BL Lab Home Workspace Instructional Resources Search strategies & lessons

**Self-Assessing on the 8 High-Leverage Instructional Practices**

Consider how these 8 high-leverage practices can strengthen the implementation of your curriculum

[Add to Favorites](#)

**1. Using Learning Targets**  
Learning targets translate standards into student learning goals for lessons. They are written in student-friendly language that is concrete and understandable, beginning with the stem "I can". Learning targets are posted, discussed and tracked by students and teachers.

- ★ Learning targets set a course for learning. Students know where they are headed during the course of a lesson.
- ★ Learning targets contain embedded vocabulary. Unpacking the targets with students is an opportunity to teach new words, particularly academic vocabulary.
- ★ When learning targets are used actively during lessons, students gain valuable skills in setting goals, taking ownership of their learning, and reflecting on their progress.
- ★ Beyond mastery of standards, student ownership of and engagement with their learning is a higher-level goal of the curriculum.

**2. Checking for Understanding**  
Checking for understanding goes hand in hand with years learning targets. Quick and frequent formative.

- ★ Frequent formative assessments of student progress allow you to adapt instruction to meet students' needs.

**About This Strategy**

Every EL Education lesson is infused with the 8 High-Leverage practices which support educators with best teaching practices. Lessons help teachers use learning targets, check for understanding, foster a culture of grappling, deepen discourse, use collaborative conversation protocols, and support students with the tools to build their skills independently. Keep in mind these eight Instructional practices when implementing the EL Education curriculum as well as any other ELA curriculum. This strategy supports you to reflect on your implementation of these Instructional practices in your classroom and provides resources to continue strengthening your understanding.

**Implementation Steps**

1. Review the 8 High-Leverage EL Instructional Practices document linked in the resource section below.
2. Complete a self-assessment of your employment of the Instructional Practices in your instruction by using the Glow and Grow document included below to reflect on your strengths and challenges with each of the instructional practices. Be sure to note which practices you would like to "Grow" in as that list will be used in subsequent steps.

◦ You could also use the appropriate grade level Stages of Implementation rubric included

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**STRATEGY AUTHORS**

**Laura Cruz**  
BetterLesson Instructional Coach

**GRADE LEVEL**  
K - 2, 3 - 5, 6 - 8

**SUBJECTS**  
English / Language Arts

**DANIELSON FRAMEWORK**

**1a**  
Demonstrating Knowledge of Content & Pedagogy

**2b**  
Establishing a Culture for Learning

**3a**  
Engaging Students in Learning

**KEY INSTRUCTIONAL PRACTICES**

[Activating Knowledge](#)  
[Check for Understanding](#)  
[Coaching Teachers](#)  
[+7 more](#)

**FOCUS AREAS**  
EL Education

### Evidence: Describe your organization's approach to providing ongoing, content-specific, job-embedded professional learning for teachers that builds their ability to use HQIM.

At BetterLesson, our approach to supporting educators through the implementation of new HQIM is rooted in our belief that effective professional learning isn't a one-day event; it's a purposeful multi-year journey. Teachers and leaders are best supported when comprehensive professional learning is built from layered learning experiences throughout the year to work towards specific and measurable outcomes. As a result, we offer a phased approach from our ecosystem of learning experiences that results in ongoing, content-specific and job-embedded learning.

### Launch: Workshops

We have created a suite of services that support educators to implement and strategically plan for the EL Education Curriculum. We start by supporting educators to understand the guiding

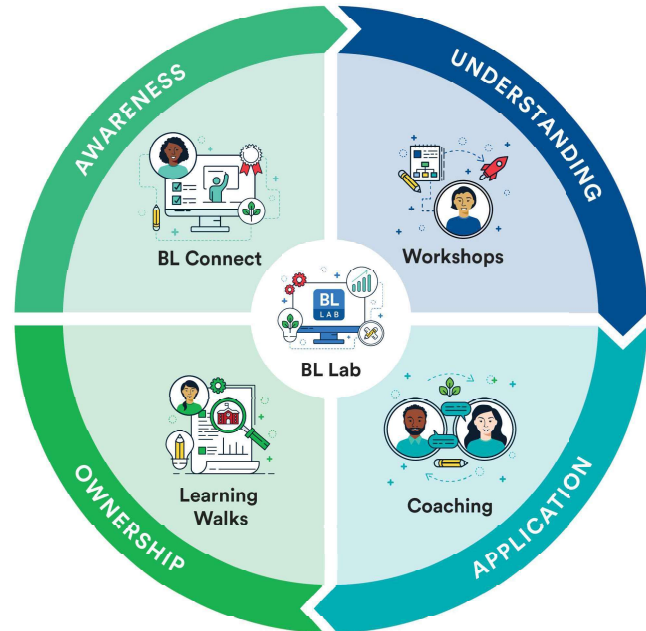


# Exhibit B

principles, structure, and components of the curriculum. Once we have built a strong foundation, then we layer on the introduction to each of the components to support participants to build their understanding of the structure, assessments, and embedded curriculum supports. Once participants have been able to teach at least 1 module, then they are ready to do strategic planning based on the unique needs of their students. During our strategic planning workshops, we take educators through a planning process and provide templates to help guide their work.

## Planning: Coaching and Workshops

Our coaching methodology centers on the principles of action research and job-embedded best practices to provide the most personalized and differentiated approach to meet the needs of each participant. This professional learning model is designed to support each participant with what they need, not a one-size-fit-all approach. In curriculum implementation, the needs of educators vary greatly based on their experience, grade levels taught, and mindsets. Our EL Education coaches use the “Try, Measure, Learn” approach to encourage narrow, actionable shifts in practice as teachers refine their knowledge of the curriculum, make formative decisions around student learning progress, and build their own student-centered literacy skills.



## Assess Progress: Learning Walks

BetterLesson believes that school and district leaders are first and foremost instructional leaders, investing in people and systems to retain talent and improve learning opportunities and outcomes for students. Our goal is to provide leaders with processes, tools, and support for making organizational change and improving learning for students. We help build leaders' capacity in instructional leadership through 1:1 coaching and Learning Walks, a non-evaluative process used by leaders to assess the quality of student learning and effectiveness of instruction in their buildings, focusing on how leaders can support improvements to the learning experience.

In our Learning Walks, leaders will have the opportunity to get into classrooms to learn about data and other trends in how the curriculum is playing out for teachers and students. They will look for trends in the use of the curriculum materials, how students are accessing and engaging with the tasks, and how teachers are supporting students to become proficient readers and writers.

## Targeted Support: The BetterLesson Lab (BL Lab) and Workshops

Serving as the central hub for your professional learning program, the BL Lab houses the participant dashboard, from which participants access learning events, engage with their coach, track progress toward their outcomes, and measure their confidence to enact those outcomes in the classroom.

# Exhibit B

Inside the BL Lab is our library of self-directed mini-courses, called BL Connect. Included in all BetterLesson professional learning programs, each educator receives exclusive access to our library of micro-learnings and quick, digestible courses. These interactive courses provide practical, research-based learning opportunities to focus on topics that interest and inspire them as instructional leaders in their classrooms.

**Evidence: Describe to what extent and in what ways your PL can be customized to meet PSD's specific needs.**

BetterLesson will develop a comprehensive professional learning plan for Poudre School District aligned to your district's goals using our research-backed services. While we have a rigorous EL Education professional learning plan already developed, we will work with PSD to customize for the audience, experience, and outcomes you identify.

As an example, if PSD has some educators with EL Education experience prior to the start of our services, we can modify their Launch experience to omit the initial BL Connect EL Education introductory course and the initial In-Person Launch, and instead set them up to beginning with our Planning Workshops.

It is also possible that PSD will have early-career teachers or early-career principals who would benefit from BetterLesson's Teachership or [Principalship](#) focus areas in addition to EL Education instructional content. BetterLesson can customize learning plans for early-career educators to incorporate building foundational professional skills alongside content skills.

Lastly, our 1:1 coaching model allows all participants to have a personalized experience without modification of the professional learning plan.

**Evidence: How will you measure the effectiveness of your services? How will you use that data?**

BetterLesson uses researched-based methods to assess the effectiveness of our services, as measured by participants and leaders through surveys and documented coaching feedback.

| Guskey's Evaluation Framework | Guskey's Evaluation Framework<br><i>What it Measures</i> | BetterLesson Methods<br><i>How BetterLesson gathers this data</i>                                                                                                                                                                                                 |
|-------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Participants' Reactions       | Satisfaction and quality of professional learning design | Mid-year and end-of-year surveys                                                                                                                                                                                                                                  |
| Participants' Learning        | New knowledge and skills                                 | Participants submit reflections on their growth in the BL Lab. Coaches track participant growth in notes. Participants generate a summative digital portfolio of their work with their BetterLesson coaches. Participants complete coach-guided self-assessments. |

# Exhibit B

|                                               |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organizational Support & Change               | Support, advocacy, accommodation, and recognition of professional learning program | The BL Lab administrator dashboard demonstrates the extent to which participants have been offered and have engaged in professional learning. Administrator and participant mid-year and end-of-year surveys reflect the extent of experimentation, collaboration, and organizational support. Also, administrator feedback during regularly scheduled meetings with their BetterLesson Customer Success Managers. |
| Participants' Use of New Knowledge and Skills | Degree and quality of implementation                                               | BL Lab collects data on participants' growth. Artifacts from Learning walks and Coaching are recorded in the BL Lab for review by coaches and shared, with permission, to administrators                                                                                                                                                                                                                           |

The Customer Success Manager (CSM) establishes a regular meeting cadence (e.g., bi-weekly for the first two months and every 4-6 weeks thereafter) with district and/or school administrators to engage in two-way dialog and to share participant progress data, ensure continued goal alignment, and resolve challenges. The regular meetings include:

- **Check-ins:** The CSM communicates, shares, and addresses what is going well and areas of concern to collectively address. This process allows BetterLesson to understand needs and make course corrections. Additionally, the CSM uses this time to plan upcoming facilitated events in conjunction with Poudre principals as needed.
- **Mid-Year Survey Data Review:** BetterLesson conducts a comprehensive mid-year data review. A participating principal survey measuring coaching effectiveness, personalization, alignment to their work, morale, practice, and mindset shifts is administered. The results are reviewed and shared with district administrators.
- **End-of-Year Meeting:** District administrators receive a summary report of the engagement including successes and areas for improvement. Goal setting for the next year is also discussed and planned.

This information is used by the district for its own assessment of our effectiveness, but also by BetterLesson to refine and adjust our support. We use the data in the immediate term to communicate with our coaches and our CSM in the event minor adjustments to service delivery is needed. In the longer term, we take aggregated data throughout the year and across all of our partnerships to prioritize content, strategies, and service delivery improvements.

**Evidence: Describe your organization's experience convening teachers and leaders across multiple schools for professional learning that builds their familiarity with the structure, approach, and key components of the HQIM.**

BetterLesson workshops are interactive group sessions designed to provide a collaborative opportunity for educators to develop their awareness about and understanding of new skills and practices. These workshops, both in-person and virtual, can bring educators together from across

# Exhibit B

schools, for example, by grade-bands. Over the course of the workshop, the coach works with the participating educators to:

- Define a student-centered instructional practice or approach
- Explore examples and strategies to support their own implementation of the approach
- Build a manageable plan for using the approach effectively in their own school context.

This “Define-Explore-Build” process is a streamlined version of the [5 Stages of Design Thinking](#). In using this structure, BetterLesson workshops empower teachers to address their self-identified challenges in a creative, innovative way.

Each workshop provides educators with a flexible space to work together as they explore, plan, and think through the necessary steps of experimentation and reflection that will lead to sustainable, impactful changes in practice.

The **Rutherford County Schools** implementation project, outlined in our discussion of coherence on page 12, also highlights one way we build professional learning across schools. By helping the district set up a few schools as Model Schools and then facilitating visits from other schools in the district, BetterLesson helped to create a structure in which teachers could build their familiarity with best practices.

## **Evidence: Assurances**

BetterLesson meets the required minimum qualifications. We have provided references and case studies for several districts, we have provided EL Education professional learning, and we are part of the Rivet Education [Professional Learning Partner Guide](#) for Imagine Learning EL Education K-5.

BetterLesson assures PSD it has reviewed the consultant agreement and its terms.

## Proposed Staff Qualifications

**Proposer demonstrates that they have sufficient qualified personnel to work closely with the PSD to manage the contract.**

All of our professional development services are facilitated by BetterLesson Coaches – master teachers and school leaders with expertise in adult learning. Our coaches are current and former educators who bring practical, lived experiences to this critical work, supporting teachers and leaders as they implement research-based practices to achieve well-defined outcomes with our Try-Measure-Learn model.

BetterLesson has a demonstrated capacity to expand our services with fidelity to match the needs of our partnerships over time. We currently have 190 Instructional coaches who can be deployed flexibly across schools and staff nationwide. When demand exceeds our current coach capacity, we hire and train additional coaches in order to meet demand.

We deploy coaches for each partnership based upon a personalized coach-match process. Given our deep bench of coaches, we can source coaches for your educators who best match the needs of Poudre School District, including those with teaching and leadership experience in EL Education.



Our coaches average 9+ yrs experience as teachers, instructional leaders, or principals and have experience as innovators, having pioneered new programs, curricula, or led technology initiatives. Importantly, they also embody our values: failing forward, self-reflection, and taking a learner stance.

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## The program management staff has credentials in management with experience in managing similar sized professional learning programs.

Program management is the responsibility of our internal BetterLesson staff: the Partnership Director, the Solution Designer, and the Customer Success Manager. In the case of Poudre School District, these three roles will be filled by some of our most seasoned professionals: Jeff Liberty, Cheryl Engle-Belknap, and Shubi Kyaruzi

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Jeff Liberty, National Vice President, Strategic Partnerships</b> | <p>Jeff leads the relationship with districts from pre-contract through completion and serves as the executive-level relationship manager. Now in his 10th year at BetterLesson, Jeff collaborates with superintendents, state department of education leaders, foundation directors, and principals across North America and Europe to design and implement relevant and highly personalized professional learning strategies for teachers, administrators, and instructional coaches with the goal of personalizing student learning and improving student growth, ownership, and authentic academic achievement. Jeff was also responsible for leading some of BetterLesson's largest and most complex partnerships, including Charlotte-Mecklenburg County Schools, Dallas ISD, and Cumberland County School District. Jeff is former Principal, District Administrator, Instructional Coach, and Teacher in the Boston Public Schools. He has a Bachelor's degree in History/Secondary Education, a Master's in Creative Writing, and a Master's in Educational Leadership and Administration.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Cheryl Engle-Belknap, Director Solution Design</b>                | <p>Cheryl acts as thought partner to School Districts in designing and implementing comprehensive professional learning. She brings to the experience a decade as a curriculum director in a large urban district in Massachusetts, during which time she moved the district to the "new" common core based Massachusetts Standards for English Language Arts and Mathematics, as well as the shift to the NGSS. In addition, she selected and led a district wide social emotional approach, Responsive Classroom/Developmental Designs. She has been with BetterLesson for ten years, joining as the leader of the Math Master Teacher Project and later leading the Science and Adobe Master Teacher Projects. She is one of a core group who designed and implemented our Instructional Coach and Facilitator roles, and as we transitioned to providing professional learning for curricula, she led as the Director of Curriculum. She is currently a Director of Professional Learning Solutions. Cheryl is the designer and author of numerous BetterLesson strategies, many in leadership topics. Cheryl taught Project SUCCESS: Mentoring in Action program (University of Massachusetts Dartmouth), a graduate level course that develops master mentor evaluators to develop and lead effective collaborative mentoring programs for early career teachers. She holds numerous certifications and endorsements in Principalship, professional learning, foundational reading, Sheltered English Immersion, and teacher evaluation. Cheryl has a BA in Philosophy and Political Science and a Masters in Educational Leadership.</p> |
| <b>Shubi Kyaruzi, Customer Success Manager</b>                       | <p>Shubi is the Customer Success Manager responsible for helping districts derive maximum impact from their BetterLesson professional</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>learning implementation. She will oversee onboarding and kickoff, making sure your objectives are captured, shared across a range of teams at BetterLesson, and adhered to. She will support participant registrations in our BL Lab and facilitate event scheduling and coach-match surveys. Shubi has been with BetterLesson for three years and has consistently demonstrated that she has a unique ability to collaborate with people across age groups, positions, and varying levels of comfort with technology. She provides a gracious smile and always a positive experience. Shubi has a Bachelor's degree in Information Technology.</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**The content development staff has credentials in the content area(s) for which they will be developing professional learning sessions and/or has teaching experience in the content area(s), plus experience in developing and leading professional learning for teachers and/or leaders.**

BetterLesson professional learning is created by a team of Learning Designers who use research about how adults, and educators in particular, learn and grow, to create sustained and scalable professional learning experiences that generate practice shifts for impact. BetterLesson's Learning Design Team develops and refines world-class, innovative professional learning experiences and curates educator voices and practices into a flexible ecosystem that can help us reach every educator and support student-centered shifts. The Learning Designers below have developed the EL Education professional learning experiences as well as our Instructional Leadership learning experiences we believe are integral to the content for PSD.

|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Alaina Mackell, Learning Designer for EL Education Content</b></p> | <p>Alaina is the Learning Designer for our literacy professional development, including student-centered Science of Reading and EL Education. She has been instrumental in building content for BetterLesson's ELA and Literacy focus areas. Prior to working at BetterLesson, Alaina has been a LETRS facilitator, giving her deep experience with the content and pedagogy of the Science of Reading. She also brings to us her experience as an educator and administrator. She has been an elementary teacher for all grades 1-6, an Instructional Lead Teacher, and an Assistant Principal at an elementary school. She has a Bachelors in English, participated in the Prince George's County Schools Residency Teacher Program, and has a Master's in Special Education.</p> |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Exhibit B

|                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Jennifer Cripe, Learning Design for EL Education Content</b>                           | <p>Jennifer is an instructional Coach who supports teachers, coaches, and administrators to implement and expand their student-centered instructional practices. She has worked with elementary and middle school teachers, guiding them with the use of assessment data to identify students' instructional needs and teaching practices that support student learning. She also has supported district leaders and teachers with implementation of a new literacy curriculum. As part of her work for one of the largest school districts in the country, Jennifer provided training and support with curriculum and implementation of best practices for new and experienced teachers. She received her Bachelor of Arts degree in Education from the University of Nevada, Las Vegas, and her Masters degree in Reading and Literacy from Walden University. Jennifer is very passionate about working with all educators, promoting student engagement and achievement.</p> |
| <b>Stefani Morrow, Learning Designer for Instructional Leadership, Executive Coaching</b> | <p>Stefani Morrow is award-winning author, educational leader, and consultant. With more than two decades of experience in public education, she has built a stellar reputation as a champion for change. Her impact in education has extended her reach far beyond the traditional school setting to a plethora of platforms including service as a keynote and conference speaker, presenter, trainer and panelist across the country. In past leadership roles, she has consulted with campus and district level leaders to develop instructional and system-level solutions to support school improvement. Currently, as the manager of learning design, she curates highly interactive, customizable professional learning experiences for educational leaders. Stefani is also a doctoral student at Abilene Christian University studying Organizational Leadership.</p>                                                                                                  |
| <b>Erin Asslin, Learning Design for Instructional Leadership</b>                          | <p>Erin Asselin is an instruction coach, facilitator, and product expert for BetterLesson. Erin strives to support educators in providing high-quality education for their students. She believed that all students, regardless of where they attend school should have access to an excellent education and that the ability to have an excellent education is highly correlated with the quality of the teacher in front of students. Erin has worked in urban education where she has been a teacher, mentor, and administrator. She was a founding member of a charter school. Erin earned the distinguished teacher award at Achievement First for her year over year gap closing results. Erin holds a Bachelor's Degree in History and Political Science from the University of Connecticut and a Master's Degree from Johns Hopkins University.</p>                                                                                                                      |

## **Evidence: Describe your organization's process for selecting, training, evaluating, and coaching staff members on PSD's HQIM.**

Our learning opportunities are delivered by the Instructional Coaches that we diligently recruit and train. Our coaches are selected not only because they are education experts, but also because they deliver impactful professional learning. We prioritize subject-matter expertise, warmth, growth mindsets, experience crafting adult learning experiences, and a deep commitment to diversity, equity, and inclusion.



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Through a highly selective process, with an average acceptance rate of 8%, we seek out high-performing, skilled educators and then assess them to ensure that they have the facilitation and coaching skills and knowledge base to support a meaningful and effective adult-learning experience. In addition to content mastery, all of our applicants are assessed on their abilities in building relationships, flexible thinking, curiosity, efficiency, goal setting, and cultivating a growth mindset. Many of our coaches are current or former school and district leaders, all with a track record of successful, impactful leadership. These individuals include former State Teachers of the Year and professionals with decades of classroom and instructional coaching experience.

Experience has shown us that the best way to ensure continuous growth is through consistent coaching. This is why we provide ongoing training and professional support to our coaches. After a rigorous certification process that includes performance tasks, live interviews, simulations, and self-reflections on their performance, all of our coaches continue to participate in ongoing professional development. Coaches continuously reflect on and work to improve their effectiveness by reviewing qualitative and quantitative data and working in tandem with our internal teams and experts. Each year, we reevaluate each coach's performance and require all coaches to go through a re-application process to ensure that all coaches are truly of the highest caliber.

All coaches who facilitate EL Education Curriculum implementation professional learning are certified in BetterLesson's coaching and facilitation pedagogies and the EL Education curriculum. Because we use personalized coach-matching for participants to coaches, we can also provide coach-facilitators whose backgrounds and certifications support the early-career needs of teachers or principals. This includes how we support participants with curriculum implementation through 1:1 virtual coaching, virtual facilitation, in-person facilitation, and learning walks.

**Evidence: How many client-facing facilitators/trainers/coaches does your organization employ at the time of this proposal that are available to support a contract with PSD?**

BetterLesson has a demonstrated capacity to expand our services with fidelity to match the needs of our partnerships over time. We currently have 120 Instructional contract coaches who can be deployed flexibly across schools and staff nationwide. Once we have the participant coaching surveys and workshop schedules, we will solicit the best matched and best qualified coaches for PSD engagements; we will then dedicate an experienced team for teacher and leader development.

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## Minimum Qualifications

### Describe the process used to assure the Vendor meets the District's minimum qualifications as listed in Section 5.0

Note: BetterLesson is proposing to support EL Education only, thus our responses below reflect only our support of EL Education.

#### 5.1 Vendor provides professional learning grounded in the curricular materials for EL Education and CKLA, and enhances educator's knowledge of the Colorado Academic Standards and Common Core ELA Shifts to move all participants to greater pedagogical understanding, knowledge, and skills. Professional learning that can be connected to the Center for Educational Leadership, University of Washington and [PSD's 5D+ Rubric for Teacher Growth and Evaluation](#)

BetterLesson's professional learning for EL Education facilitates district-wide support of the curriculum and provides educators with specific skills for delivering instruction with impact in the classroom. Our professional learning workshops align with the relevant Common Core shifts (Shifts 1, 3-6) and enhances all participants' pedagogical knowledge and understanding.

Our professional learning is also aligned with the PSD's 5D+ framework. A detailed crosswalk is available in the Appendix.

#### Purpose

Our workshops, courses, and coaching model unpack learning targets from EL Education and support educators to know and understand the purpose of learning targets and goals for each lesson. By focusing on learning targets, students and teachers are able to see how each day's lesson and learning builds to create strong readers and writers over time. Through reflection of learning on daily learning targets, students are able to communicate and reflect on lessons.

#### Student Engagement

BetterLesson's professional learning engages students through modeling protocols throughout workshops. The curriculum is built on supporting students to make meaning through discourse, and in our professional learning, teachers unpack what it looks like to increase the level of

# Exhibit B

questioning throughout each unit to support high-quality discussion, student ownership and reflection. We utilize video examples of lessons to help the curriculum "come to life" for teachers.

## Curriculum and Pedagogy

Our approach to supporting EL focuses on two facets of instruction and assessment: content and craft. BetterLesson supports educators in unpacking the curriculum by understanding its structure, resources, assessments, and daily lessons. Once educators have a deep understanding of how all of the parts fit together, they have a coach to help them plan for daily instruction to support all students succeed through integrated curriculum supports. Our Learning Walk process supports school leaders to get a picture of where teachers are in implementing the curriculum and provides resources to support educators to go deeper with key areas based on the data from the Learning Walk.

## Assessment of Student Learning

BetterLesson's professional learning supports educators to backward plan for instruction based on the curriculum's Module Performance Tasks and then look at unit-level assessments to anticipate where their students might struggle and plan instruction accordingly. By walking through planning processes and templates with teachers, we are able to support educators to see how and where the curriculum naturally supports formative assessment and how they can use learning targets to plan for differentiation and scaffolding. Through each of the component-level workshops and coaching (Modules, Skills Block, and ALL Block), BetterLesson is able to help teachers understand the assessments, organize the data, and use class-level and student-level data to make informed instructional decisions.

## Classroom Environment and Culture

The EL Education curriculum is set up to support educators to focus on learning time and to build norms with students so that they feel ownership of their classroom and learning. Through our workshops, courses, and coaching, BetterLesson supports educators to organize and set up their classrooms so that they are conducive to building a strong culture and routines for learning.

## Professional Collaboration and Communication

Through coaching, BetterLesson is able to support teachers and leaders to work together to support curriculum initiatives, to plan effective professional learning, and communicate with the community and other stakeholders. Over time, we support each educator to understand the curriculum, implement it with integrity, and work collaboratively with grade-level peers to effectively use curriculum resources and planning templates.

## 5.2 Vendor will provide a variety of engaging professional learning materials including videos, articles, research, exemplars of student work, and modeled lessons that are based in real-world application and move beyond theory.

BetterLesson professional learning consists of several learning experiences (e.g., workshops, Coaching, and Learning Walks), all of which are engaging, collaborative, and reflective. We use the BL Lab to house coaching artifacts; any research, videos, blogs, and articles referenced during

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workshops; and strategies used in all learning experiences. All of these learning experiences are designed to give teachers and leaders the opportunity to connect theory to real-world applications, to collaborate on effective applications of learning, and to reflect on specific challenges unique to each participant.

**Example:** BL Connect courses are interactive and always lead with a video introduction by a BetterLesson Coach, with time and space to take notes and measure confidence with the new material.

The screenshot displays the BetterLesson Connect web application. The top navigation bar is blue with the BetterLesson logo and the course title: "Imagine Learning EL Education: Planning for Whole Group Instruction in Skills Block". Below the navigation bar, a sidebar on the left contains links for "Study Plan", "Discussions", "Lessons", "Practice", "Search", and "Return to BetterLesson". The main content area is titled "Study Task - Lessons" and includes tabs for "Table of Contents", "Confidence Levels", "Notes", and "Bookmarks". The current lesson is "Lesson 1 of 2: Introduction and Meet Your Coach".

The lesson content features a decorative header with a hexagonal pattern. Below this, a "Continue" button is visible. The text "Category Welcome" is displayed. A "Welcome!" section follows, with a message from the coach: "Hello! Welcome to 'Imagine Learning EL Education: Planning for Whole Group Instruction in Skills Block'. In this course, we will discuss the purposes of the different instructional practices within the whole group Skills Block lesson and explore resources that can support planning with your students in mind."

Below the welcome message, a section titled "By the end of this 1-hour learning experience, you will be able to:" lists three learning objectives:

- Identify the instructional practices within the Whole Group lesson and their purposes.
- Identify appropriate Skills Block resources to support planning.
- Create a plan for an upcoming Skills Block Whole Group lesson for your students.

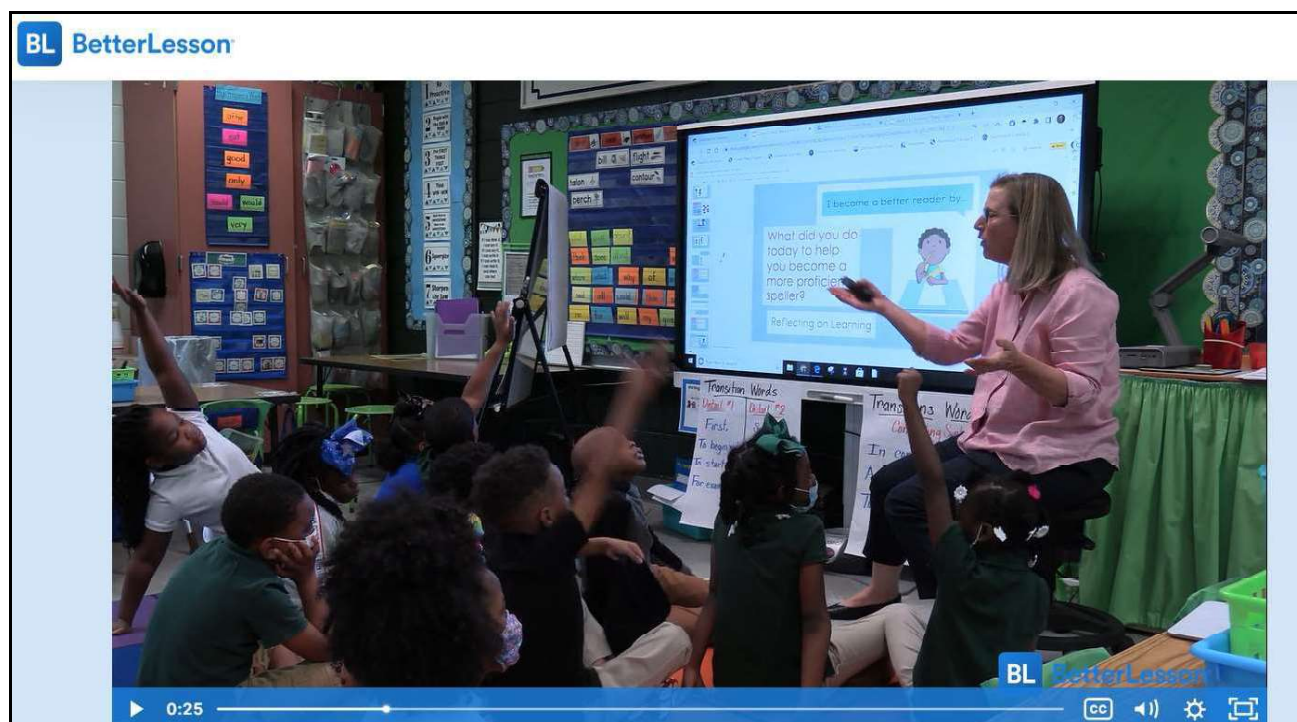
The next section is titled "Your BetterLesson Coach: Jennifer Cripe". It includes a message from the coach: "You will also be hearing from Alaina Jackson-Mackell, our EL Education expert. I am so excited to dig into this topic with you today, but first here is a little bit more about me and this learning experience:"

A video player is shown below the text, featuring a play button icon. The video player has a blue header with the BetterLesson logo and a name tag for "Jennifer Cripe".



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**Example:** Workshops and courses also use [video examples](#) of strategies in use in a real-life classroom.



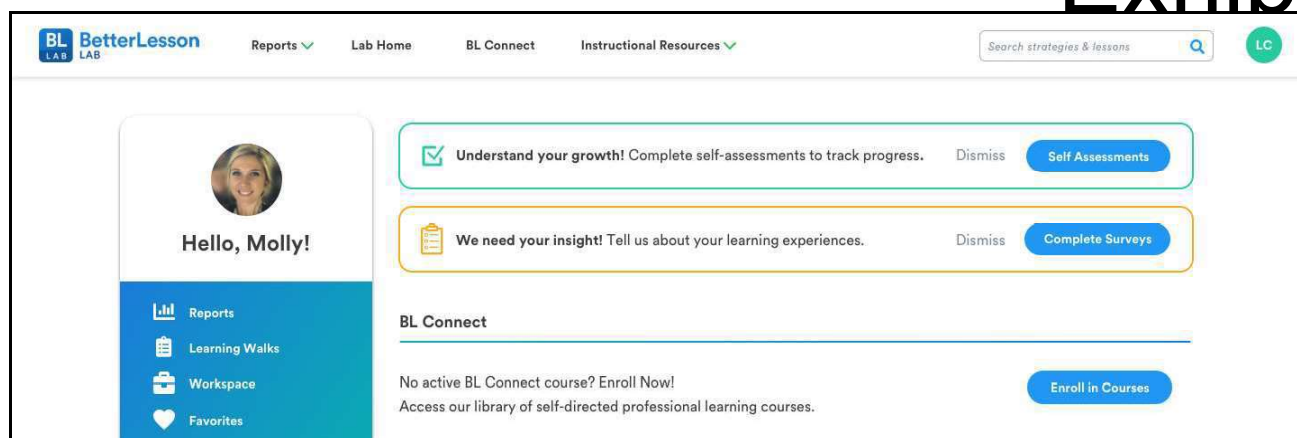
## 5.3 Vendor will increase reader and educator effectiveness and improve their use of technology and data analytics within the context of EL or CKLA.

Our workshops, including the initial Launch Workshop, will support participants' access to and use of the resources on our platform. All our professional learning is done in the context of the Imagine Learning digital platform.

## 5.4 Vendor will provide a tool for teachers, literacy leads, and central office staff to use to evaluate the professional development sessions. Vendors will personalize professional development based on the data collected from evaluation.

BetterLesson uses surveys in every learning experience to measure the quality of the experience and the degree to which the participant is confident of change in practice as a result of the experience. All participants are prompted to respond to surveys through the BL Lab.

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During coaching sessions, indicators of engagement and reflection are collaboratively selected by the participants and their coaches, and highlighted to an administrator dashboard. There, District administrators see cohort participation, progress to outcomes, and shared coach clips and notes.

The exchange between coach and participant is treated as confidential, an aspect of all coaching we believe is critical to supporting participant growth, and the BetterLesson Lab is an extension of the confidential, safe space.

## **5.5 Vendor will use digital materials that are seamlessly compatible with the District's current technology platforms while simultaneously able to adapt to upcoming advances, such as providing, modifying, and creating customized resources to align to the needs to the district.**

BetterLesson uses its digital platform, BL Lab, to house all professional learning resources associated with workshops, coaching, and learning walks. The BL Lab is cloud-based and works on all contemporary web browsers. An internet connection is required to use the BL Lab and to participate in all virtual activities.

## **5.6 While all teachers and leaders will receive the same foundational training on EL/CKLA, subsequent training and coaching will be customized to educators' needs. The professional learning should include experiences that enhance data literacy and move participants to greater capacity for gathering and interpreting their own, PLC, school, and district data.**

Working backward from the change you want to see in the classroom, BetterLesson will help PSD design a comprehensive learning plan that is tailored to meet your strategic goals and is personalized to support every learner at any education level across the district. We invest in your vision, helping you identify target outcomes that will lead to the change you want to see in the classroom, and we create an aligned professional learning plan supporting ongoing learning and development of student-centered teaching and learning practices.

Our comprehensive professional learning programs offer districts both guiding structure and personalized attention to meet the needs of each teacher, instructional specialist, and school leader.

# Exhibit B

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. With EL Education, we provide differentiated coaching after Year 1 to help support the varying needs of educators.

Our workshops and coaching experiences are designed to meet the needs of the educators at their unique level of understanding, based upon their experience as an educator, their experience with a subject matter, their role in the classroom, and more. Each of our experiences follows a research-based framework, Try-Measure-Learn in Coaching and Design-Build-Explore in Workshops, that supports personalized learning for all participants. For example, the Try-Measure-Learn framework gives coaching participants first-hand practice with data literacy when they try a strategy, collect evidence of the strategy in use, and analyze the data to learn from the evidence. In workshops, educators use the Design-Build-Explore framework to design a student-centered practice, explore strategies that will support implementation, and build a plan that will apply to their classroom. These frameworks do the work of giving actionable skills to educators while building their capacity to continue designing and implementing instructional practices in the future.

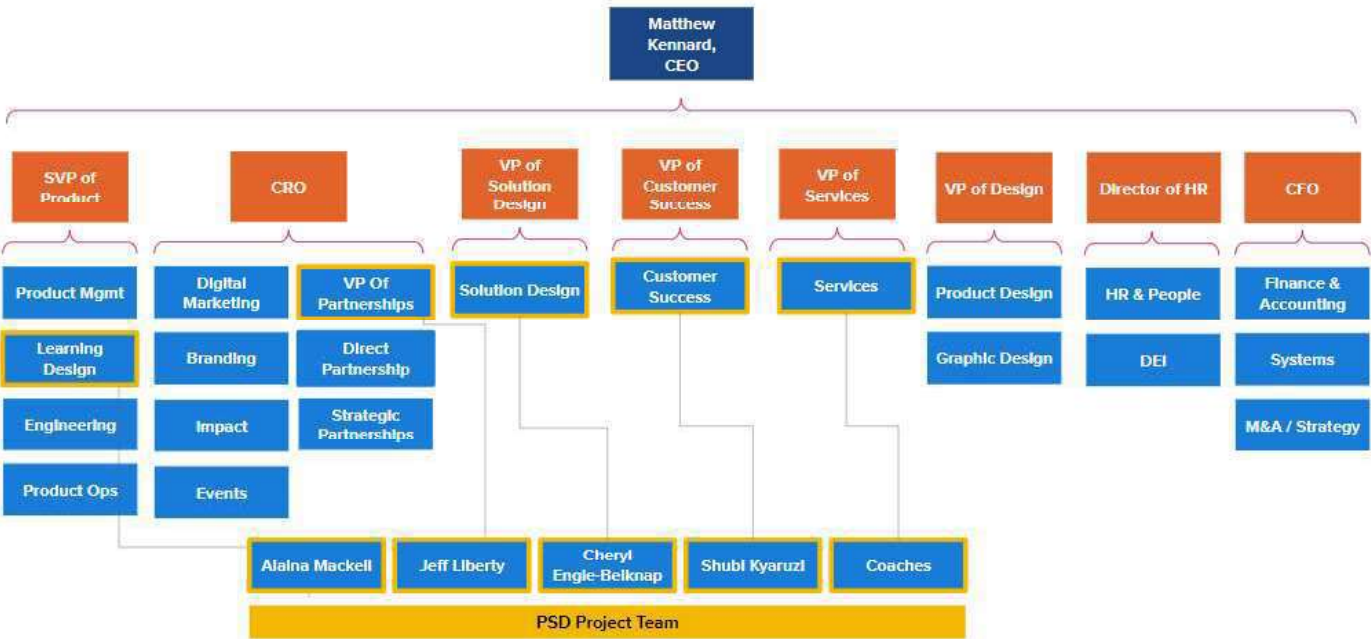
These frameworks are used regardless of the participant; leaders also build capacity through these same workshops while also focusing on specific capacity building practices such as gathering data, enriching PLCs, and using equity to shape instruction. Our Learning Walks give leaders the opportunity to assess progress in the classroom, collect data, and make recommendations thereby increasing the school's capacity to make the necessary instructional shifts with this HQIM.

# Exhibit B



*Demonstrate that the Vendor has the organizational structure, processes, and support capacity to provide engaging and interactive professional learning that considers the complexities of a large district to ensure adult capacity and student outcomes (i.e., moving beyond “train the trainer” models).*

BetterLesson is a fully-remote company with approximately 90 full time employees and 190 contract coaches. Our organization delivers direct services to districts through our teams from Partnerships, Solution Design, Customer Success and Services. Our Learning Design team, part of the Product organization, is also closely involved in the development of services.





# Exhibit B



*Provide an example District support EL implementation plan and processes that includes program activation, implementation, and support, both short term (existing personnel) and long term (onboarding new personnel).*

Our learning plans reflect what we know about adult learners who are both learning and doing. As a result, our learning plan is phased to change by year of implementation, while also remaining consistent for those who come into the implementation in subsequent years. Our learning plans are designed for a multi-year implementation, with assumptions that not only will we experience the expected change in students from year-to-year, but that the teaching and leadership community also changes and that members of that community enter at different points in the implementation process, have different starting points and prior experiences, develop at differing rates, and have differing needs in learning

Year one begins where everyone has access to a variety of resources including short asynchronous courses focused on specific topics such as planning. New learning is introduced in a Launch Workshop where shared understandings are developed. Support immediately follows at an individual level, either teachers or instructional coaches, through 1:1 coaching, as new practices can be difficult to implement without personalized job-embedded support.

One-to-one coaching is always personalized to the experience and knowledge of the individual participant and can address a multitude of differing needs, including meeting the needs of those who are excelling and developing them as "centers of excellence". Workshop audiences are adjusted so that context, examples, and planning aligns to the reality of the participants. In the planning phase, workshops are designed to be iterative so that as teachers deepen their practice, they can shift their focus from initial planning where one is getting accustomed to something new, to specific elements such as differentiation, scaffolding, student ownership, growth mindset, protocols and routines, and so on.

Please see our proposed plan for a five-year implementation of EL Education professional learning on the following pages.

# Exhibit B

## Program Activation

An initial **kickoff meeting** will begin 14 days from contract signing. Upon contract award, the Customer Success Manager (CSM) will meet with our solution design and partnerships team to understand the vision for teaching and learning in PSD. The CSM will then partner with your leadership team to develop and refine the implementation plan, including clarifying the cadence and cohorts for coaching and workshops. The CSM will onboard your designated staff in our system as participants and connect the appropriate learning experiences to their BL Lab account. Your staff will complete an initial coaching form which we will use to create a personalized coach-match with one of our highly trained coaches.

Once access is established, your staff will have access to the BL Lab and the BL Connect courses. After their coach is matched, they will begin scheduling initial coaching sessions.

## Professional Learning Plan Assumptions

Although we recognize that there are still some details that are in flux, based on Sections 3.8.1-3.8.5, for the purposes of modeling scope and budget, we made a number of assumptions that guided the proposed plan that follows, all of which we expect to discuss and negotiate to more precise numbers with PSD leadership if we are chosen to be your professional learning partner:

- There are approximately 85 teachers per grade in grades K-5.
- Of the 50 participants in the Summer Institute, 32 are Elementary Principals who would benefit from job-embedded support at least throughout Year 1 and possibly longer.
- Given the total number of K-5 teachers you shared (500) and the max capacity of our in-person and virtual workshops (30 and 20, respectively), we would need 25 sections of any in-person workshop for teachers and 17 sections of any virtual workshop we would offer to all 500 teachers.
- Regarding the Summer Institute, we would assume that 50 leaders would require two facilitators for each full-day, or up to 8 workshop sessions if we were to facilitate all 4 days.
- We recommend that all 500 teachers get at least 8 sessions of 1:1 coaching and that all principals and instructional coaches have the opportunity to receive Unlimited coaching in Year 1. Some teachers, especially early-career teachers and experienced teachers whom you suspect will have a challenging experience implementing the new EL curriculum, should receive unlimited 1:1 coaching in Year 1.
- We would strongly recommend that, in conjunction with 1:1 leadership coaching, each of your 32 Elementary Schools experience 2 in-person facilitated Learning Walks in Year 1, for a total of 64 Learning Walks.

# Exhibit B

## Year 1: Detailed Professional Learning Schedule

| Date + Focus                                                                                                                                                                         | Participants                                                      | Service/Product                                                                                                                                | Assumed Quantities                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| As soon as contract starts                                                                                                                                                           | All K-5 teachers and leaders                                      | <a href="#">BL Connect</a> including <a href="#">EL Education Courses</a> , <a href="#">BL Lab</a>                                             | 550 licenses                                 |
| <b>June 2023</b><br>Launching the Curriculum & Leading the Change                                                                                                                    | Leaders<br>(up to 25 per group)                                   | In-Person Workshops                                                                                                                            | 8 sessions                                   |
| <b>Fall 2023</b><br>1:1 Educator Support                                                                                                                                             | Leaders, Coaches, Teachers                                        | 1:1 Virtual Coaching <ul style="list-style-type: none"> <li>Teachers: 8 sessions</li> <li>Leaders &amp; Coaches: Unlimited Sessions</li> </ul> | Teachers: 500<br>Leaders: 32<br>Coaches: TBD |
| <b>August 2023</b> <ul style="list-style-type: none"> <li><a href="#">Foundations of EL Education K-8</a></li> <li><a href="#">Launching the EL Education K-8 Modules</a></li> </ul> | K-8 Teachers<br>(up to 30 per group)                              | 2 In-Person Workshops                                                                                                                          | 34 total sessions                            |
| <b>September 2023</b><br><a href="#">Launching Skills Block K-2</a>                                                                                                                  | K-2 Teachers<br>(up to 30 per group)                              | In-Person Workshops                                                                                                                            | 9 total sessions                             |
| <b>September 2023</b><br><a href="#">Launch ALL Block 3-5</a>                                                                                                                        | 3-5 Teachers<br>(up to 30 per group)                              | In-Person Workshops                                                                                                                            | 9 total sessions                             |
| <b>October &amp; November 2024</b><br><a href="#">Strategic Planning for Modules</a>                                                                                                 | K-8 Teachers<br>(up to 30 per group)                              | In-Person Workshops                                                                                                                            | 34 total sessions                            |
| <b>January 2024</b><br><a href="#">Strategic Planning for Skills Block</a>                                                                                                           | K-2 Teachers<br>(up to 30 per group)                              | In-Person Workshops                                                                                                                            | 9 total sessions                             |
| <b>January and February 2024</b><br><a href="#">Strategic Planning for ALL Block</a>                                                                                                 | 3-5 Teachers<br>(up to 30 per group)                              | In-Person Workshops                                                                                                                            | 9 total sessions                             |
| <b>Fall 2023</b><br><br><b>Winter 2023/Spring 2024</b><br><a href="#">Assessing Progress</a>                                                                                         | Leaders (2 per school and up to 6 participants per Learning Walk) | In-Person <a href="#">Learning Walks</a>                                                                                                       | 64 Learning Walks                            |

# Exhibit B

## Years 2-5: Draft Plan and Schedule

| Timing + Focus                                                       | Participants                                                      | Service/Product                                   |
|----------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|
| As soon as contract starts                                           | All K-5 teachers and leaders                                      | BL Connect & BL Lab (ongoing access)              |
| <b>Fall 2024</b> Launching the Curriculum for New Leaders            | Leaders (up to 20 per group)                                      | Virtual Workshop                                  |
| <b>Fall 2024</b> New Educator Support                                | New Principals, Coaches, Early-Career Teachers                    | 1:1 Virtual Coaching (ongoing)                    |
| <b>Fall 2024</b> Targeted Educator Support                           | Experienced Principals, Coaches, Teachers                         | 1:1 Virtual Coaching (8 sessions)                 |
| <b>Fall 2024</b> Launching the Curriculum & Modules for New Teachers | K-8 Teachers (up to 25 per group)                                 | 3 Virtual Workshops or 1 In-Person Workshop       |
| <b>Fall 2024</b> Launching Skills Block for New Teachers             | K-2 Teachers (up to 25 per group)                                 | 2 Virtual Workshops or In-Person Workshop         |
| <b>Fall 2024</b> Launching ALL Block for New Teachers                | 3-5 Teachers (up to 25 per group)                                 | 2 Virtual Workshops or In-Person Workshop         |
| <b>Late Fall 2024/Winter 2025</b> Planning for New Teachers          | K-8 Teachers (up to 25 per group)                                 | 3 Virtual Workshops or In-Person Workshop         |
| <b>Winter 2025</b> Planning Skills Block for New Teachers            | K-2 Teachers (up to 25 per group)                                 | 3 Virtual Workshops or In-Person for new Teachers |
| <b>Winter 2025</b> Planning ALL Block for New Teachers               | 3-5 Teachers (up to 20 per group)                                 | 3 Virtual Workshops                               |
| <b>Fall 2024 /Winter - Spring 2025</b> Assess Progress               | Leaders (2 per school and up to 6 participants per Learning Walk) | Learning Walk                                     |

# Exhibit B



Pricing for our comprehensive learning plan is developed from our unit pricing. Our pricing is all inclusive and accounts for all materials, supplies, mileage, lodging costs associated with any and all events.

| Learning Experience               | Participants                   | Unit Price            | Discounted |
|-----------------------------------|--------------------------------|-----------------------|------------|
| In-Person Launch Workshop         | Up to 30 Leaders               | \$6,500               | \$6,000    |
| In-Person Launch Workshop         | Up to 30 teachers              | \$6,000               | \$5,500    |
| 1:1 Virtual Coaching for Leaders  | Unlimited sessions per leader  | \$4,800               | \$4,000    |
| 1:1 Virtual Coaching for Teachers | Unlimited sessions per teacher | \$3,000               | \$2,500    |
| 1:1 Virtual Coaching for Teachers | 8 sessions per teacher         | \$1,650               | \$1,500    |
| In-Person Learning Walks          | Up to 5 leaders, coaches       | \$6,500               | \$6,000    |
| Virtual Workshops                 | Up to 20 leaders               | \$3,000               | \$2,500    |
| Virtual Workshops                 | Up to 20 teachers              | \$2,500               | \$2,250    |
| BL Lab Platform                   | All participants               | \$150 per participant | Included   |

# Exhibit B



## Appendix

Bid Certification Form  
Sample Materials  
Common Core Shifts and 5D+ Alignments

# Exhibit B

## 13.0 BID CERTIFICATION FORM

The undersigned hereby affirms that:

- He/she is a duly authorized agent of the company issuing this response and that all information provided in the response is true and accurate.
- He/she has read any conditions and technical specifications, which were made available to the Service Provider in conjunction with this RFP, and fully understands and accepts these terms unless specific variations have been expressly listed in the response.
- The Service Provider, if deemed qualified, will adhere to all terms and conditions and provide, at a minimum, all services as expressed in the RFP and/or the Service Provider's response to the RFP.
- The Service Provider meets or exceeds all of the required criteria as specified by this RFP.
- The Service Provider's response is being offered independently of any other company and in full compliance with the terms specified in this RFP.
- The company will accept any awards made to it, as a result of this RFP for a minimum of one hundred and twenty (120) calendar days following submission.

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Company Name       | BetterLesson, Inc.                                                                |
| Signature of Agent |  |
| Printed Name       | Matthew Kennard                                                                   |
| Title              | CEO                                                                               |
| e-Mail Address     | rfp@betterlesson.com                                                              |
| Mailing Address    | 410 University Ave, DPT 11046, Westwood, MA 02090-2311                            |
| Phone Number       | 617-329-9130                                                                      |
| Contact Person     | Julie Miller-Johnson rfp@betterlesson.com                                         |

(If different from Agent – include e-mail address and phone number)

**NOTE: Responses submitted without the signature of an authorized agent of the company may be considered non-responsive and ineligible for the award.**





# Exhibit B

## EL Education Skills Block Learning Walk:

### Inspire NOLA - Inspire 42

February 13, 2023

7:30 a.m. - 12:30 p.m.

### Agenda

In this session, we will become oriented to the process of a Learning Walk, a non-evaluative walkthrough process to help assess the quality of student learning and effectiveness of instruction in your school building.

| Time          | Focus                                                                                                                                   | Resources                                                                                            |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 15 minutes    | <b>Welcome &amp; Introductions</b>                                                                                                      | <ul style="list-style-type: none"> <li><a href="#">Digital LW Tool FAQ</a></li> </ul>                |
| 20-25 minutes | <b>Define: Learning Walk Reflection</b>                                                                                                 |                                                                                                      |
| 30 minutes    | <b>Define: Foundations of the Focus Area and Learning Walk Tool</b> <ul style="list-style-type: none"> <li>Outcome Selection</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Skills Block Look-For Explanations</a></li> </ul> |
| 30 minutes    | <b>Explore: Evidence of Making Learning Meaningful - Skills Block in the Classroom</b>                                                  | <ul style="list-style-type: none"> <li><a href="#">Paper Practice Tool</a></li> </ul>                |
| 120 minutes   | <b>Explore: 'Practice' Classroom Walkthroughs</b>                                                                                       | <ul style="list-style-type: none"> <li><a href="#">Hallway Huddle Video</a></li> </ul>               |
| 60 minutes    | <b>Lunch</b>                                                                                                                            |                                                                                                      |
| 40-50 minutes | <b>Build: Analyzing Trends</b>                                                                                                          | <ul style="list-style-type: none"> <li><a href="#">Feedback Protocol</a> (Glow and Grow)</li> </ul>  |

|               |                                           |                                                                                                                                                                                                                                                                                  |
|---------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                           | <ul style="list-style-type: none"> <li>• <a href="#">Generate-Sort-Connect-Elaborate</a></li> </ul>                                                                                                                                                                              |
| 15 minutes    | <b>Break</b>                              |                                                                                                                                                                                                                                                                                  |
| 40-50 minutes | <b>Build: Planning for Implementation</b> | <ul style="list-style-type: none"> <li>• <a href="#">Learning Walk Email Templates</a></li> <li>• <a href="#">Sample Learning Walk Schedule</a></li> <li>• <a href="#">Blank Learning Walk Schedule Template</a></li> <li>• <a href="#">EL Education Landing Page</a></li> </ul> |
| 15 minutes    | <b>Reflection &amp; Next Steps</b>        | <ul style="list-style-type: none"> <li>• <a href="#">Additional Resources</a></li> </ul>                                                                                                                                                                                         |

## Implementation Planning

|                                                                                                                                        |  |
|----------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Goal Setting</b>                                                                                                                    |  |
| What is your goal for future Learning Walks?                                                                                           |  |
| What is your goal for doing a Learning Walk around Skills Block?                                                                       |  |
| <b>Prioritization</b>                                                                                                                  |  |
| Which classrooms do you want to see for Skills Block? ( <i>choose a variety of classrooms to visit, from novice to more advanced</i> ) |  |
| Which Targets or look-fors do you want to prioritize within the Skills Block Focus Area?                                               |  |
| <b>Scheduling</b>                                                                                                                      |  |



# Exhibit B

|                                                                                     |  |
|-------------------------------------------------------------------------------------|--|
| When are you available to schedule and prioritize classroom walkthroughs?           |  |
| Which leader(s) can you pair up with for classroom walkthroughs?                    |  |
| When can you meet with other leaders to analyze and reflect on the data you gather? |  |

## Strategy Exploration

| Strategy | How could this support your teachers? | What do you want to remember? |
|----------|---------------------------------------|-------------------------------|
|          |                                       |                               |
|          |                                       |                               |
|          |                                       |                               |

## ★ Additional Resources

| Independent Rotations                                                                                                                                                                                                                                | Small Group Planning                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• <a href="#">AIR Reading Response Pages</a></li><li>• <a href="#">Writing Prompts by Cycle</a></li><li>• <a href="#">Kid-friendly fluency rubric</a></li><li>• <a href="#">All Cycle Word Lists</a></li></ul> | <ul style="list-style-type: none"><li>• <a href="#">Cycle Lessons Mapped by Microphase</a></li><li>• <a href="#">Teacher-Led Planning Template</a></li><li>• <a href="#">Differentiated Rotations Planning Template</a></li><li>• <a href="#">Skills Block Small Group and Rotation Resources</a></li></ul> |

# Exhibit B



## Supporting All Learners Choice Board

**Directions**

- Choose one category that you want to prioritize.
- Select resources to explore.
- Take notes of what you want to remember in the notes section (below the resources).

**Guiding Questions**

- How does this apply to your students?
- How can you leverage what you already know about the curriculum to enhance these ideas or resources?
- What do you need to make these supports a reality?

**\*\*You may need to create a free account from EL Education to access some of the resources below. If you aren't sure if you have one, click [here](#), select "create account" and then come back to the choice board to get started.**

| Supporting English Learners                                                                                                                                                                                                                                                                                                          | Scaffolding Strategies                                                                                                                                                                                                                                                                                                                                                                                                  | Student-Centered Practices                                                                                                                                                                                                                                                                                             | Flexible Group Work and Protocols                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#">Supporting English Learners</a> PDF<br><br><a href="#">Supporting English Learners: English Language Arts</a><br><br><b>Videos</b> <ul style="list-style-type: none"><li>• <a href="#">Supporting ELs in School and Beyond</a></li><li>• <a href="#">Scaffolding Literacy Instruction for English Learners</a></li></ul> | <a href="#">Helping All Learners: Readiness</a><br><br><a href="#">Interacting with Complex Texts: Scaffolding Reading</a><br><br><a href="#">Effective Teaching Practices for Students in Inclusive Classrooms</a><br><br><a href="#">Transition Routines for Primary Learners</a><br><br><b>Videos</b> <ul style="list-style-type: none"><li>• <a href="#">Learning to Think: A Foundation for Analysis</a></li></ul> | <a href="#">Assessment and Differentiated Instruction</a><br><br><a href="#">Helping All Learners: Learning Styles</a><br><br><a href="#">8 High-Leverage Practices</a><br><br><a href="#">Center Students with Culturally Responsive Teaching</a><br><br><a href="#">Using Learning Targets with Primary Learners</a> | <a href="#">What is a Language Dive?</a><br><br><a href="#">Flexible Grouping Patterns for Differentiation</a><br><br><a href="#">Conversation Cues</a><br><br><a href="#">The What, How and Why of Protocols</a><br><br><a href="#">Protocols Modified for Primary Learners</a><br><br><b>Protocols in Action</b> (videos) |

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|              | <p><u><a href="#">Video</a></u></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Teaching Matters: Scaffolding Video</a></u></li> </ul> <p><b>Close Reading Focus</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Close Reading Part 1 Video (K-2)</a></u></li> <li>• <u><a href="#">Close Reading Part 2 Video (K-2)</a></u></li> <li>• <u><a href="#">Behind the Practice: Close Reading Video (K-2)</a></u></li> <li>• <u><a href="#">Close Reading Video (3-5)</a></u></li> <li>• <u><a href="#">Reading and Thinking Like Scientists Part 1 Video (6-8)</a></u></li> <li>• <u><a href="#">Reading and Thinking Like Scientists Part 2 Video (6-8)</a></u></li> </ul> | <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Institutes on Academic Diversity</a></u></li> </ul> | <ul style="list-style-type: none"> <li>• <u><a href="#">Using an Interactive Word Wall</a></u></li> <li>• <u><a href="#">Chalk Talk</a></u></li> <li>• <u><a href="#">Give one, Get one (Go Go Mo)</a></u></li> <li>• <u><a href="#">Think-Pair-Share</a></u></li> </ul> <p><b>Language Dive</b> (videos)</p> <ul style="list-style-type: none"> <li>• <u><a href="#">Language Dives: Behind the Practice Video</a></u></li> <li>• <u><a href="#">Small Group Language Dive (long version)</a></u></li> </ul> |  |
| <b>Notes</b> | <b>Notes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Notes</b>                                                                                                                     | <b>Notes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |



# Exhibit B

## Crosswalks to Common Core Shifts and PSD 5D+ Rubric for Teacher Growth and Evaluation

| Common Core ELA Shifts                                         | BetterLesson Curricular Materials                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Shift 1:</b> Balancing Informational & Literary Texts (K-5) | <ul style="list-style-type: none"> <li>• Foundations of EL Education K-5</li> <li>• Launching               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> <li>◦ ALL Block 3-5</li> </ul> </li> <li>• Planning               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> <li>◦ ALL Block 3-5</li> </ul> </li> </ul> |
| <b>Shift 2:</b> Knowledge in the Disciplines (Grades 6-12)     | <ul style="list-style-type: none"> <li>• Foundations of EL Education 6-8</li> <li>• Launching               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> </ul> </li> <li>• Planning               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> </ul> </li> </ul>                                                   |
| <b>Shift 3:</b> Staircase of Complexity                        | <ul style="list-style-type: none"> <li>• Launching               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> </ul> </li> <li>• Planning               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> <li>◦ ALL Block 3-5</li> <li>◦ Skills Block K-2</li> </ul> </li> </ul>                                         |
| <b>Shift 4:</b> Text-based Answers                             | <ul style="list-style-type: none"> <li>• Launching               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> </ul> </li> <li>• Planning               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> <li>◦ ALL Block 3-5</li> </ul> </li> </ul>                                                                     |
| <b>Shift 5:</b> Writing from Sources                           | <ul style="list-style-type: none"> <li>• Launching               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> <li>◦ ALL Block 3-5</li> </ul> </li> <li>• Planning               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> <li>◦ ALL Block 3-5</li> </ul> </li> </ul>                                            |
| <b>Shift 6:</b> Academic Vocabulary                            | <ul style="list-style-type: none"> <li>• Launching               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> <li>◦ ALL Block 3-5</li> </ul> </li> <li>• Planning               <ul style="list-style-type: none"> <li>◦ Modules K-5</li> <li>◦ Skills Block K-2</li> <li>◦ ALL Block 3-5</li> </ul> </li> </ul>                |



# Exhibit B

| 5D+ Rubric for Teacher Growth and Evaluation                                                |                                                                         | BetterLesson Curricular Materials   |                                     |                                     |                                     |                                     |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| PURPOSE                                                                                     |                                                                         | P1                                  | P2                                  | P3                                  | P4                                  | P5                                  |
| P1 Learning target(s) connected to standards                                                | Introduction to Modules K-8 Part 1 & Introduction to Modules K-8 Part 2 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| P2 Lessons connected to previous and future lessons, broader purpose and transferable skill | Tracing a Standard in Modules K-8 VW                                    | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                             | Strategic Planning from Assessments in Modules K-8 VW                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| P3 Design of performance task                                                               | Internalizing a Lesson in Modules K-8 VW                                | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| P4 Communication of learning target(s)                                                      | Self-Assessment and Refining Practice in Skills Block K-2               | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| P5 Success criteria                                                                         | Benchmark Data to Microphase Groupings in Skills Block K-2              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                             | Planning for Differentiated Rotations in Skills Block K-2               | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                             | Self-Assessment and Refining Practice in ALL Block 3-5                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                             | Strategic Planning the Components in ALL Block 3-5                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                             | Management and Engagement in ALL Block 3-5                              | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| STUDENT ENGAGEMENT                                                                          |                                                                         | SE1                                 | SE2                                 | SE3                                 | SE4                                 | SE5                                 |
| SE1 Quality of questioning                                                                  | Internalizing a Lesson in Modules K-8                                   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| SE2 Ownership of learning                                                                   | Developing Collaborative Culture for Modules K-8                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| SE3 Capitalizing on students' strengths                                                     | Management and Engagement in ALL Block 3-5                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| SE4 Opportunity and support for participation and meaning making                            | Planning for Differentiated Rotations in Skills Block K-2               | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| SE5 Student talk                                                                            |                                                                         |                                     |                                     |                                     |                                     |                                     |





# Exhibit B

| CURRICULUM AND PEDAGOGY                                                                                                                                                                                                                                         |                                                                                   | CP1                                 | CP2                                 | CP3                                 | CP4                                 | CP5                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>CP1</b> Alignment of instructional materials and tasks<br><br><b>CP2</b> Teacher knowledge of content<br><br><b>CP3</b> Discipline-specific teaching approaches<br><br><b>CP4</b> Differentiated instruction for students<br><br><b>CP5</b> Use of scaffolds | Introduction to Modules K-8 Part 1 & Introduction to Modules K-8 Part 2           | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                                                                                                                                 | Introduction to Skills Block K-2 Part 1 & Introduction to Skills Block K-2 Part 2 |                                     |                                     |                                     |                                     |                                     |
|                                                                                                                                                                                                                                                                 | Introduction to ALL Block 3-5 Part 1 & Introduction to ALL Block 3-5 Part 2       |                                     |                                     |                                     |                                     |                                     |
|                                                                                                                                                                                                                                                                 | Tracing a Standard in Modules K-8                                                 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                                                                                                                                 | Strategic Planning from Assessments in Modules K-8                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                 | Internalizing a Lesson in Modules K-8                                             | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                 | Self-Assessment and Refining Practice in Skills Block K-2                         | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                 | Benchmark Data to Microphase Groupings in Skills Block K-2                        | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                 | Planning for Differentiated Rotations in Skills Block K-2                         | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                 | Self-Assessment and Refining Practice in ALL Block 3-5 (CP1, CP2, CP3)            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                                                                                                                                 | Strategic Planning the Components in ALL Block 3-5                                | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                 | Management and Engagement in ALL Block 3-5                                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                 | Developing Collaborative Culture for Modules K-8                                  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                 | The Power of Language Dives in Modules K-8                                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                 | Supporting All Learners in Modules K-8                                            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| ASSESSMENT FOR STUDENT LEARNING                                                                                                                                                                                                                                 |                                                                                   | A1                                  | A2                                  | A3                                  | A4                                  | A5                                  |
| <b>A1</b> Student self assessment                                                                                                                                                                                                                               | Tracing a Standard in Modules K-8                                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>A2</b> Student use of formative assessments over time                                                                                                                                                                                                        | Strategic Planning from Assessments in Modules K-8                                | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |



# Exhibit B

|                                                                                                                                                                                      |                                                            |                                     |                                     |                                     |                                     |                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <b>A3</b> Quality of formative assessment methods<br><b>A4</b> Teacher use of formative assessments<br><b>A5</b> Collection systems for formative assessment data                    | Internalizing a Lesson in Modules K-8                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Self-Assessment and Refining Practice in Skills Block K-2  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Benchmark Data to Microphase Groupings in Skills Block K-2 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Planning for Differentiated Rotations in Skills Block K-2  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Self-Assessment and Refining Practice in ALL Block 3-5     | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Strategic Planning the Components in ALL Block 3-5         | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| <b>CLASSROOM ENVIRONMENT &amp; CULTURE</b>                                                                                                                                           |                                                            | <b>CEC 1</b>                        | <b>CEC 2</b>                        | <b>CEC 3</b>                        | <b>CEC 4</b>                        | <b>CEC 5</b>                        |
| <b>CEC1</b> Classroom arrangement and resources<br><b>CEC2</b> Learning routines<br><b>CEC3</b> Use of learning time<br><b>CEC4</b> Student status<br><b>CEC5</b> Norms for learning | Getting Started with EL Education K-8                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Tracing a Standard in Modules K-8                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                                                      | Strategic Planning from Assessments in Modules K-8         | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Internalizing a Lesson in Modules K-8                      | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Self-Assessment and Refining Practice in Skills Block K-2  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                                                      | Benchmark Data to Microphase Groupings in Skills Block K-2 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                                                      | Planning for Differentiated Rotations in Skills Block K-2  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Self-Assessment and Refining Practice in ALL Block 3-5     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                                                      | Strategic Planning the Components in ALL Block 3-5         | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                                                                                                                      | Management and Engagement in ALL Block 3-5                 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      | Developing Collaborative Culture for Modules K-8)          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                      |                                                            |                                     |                                     |                                     |                                     |                                     |



# Exhibit B

| PROFESSIONAL COLLABORATION AND COMMUNICATION                                   |                                     | PCC<br>1                            | PCC<br>2                            | PCC<br>3                            | PCC<br>4                            | PCC<br>5                            |
|--------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| PCC1 Collaboration with peers and administrators to improve student learning   | Leading Through Change              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|                                                                                | Principalship                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| PCC2 Communication and collaboration with parents and guardians                | Instructional Coaching (PCC1)       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
|                                                                                | Collaborative Professional Learning | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| PCC3 Communication within the school community about student progress          | Feedback and Observation            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| PCC4 Support of school, district and state curricula, policies and initiatives |                                     |                                     |                                     |                                     |                                     |                                     |
| PCC5 Ethics and advocacy                                                       |                                     |                                     |                                     |                                     |                                     |                                     |

### Additional Terms for Coaching and Events

All terms in this Exhibit A are in addition to, and should be interpreted in the context of, the Terms & Conditions set forth in the Agreement and only supersede any provision in the Terms & Conditions if expressly stated herein.

The Terms herein apply to any Coaching and/or Events Services that Customer has purchased.

#### Coaching Additional Terms:

##### 1. Coaching Term Options

Customer shall select either one of the following coaching packages: (1) Short-Cycle Coaching; (2) Targeted Coaching; or (3) Unlimited Coaching. These packages have the following terms:

- **Short-Cycle Coaching** – Access to up to four (4) Coaching Sessions. Customer may begin the series of Coaching Sessions at any time during the School Year, and Coaching Sessions must be completed prior to the end of the School Year. After receiving access to register for coaching, Customer must complete all other Coaching Sessions within three (3) months.
- **Targeted Coaching** – Access to up to eight (8) Coaching Sessions. Customer may begin the series of Coaching Sessions at any time during the School Year, and Coaching Sessions must be completed prior to the end of the School Year. After receiving access to register for coaching, Customer must complete all other Coaching Sessions within five (5) months.
- **Unlimited Coaching** – Access to an unlimited number of Coaching Sessions during the School Year.

A coaching service will be considered delivered to the customer once the first meeting between Customer personnel (e.g., someone receiving coaching) and a coach assigned by BetterLesson occurs. Coaching sessions may have variable length as established at the scheduling of the Coaching Session.

##### 2. Rollover Policy

If some amount of services remain undelivered at the end of a given School Year, the Customer is eligible to rollover up to 10% of the total contracted value to apply as a credit on a contract in the following School Year. To qualify for rollover, the Customer must pay BetterLesson the value of the rollover funds in the School Year during which they were originally contracted and any rollover funds must be used before the end of the following School Year as defined by BetterLesson. For example, if a school purchases \$5000 of sessions, they could be eligible for up to \$500 to be carried over to the next school year provided that they meet the conditions outlined above.

#### Events Additional Terms:

**Event Cancellation Policy:** Any cancellation fee associated with an event cancellation fee will be applied *per session*. For example, if an event with 12 sessions happening concurrently are all canceled after the cancellation deadline, the cancellation fee would be applied for each of the 12 sessions.

**Participant Limitations:** Events (including workshops and learning walks) are limited to the number of participants set forth on the Order Form. BetterLesson does not guarantee space at the event for additional participants and may charge an additional fee for any such additional participants.



**BetterLesson Inc.**

955 Massachusetts Ave.,  
Cambridge, MA 02139,  
www.betterlesson.com

## BetterLesson Professional Learning Order Form

**Date:** Jul 11, 2023

**Prepared By:**

Jeff Liberty

**Partner:** Poudre School District R - 1  
Brian Kingsley, Superintendent

National Vice President, Urban and Strategic  
Partnerships

### Quantities and Fees

| QTY | Product Name                                 | Notes                                                                                                                                                                                                                                                                                                                                                                                                     | List Price | Cost         |
|-----|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|
| 10  | In-Person Learning Walk -- Curriculum        | 1-day evidence-based classroom observations followed by a trend analysis and action planning. Up to 5 participants per LW (all will be principals). 5 schools in October and 5 in December--exact schools and dates TBD by district leadership.                                                                                                                                                           | \$6,500.00 | \$60,000.00  |
| 25  | Short Cycle Coaching (Leader) -- Curriculum  | Bi-weekly one-on-one virtual coaching for leaders that builds and sustains new curricular and instructional leadership skills. Four sessions. Available September 1.                                                                                                                                                                                                                                      | \$1,500.00 | \$31,250.00  |
| 412 | Short Cycle Coaching (Teacher) -- Curriculum | Bi-weekly one-on-one virtual coaching for teachers that ensures understanding and application to build sustainable skills. Four sessions. Available September 5. All K-5 teachers will be offered one Short-Cycle coaching experience to start the year. This is an opt-in model, so some teachers may not elect to engage in coaching and others may decide to "stack" multiple Short-Cycle engagements. | \$1,000.00 | \$412,000.00 |

| QTY           | Product Name                                  | Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | List Price | Cost         |
|---------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|
| 72            | In-Person Workshop<br>(Teacher) -- Curriculum | 1-day interactive learning experiences to dive deeply into each aspect of implementing curriculum. Up to 25 participants per session. 20 sessions on August 10 (times TBD shortly); these sessions will include all 412 K-5 General Education teachers plus 25 English Learner teachers and 25 Special Educators who teach elementary students. There will be 16 sessions on September 22 (times and grade bands TBD); these sessions will only include the 412 General Education teachers. There will be 18 more sessions by grade level in both the fall and spring--all of these times and dates will be established in collaboration with PSD leadership. | \$6,000.00 | \$396,000.00 |
| <b>TOTAL:</b> |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            | \$899,250.00 |

### Additional Information

1. Term: Jul. 1, 2023 - Jun. 30, 2024
2. Payment Schedule: Net 30
3. Authorized Administrator Signatory:  
Brian Kingsley, Superintendent

Customer designates the above individual as its Authorized Administrator Signatory. "Authorized Administrator Signatory" is an authorized representative with the authority to review and agree to all end-user license agreements and terms of use and acknowledge all privacy policies associated with the BetterLesson Coaching subscription service. All access to and use of the BetterLesson Lab Platform subscription service is conditioned upon the review of and agreement to all applicable end-user license agreements and terms of use, and the review and acknowledgement of all applicable privacy policies, including, without limitation, the BetterLesson Coaching Terms and Conditions located below which are incorporated herein by reference, by such authorized representative on behalf of Customer and Authorized Users.



**BetterLesson Inc.**

955 Massachusetts Ave.,  
Cambridge, MA 02139,  
www.betterlesson.com

## BetterLesson Professional Learning Order Form

**Date:** Jul 14, 2023

**Partner:** Poudre School District R - 1

**Prepared By:**

Jessica Cameron  
SVP, Marketing and GTM

### Quantities and Fees

| QTY           | Product Name   | Notes                                                                                                                                                                                                       | List Price  | Cost        |
|---------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
| 1             | Custom Service | Pricing includes supplemental compensation for facilitators required to accommodate increased complexity of facilitation as well as targeted on-site support and planning from senior level BL team members | \$50,000.00 | \$50,000.00 |
| <b>TOTAL:</b> |                |                                                                                                                                                                                                             |             | \$50,000.00 |

Note: Any additional services will be priced based on the line-item cost per the original scope of work (Exhibit D).

### Additional Information

1. Term: Jul. 1, 2023 - Jun. 30, 2024
2. Payment Schedule:
3. Authorized Administrator Signatory:

Customer designates the above individual as its Authorized Administrator Signatory. "Authorized Administrator Signatory" is an authorized representative with the authority to review and agree to all end-user license agreements and terms of use and acknowledge all privacy policies associated with the BetterLesson Coaching subscription service. All access to and use of the BetterLesson Lab Platform subscription service is conditioned upon the review of and agreement to all applicable end-user license agreements and terms of use, and the review and acknowledgement of all applicable privacy policies, including, without limitation, the BetterLesson Coaching Terms and Conditions located below which are incorporated herein by reference, by such authorized representative on behalf of Customer and Authorized Users.