

1. Description of Provider and Qualifications of Facilitators

- [BetterLesson Student-Centered Learning Domains](#) that we focus our coaching and workshops on.
- [Overview of the BetterLesson Coaching Model](#)
- [Resumes of Select BetterLesson Master Coaches](#)
- [White Paper: Personalized Learning on a Continuum: Strategies that Work for Different Teacher Archetypes](#)
- [White Paper: Guide to Implementing Effective Coaching](#)

2 (iii). Use the table below to outline the types of learning support you provide and the typical frequency of this support.

- It's common and usually most effective to develop a multi-year plan that combines multiple of our PD models. [One example is this case study of a micro-credential developed for a CA school district.](#)

3a. How do you ensure offerings are relevant to participants' context(s) and day-to-day practices?

- [An image of the BetterLesson dashboard that is provided to school and district leaders. It allows them to review quantitative insight into the participating cohort as a whole and review participant-by-participant progress.](#)

3b. How do you provide opportunities for practice, feedback, and reflection?

- [Video demo of the BetterLesson Lab](#) where participants and their BetterLesson coaches create portfolios that include participant vision, strategy tries, teaching artifacts, evidence of impact, reflections, and self-assessments.
- [Example of a BetterLesson strategy, "Circle Up," in the Student Centered Classroom Design and Culture domain.](#) There are more than 500 research-backed, high-leverage, BetterLesson designed and curated strategies that participants can choose from to best meet their personal goals and challenges.

Supplemental Resources for RIDE ECN Application 2019

- [Snapshot of a teacher's portfolio, starting with her vision, and illustrating a story of strategy tried, teaching artifacts, evidence of classroom impact, reflections. This teacher is working within the Mastery-based Progression domain.](#)
- Clips of coaching sessions - click any image below to see coaching in action



Emarus reflects on her growth, and the "revolutionary" changes to her practice, focusing on supporting students to take ownership of their learning,



Jessica works with BetterLesson coach Krystal to try a new grouping strategy for student collaborative work.



Maria works with BetterLesson coach Valerie to differentiate tasks using stations.

3d. How do you ensure learning is sustained over time?

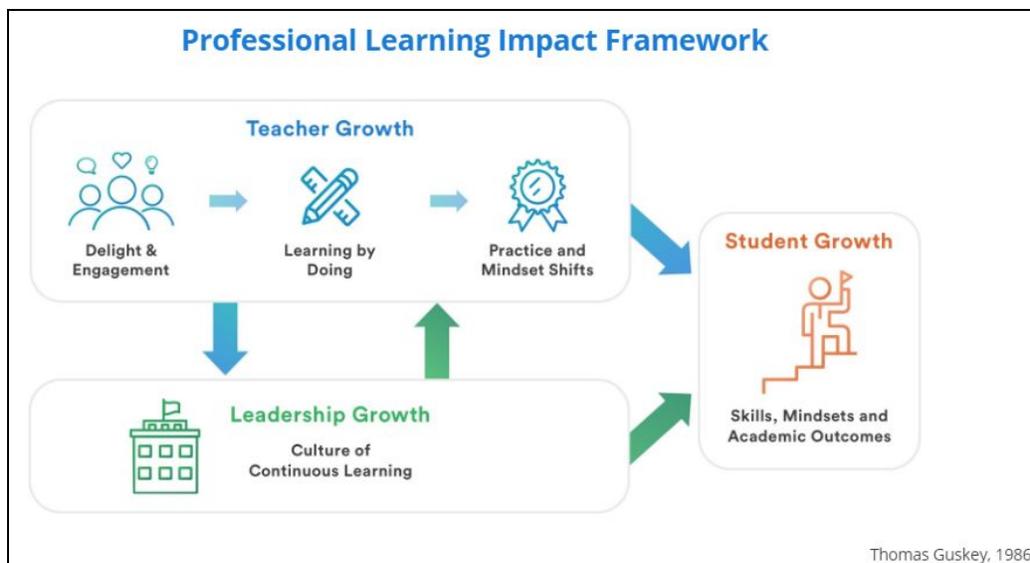
- ["The Science Behind BetterLesson" - a brief which cites the research that supports the BetterLesson model around sustained shifts in practice](#)
- [A participants' backwards planning document from a Fall 2018 workshop. Every workshop participant completes a backwards planning document and uploads it to his/her portfolio in the BetterLesson lab. This teacher refers to practice change that occurred in 2017-2018 in working with a BetterLesson coach and is advancing practice change for the 2018-2019 school year.](#)

Supplemental Resources for RIDE ECN Application 2019

4. Evidence of Past Impact

BetterLesson uses the Guskey framework to report impact to district/school partners. We've developed an adapted visual of the framework to guide our work with district/school partners.

Please note that visuals below, within this section are for RIDE ECN Committee Review only and not currently intended for public access.



A. EVIDENCE OF PARTICIPANT REACTIONS

BetterLesson gathers participant reaction data and reports to districts and tools as a collaborative tool to optimize our impact, trouble shoot, and refine our strategy. Participant reaction data is gathered in three ways:

- Participant engagement in the portfolio within our BetterLesson Lab (whether participant is meeting regularly with coach, engaging actively, trying strategies, reflecting, etc.)
- Survey data that participants complete multiple times per year.

Following are excerpts from a mid-year report presented to a district during our formal mid-year meeting in February 2019

Supplemental Resources for RIDE ECN Application 2019



B. EVIDENCE OF PARTICIPANT LEARNING

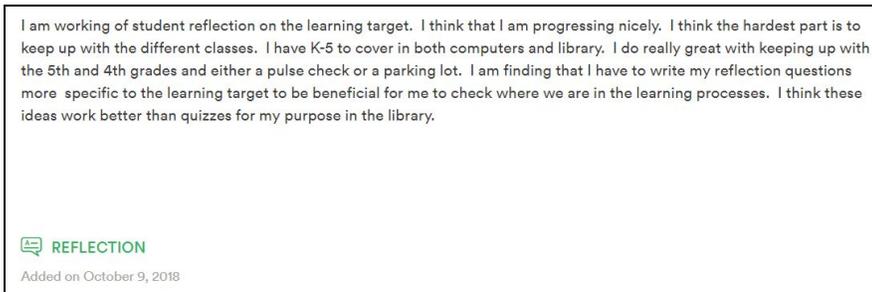
Evidence of participant learning is gathered in multiple manners:

- Surveys conducted at multiple times during the school year
- Coach-guided self-assessments
- Regularly documented self-reflections in participants' portfolios within the BetterLesson Lab
- Regularly uploaded protocols and artifacts into participants' portfolios within the BetterLesson Lab
- Regularly uploaded reflections from participant coaches into participants' portfolios within the BetterLesson Lab

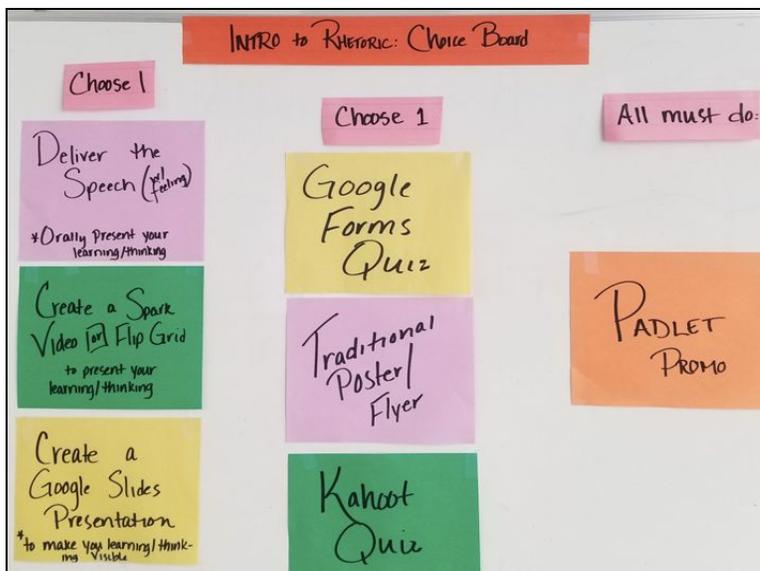
Supplemental Resources for RIDE ECN Application 2019

Several examples follow.

- A participant's self-reflection documented in her portfolio in the BetterLesson Lab. Participants complete self-reflections regularly as they try and refine strategies.



- Teaching artifact that a participant uploaded into her portfolio in the BetterLesson Lab. In this case, it's a choice board implemented for the first time. Participants regularly upload artifacts of teaching when they try new instructional strategies.



- Following is a participant's coach-guided self-assessment stored in her portfolio in the BetterLesson Lab. While we are non-evaluative, our coaches work with participants to complete self-assessments to inspire a growth mindset, celebrate successes, and fine tune the participants vision and direction. Self-assessments are completed multiple

Supplemental Resources for RIDE ECN Application 2019

times per year and on each student-centered learning domain a participant is working on.

Student-Centered Assessment and Feedback					
Check Student Understanding					
	Never	Rarely	Sometimes	Very often	All the time
Currently, how often do you check students' understanding during the learning process (i.e. analyze student work, ask questions to assess student progress) to guide your teaching?					X
At the start of the school year, how often did you check students' understanding during the learning process (i.e. analyze student work, ask questions to assess student progress) to guide your teaching?				X	
Student Data as Feedback					
	Not at all	A little	Moderately	Very much	To a great extent
Currently, to what extent do you use student data to provide feedback to students?				X	
At the start of the school year, to what extent did you use student data to provide feedback to students?		X			
Student Data to Differentiate					
	Not at all	A little	Moderately	Very much	To a great extent
Currently, to what extent do you use student data to differentiate instruction?					X
At the start of the school year, to what extent did you use student data to differentiate instruction?			X		

- When we meet with district and school leaders, we aggregate data across their cohort of participants from the portfolios in the BetterLesson lab. This allows us to identify trends specific to the cohort, school or district. For example, following is evidence of teacher learning based on the strategy tries across the cohort at a school. And, we have evidence that the “I Wish My Teacher Knew” strategy, tried by several teachers, may be a strategy that fits well in the school culture and warrants sharing with more teachers.

Classroom Routines & Building Strong Relationships			
Date Strategy Pinned to Participant Portfolio in Learning Lab	Domain Focus of Participants	Participant	Strategy Tried
10-02-2018	Student-Centered Classroom Culture and Design	Samantha	Class Meeting or Morning Meeting
10-02-2018	Student-Centered Classroom Culture and Design	Samantha	I Wish My Teacher Knew
10-02-2018	Student-Centered Classroom Culture and Design	Samantha	Creating and Improving Class Rules and Procedures with Students
10-10-2018	Student-Centered Classroom Culture and Design	Ashlee	Creating and Improving Class Rules and Procedures with Students
10-15-2018	Ownership, Choice, and Voice	Bethann	I Wish My Teacher Knew
10-22-2018	Ownership, Choice, and Voice	Brittany	Attention and Transition Signals
11-21-2018	Student-Centered Classroom Culture and Design	Brianna	I Wish My Teacher Knew

 BetterLesson
13

C. EVIDENCE OF ORGANIZATION CHANGE AND IMPACT - and -
E. EVIDENCE OF IMPACT ON STUDENT LEARNING

The following case studies document organizational support and change as well as impact on student learning.

- [Avi Chai Case Study](#)
- [Groton NY Case Study](#)
- [Seneca Falls NY Case Study with District Leader](#) and [Seneca Falls Case Study with Teacher](#)
- [Manassas City VA Case Study](#)
- [New Buffalo NY Case Study](#)

D. PARTICIPANT USE OF KNOWLEDGE AND SKILLS

Evidence of participant use of knowledge and skill is gathered in multiple manners:

- Surveys
- BetterLesson conducted learning walks and observations

Supplemental Resources for RIDE ECN Application 2019

- District and school leader conducted learning walks and observations
- Portfolios participants maintain in the BetterLesson Learning Lab

Several examples follow.

- The participant survey data below, reported to a district during our mid-year check-in in February 2019, focuses on participant perception, as a result of coaching, of their likeliness to take risks, to have increased morale and stay in the profession, to create more student-centered classrooms, and to grow as an educator.



- [Click here](#) for an anonymized, completed BetterLesson observation protocol
- We partner closely with school and district leaders to support participants by having conversations about the work they are doing with their coach and to observe them in action. We meet regularly with school and district leaders to learn about what they are hearing from participants and what they are seeing in schools as a result of coaching. Below is an excerpt of notes taken during an October formative meeting we held with a principal whose teachers are participant in coaching.

Supplemental Resources for RIDE ECN Application 2019

Kristi: loves the experience, loves the coaching. implemented strategies and models to give students more of the control. more student talk. less teacher talk.

my teachers truly listen to my advice or initiatives I want to push on. i see a huge difference when I walk into classrooms and see the student engagement and learning.

Morgan: night and day difference. holds kids accountable. kids are talking on-point, very specific language. The superintendent observed her and sees the change and had only great things to say.

Kim - talked in hallway - stopped me and thanked me for telling her to do BetterLesson. She was reluctant in the beginning. 20 year veteran. it was a difficult start. change is hard. she feels like she is empowering her students. feels like the kids have power in their learning and she is the facilitator. Only done it for a couple weeks and feels like it has already changed her teaching.

Kris - special ed - caused her to take a close look at what she's doing and how can she empower kids to have more control. choice boards. little overwhelmed in beginning but now that things are established it's going well and kids love the strategies and having choice.

- [Video tour of a portfolio in the BetterLesson Learning Lab](#)
- [Visual of a portfolio in the BetterLesson Learning Lab](#)

6. ARTIFACTS

Artifacts have been included throughout this document. Additional artifacts specifically related to our workshops include:

- [Overview of the workshop model](#)
- [Agenda for a one-day workshop](#) (note that hyperlinks have been disabled within the agenda to maintain school privacy)
- [Agenda for a two-day workshop](#) (note that hyperlinks have been disabled within the agenda to maintain school privacy)

7. ESSA EVIDENCE

The following case studies document include evidence of impact on student achievement.

- [Tennessee Department of Education Case Study](#)
- [Charlotte-Mecklenburg Case Study](#)