

Cedar Rapids Community School District
2500 Edgewood Rd NW
Cedar Rapids, IA 52405

A Student-Led Teaming Model

Active Engagement, Student Ownership, and
Rigor in the Classroom

May 29, 2025



Our Mission Statement

To end generational poverty and eliminate achievement gaps through *redesigned* rigorous Tier 1 instruction that ensures deeper learning for ALL students.

The Meaning of Instructional Empowerment

We believe schools can become true learning organizations for all students, teachers, and leaders if we construct environments that emphasize student agency and instructional rigor. We are determined to bring the instructional systems of empowerment and an empowered learning culture to every school that wants to achieve it, for every student.



Instructional Empowerment, Inc.

175 Cornell Road, Suite 18
Blairsville, PA 15717

www.instructionalempowerment.com

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Cedar Rapids Community School District
Attention: Dr. Tawana Grover, Superintendent
Dr. Maura Hobson, Chief of Schools
2500 Edgewood Rd NW
Cedar Rapids, IA 52405

May 29, 2025

Dear Dr. Grover and Dr. Hobson,

Schools can be the catalysts that launch students into a lifetime of success. Based on the progress during the 2024-25 school year at Cedar Rapids Community School District (CRCSD), we are pleased to recommend the following implementation plan to continue promoting academic excellence by deepening a powerful culture of learning and student agency in your classrooms. To build strong social bonds with peers, students must learn to work and support each other in mutually accountable learning teams that take ownership of progress toward learning goals. The vision of equipping *all* students with the highest levels of academic and agency skills is achievable through shifting the classroom learning environment to student-led team learning.

The focus of our partnership during the 2024-25 was to support teachers and leaders in scaling high-quality, academically rigorous Tier 1 instruction, increase student achievement and agency, and eliminate achievement gaps. We are recommending continuing and deepening implementation during the 2025-26 year of partnership services to bring even higher learning gains to your students.

The following proposal is being provided for your consideration. For any questions or clarifications, please reach out to Ms. Kimberly Harris or Ms. Dodi Davenport. Their contact information follows.



Kimberly Harris
Executive Director, School Advancement
689-348-3633 | KHarris@instructionalempowerment.com



Dodi Davenport
Field Director, School Advancement
813-440-4602 | DDavenport@instructionalempowerment.com

Implementation Plan

Term: Contract award through June 30, 2026

All onsite, half-day sessions must be scheduled and delivered adjacent to another onsite service or paired with another half-day session. **Please note that the services in blue are being provided at no additional cost to the district. They are represented in the amendment to the services paid from PO #25000106 and PO #25000081.**

District Level Services

Area Chief Supports

Executive Action Team Meetings	3 half-days
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Professional Learning

Audience: Teacher Leaders

District Leadership Coaching	8 half days
District Leadership Coaching	4 virtual sessions

Professional Learning

Audience: Focus and Guided Teachers

Model of Instruction 201	6 sessions, 1 day
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Empowerment Central Digital Subscriptions

4DL Rigor Walk Suite	9 annual user subscriptions
4DL District Leader Suite	14 annual user subscriptions

Resources

Project Management and Support	ongoing
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Guided School Services

Supports for Wilson Middle School, Franklin Middle School, Cleveland Elementary School, Kenwood Leadership Academy, Nixon Elementary School, Taft Middle School, and Trailside Elementary School

Shared Services¹

Implementation Support²

Partner Coaching Audience: 4 cohorts of principals	4 half days per cohort, 16 half days total
Cohort Coaching Audience: 4 cohorts of instructional coaches	4 half days per cohort, 16 half days total

School Level Supports

Implementation Support

Audience: Principals, Assistant Principals, and School Leaders

IE Rigor Appraisals	2 days per school
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¹ Includes McKinley STEAM Academy.

² Cohorts are to be decided by the district.

School Leadership Coaching – Onsite Schools: Wilson Middle School, Franklin Middle School, Cleveland Elementary School, Taft Middle School, and Trailside Elementary School	8 half days per school
School Leadership Coaching – Onsite Schools: Kenwood Leadership Academy and Nixon Elementary School	12 half days per school
School Leadership Coaching – Virtual	4 sessions per school

Classroom Level Supports

Model of Instruction Resources

Model of Instruction 201 Toolkits	1 per teacher and instructional coach
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Implementation Support

Audience: Instructional Coaches

Faculty Coaching – Onsite	8 days per school
Faculty Coaching – Virtual Schools: Kenwood Leadership Academy and Nixon Elementary School	8 sessions per school
Faculty Coaching – Virtual Schools: Wilson Middle School, Franklin Middle School, Cleveland Elementary School, Taft Middle School, and Trailside Elementary School	4 sessions per school

Foundational School Services

Supports for Erskine Elementary School, Grant Elementary School, Grant Wood Elementary School, Harrison/Madison Elementary School, Hiawatha Elementary School, Kennedy High School, Maple Grove Elementary School, Metro High School, Pierce Elementary School, Van Buren Elementary School, Viola Gibson Elementary School, West Willow Elementary School, and Wright Elementary School

Classroom Level Supports

Professional Learning Days

Audience: Teachers

Designing Interdependent Tasks 101 Date Requested: August 20, 2025 All dates are pending contract signature.	12 sessions, 1 day ³
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³ Shared with the magnet schools.

Magnet School Services

Magnet Focus School Services

Supports for Cedar River Academy, Roosevelt Creative Corridor Business Academy, Jefferson High School, and Johnson STEAM Academy

School Level Supports

Implementation Support

Audience: Principals, Assistant Principals, and School Leaders

IE Rigor Appraisals	2 days per school
School Leadership Coaching – Onsite	25 half days per school
School Leadership Coaching – Virtual	4 sessions per school

Classroom Level Supports

Model of Instruction Resources

Model of Instruction 201 Toolkits	1 per teacher and instructional coach ⁴
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Implementation Support

Audience: Instructional Coaches

Faculty Coaching – Onsite	12 days per school
Faculty Coaching – Virtual	4 sessions per school

Magnet Guided School Services

Supports for McKinley STEAM Academy

School Level Supports

Implementation Support

Audience: Principals, Assistant Principals, and School Leaders

IE Rigor Appraisals	2 days
School Leadership Coaching – Onsite	8 half days
School Leadership Coaching – Virtual	4 sessions

Magnet Foundational School Services

Supports for City View Community High School and Washington High School

Classroom Level Supports

Professional Learning Days

Audience: Teachers

Designing Interdependent Tasks 101 Date Requested: August 20, 2025 All dates are pending contract signature.	12 sessions, 1 day ⁵
Faculty Coaching Audience: Instructional Coaches at Washington High School	12 days

⁴ Does not include Jefferson High School.

⁵ Shared with the non-magnet schools.

Empowerment Central Technology Resources

The listed subscription numbers are based on the current number of MOI-trained personnel at each site. Magnet Schools have an asterisk by their name.

	4DL Principal Suite	4DL School Leader Suite	4DL Instructional Coach Suite	4DL PLC Leader Suite	4DL Teacher Suite	4DL Rigor Walk Suite
Focus Schools						
Cedar River Academy*	1	0	1	0	22	1
Johnson STEAM Academy*	1	0	2	0	23	1
Jefferson High School*	1	2	4	0	91	3
Roosevelt Creative Corridor Business Academy*	1	1	2	0	34	2
Guided Schools						
Cleveland Elementary School	1	0	1	0	25	1
Franklin Middle School	1	1	1	0	33	2
Kenwood Leadership Academy	1	0	2	0	25	1
McKinley STEAM Academy*	1	1	2	0	32	2
Nixon Elementary School	1	0	1	0	14	1
Taft Middle School	1	1	1	0	35	2
Trailside Elementary School	1	0	1	0	31	1
Wilson Middle School	1	1	1	0	33	2
Foundational Schools						
City View Community High School*	0	0	0	0	5	1
Erskine Elementary School	1	0	1	0	21	1
Grant Elementary School	1	0	1	0	21	1
Grant Wood Elementary School	1	0	1	0	22	1
Harrison/Madison Elementary School	1	0	1	0	25	1
Hiawatha Elementary School	1	0	1	0	28	1
Kennedy High School	1	2	3	0	92	3
Maple Grove Elementary School	1	0	1	0	27	1
Metro High School	1	1	1	0	25	2
Pierce Elementary School	1	0	1	0	24	1
Van Buren Elementary School	1	0	1	0	30	1
Viola Gibson Elementary School	1	0	2	0	32	1
Washington High School*	1	2	4	0	73	3
West Willow Elementary School	1	0	1	0	30	1
Wright Elementary School	1	0	1	0	16	1
Foundational Technology Only Schools						
Harding Middle School	1	1	2	0	49	2
Hoover Elementary School	1	0	1	0	38	1

	4DL Principal Suite	4DL School Leader Suite	4DL Instructional Coach Suite	4DL PLC Leader Suite	4DL Teacher Suite	4DL Rigor Walk Suite
Polk Alternative Center	0	0	0	0	3	0
Truman Elementary School	1	0	0	0	17	1

Cost Summary

The total cost of services being paid for from remaining funds from PO #25000106 and PO #25000081.

Services	Non-Magnet Cost	Magnet Cost
District Level Services	\$45,887.00	\$22,300.00
Focus School Services	-	\$12,750.00
Guided School Services	\$30,600.00	\$5,100.00
Foundational School Services	\$74,340.00	-
Technology Only Schools	-	-
Total	\$150,827.00	\$40,150.00

The total cost of services requiring a new contract, purchase order, and payment:

Non-Magnet Services	Cost
District Services	\$18,858.00
Guided School Shared Services	\$79,800.00
Cleveland Elementary School	\$90,572.70
Franklin Middle School	\$94,509.30
Kenwood Leadership Academy	\$104,124.15
Nixon Elementary School	\$100,161.75
Taft Middle School	\$95,152.20
Trailside Elementary School	\$92,501.40
Wilson Middle School	\$94,509.30
Ersine Elementary School	\$8,481.90
Grant Elementary School	\$8,481.90
Grant Wood Elementary School	\$8,795.85
Harrison/Madison Elementary School	\$9,737.70
Hiawatha Elementary School	\$10,679.55
Kennedy High School	\$34,340.25
Maple Grove Elementary School	\$10,365.60
Metro High School	\$11,102.70
Pierce Elementary School	\$9,423.75
Van Buren Elementary School	\$11,307.45
Viola Gibson Elementary School	\$12,354.30
West Willow Elementary School	\$11,307.45

Wright Elementary School	\$6,912.15
Harding Middle School	\$19,056.45
Hoover Elementary School	\$13,819.05
Polk Alternative Center	\$941.85
Truman Elementary School	\$6,807.15
Total Due	\$964,103.85

Magnet School Services	Cost
Cedar River Academy	\$152,378.55
Johnson STEAM Academy	\$152,700.00
Jefferson High School	\$177,429.00
Roosevelt Creative Corridor Business Academy	\$157,600.95
McKinley STEAM Academy	\$94,614.30
City View Community High School	\$2,409.75
Washington High School	\$88,644.15
Total Due	\$825,776.70

Let's change students' lives together!

Appendix A – Services Agreement

This agreement is made and entered into as of the date last signed below by and between Cedar Rapids Community School District (hereinafter referred to as the “District”) whose principal place of business is 2500 Edgewood Rd NW, Cedar Rapids, IA 52405, and Instructional Empowerment, Inc. (hereinafter referred to as “Contractor”), whose principal place of business is 175 Cornell Road, Suite 18, Blairsville, PA 15717.

WHEREAS, The District is interested in procuring the Contractor’s professional development, training, and support services for schools within the District; and

WHEREAS, Contractor desires to provide their professional development, training, and support services for schools within the District.

NOW, THEREFORE, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

SPECIAL CONDITIONS

1. **Term of Agreement.** The term of this Agreement shall commence upon contract award and continue until June 30, 2026. The District must provide 30 days advanced written notice prior to June 30, 2026, or the term of agreement will auto-renew for another term.
2. **Scope of Work.** The Contractor shall provide the following services as noted within the proposal’s Implementation Plan.
 - 2.1. Services shall be provided at the following location(s): district-wide.
 - 2.2. Services shall be considered complete upon the District’s acceptance of deliverables described in the Implementation Plan and Cost Summary.
 - 2.2.1. If services are not able to be provided in person at the identified location due to statewide or other shutdown, the District agrees to accept virtual delivery of the services.
 - 2.3. The Contractor reserves the right to revise the Services based on data analysis results throughout the project, upon discussion with and written approval from authorized leaders of the District. The Contractor will make a best effort to maintain overall project cost neutrality of any changes.
 - 2.4. District and Contractor agree that District will obtain the advantage of Contractor’s officers, employees, or subcontractors in the performance of this Agreement. As an inducement for Contractor and the District to enter into this agreement, District and Contractor agree that they will not directly or indirectly recruit, solicit, or encourage any individual utilized by Contractor or District in the performance of this Agreement or whose identity becomes known to District or Contractor as a result of the performance of this Agreement to leave their employment unless mutually agreed to by both parties. If through no fault of their own, an employee working for Contractor or District seeks to be employed by District or Contractor, District or Contractor will promptly inform Contractor or District of employee’s intention. This restriction will remain in

force for the term of this Agreement and for Twelve (12) months thereafter. Both Contractor and District agree that this provision is central to the Agreement and that it may be enforced through a claim for damages, a claim for injunctive relief, or both.

- 2.5.** While the Contractor is providing services, the Contractor's employees and independent contractors are permitted to take pictures or videos of classroom practices and student interactions when the District has a photo/video release on file for such students or a signed Contractor-provided media release has been obtained. These photographs and videos can be viewed internally for training purposes, shared with the District as a resource, and/or shared publicly on www.instructionalempowerment.com or other Contractor websites or other platforms to promote the Contractor's work. The District will provide a list of the students with photo/video releases on file with the understanding that the Contractor will refrain from requesting a signed Contractor-provided media release form from parents/guardians who have already indicated to the District they do not wish for their child to be photographed or videorecorded. Should the District not provide a list of students with photo/video releases on file, the Contractor may, through District employees, seek signed Contractor-provided media releases for students and staff who may be photographed or video recorded.

2.5.1. The District designates, _____ (name, title, and contact information) as the media point-of-contact for the District.

2.5.2. ☐ Select to confirm the District and/or school(s) receiving services from the Contractor has parent-signed media releases for students which are signed on a yearly basis.

- 2.6.** If the District desires to modify participating schools named as part of this agreement, the Contractor reserves the right to assess and/or revise the Services, and thus may require a renegotiation of products, services and overall cost based on the changes.

3. Intellectual Property Rights.

3.1. Ownership. The District acknowledges and agrees that all materials provided to it by the Contractor or to which Contractor grants the District access, including any software or online services, print materials, digitized materials or other content in any form or method of delivery (the "Contractor Materials") and all intellectual property rights thereto are owned exclusively by Contractor and its licensors. The Contractor Materials are allocated through annual subscriptions, not sold, to the District by Contractor subject to the terms of this Agreement, and the District does not have under or in connection with this Agreement any ownership interest in the Contractor Materials, or in any related intellectual property rights.

3.2. Subscriptions to Online Courses or other course content, including all levels of the Model of Instruction Online Course, Designing Interdependent Tasks Online Course, Instructional Coach Online Course, PLC Leader Online Course, School Leader Online Course, and Rigor Walk Online Course expire once an assigned user is deactivated, if that user consumed that content, and cannot be reassigned to another user. Content is considered consumed if a user has accessed that content at least once.

3.3. Professional Development Material Restrictions. Except as this Agreement expressly permits the District shall not, and shall not permit any other person or entity to:

- 3.3.1.** Copy the Contractor's professional development materials or technology content, in whole or in part.
- 3.3.2.** Modify, correct, adapt, translate, enhance, or otherwise prepare derivative works or improvements of the Contractor Materials.
- 3.3.3.** Rent, lease, lend, sell, assign, distribute, publish, transfer, or otherwise make available the Contractor Materials to any third party.
- 3.3.4.** Reverse engineer, disassemble, decompile, decode, or adapt the Contractor Materials, or otherwise attempt to derive or gain access to the source code of the Contractor Materials consisting of software, in whole or in part.
- 3.3.5.** Bypass or breach any security device or protection used for or contained in the Contractor Materials.
- 3.3.6.** Remove, delete, efface, alter, obscure, translate, combine, supplement, or otherwise change any trademarks, proprietary rights or other symbols, notices (such as copyright notices), marks, or serial numbers on or relating to any copy of the Contractor Materials.
- 3.3.7.** Use the Contractor Materials for purposes of: (i) benchmarking or competitive analysis of the Contractor Materials; (ii) developing, using, or providing a competing product or service to those offered by Contractor; or (iii) any other purpose that is to Contractor's detriment or commercial disadvantage.

4. Student Assessment Data. The District agrees to Contractor's access to student assessment data, including Interim and Benchmark assessment data, diagnostic student achievement data from web-based systems from, for example, i-Ready, Northwest Evaluation Association (NWEA), Renaissance STAR Assessments and other District and state Department of Education assessment data.

4.1. Purpose of the Data to be Conducted. Student achievement data is a critical component for collecting appropriate metrics over time upon which the District can evaluate progress towards achievement and effectively support professional development. Data is necessary to assess short-, mid- and long-cycle student achievement to assess gains and the effectiveness of the programs. Therefore, the District agrees to provide the requested data for students in the District in the same grade levels as participating schools. All District data is necessary to create a comparison group of similarly situated students who did not receive the treatment program. De-identified data or mock student ids can be used to secure personally identifying information if they are consistent across assessment files. Student demographics are requested to control for differences across schools and to calculate performance gaps.

4.2. Information to be Disclosed. Information to be disclosed will be confidential and include metrics such as average scores per item and scores averaged by demographic subgroups.

- 4.3. Conditions.** The parties agree to the following conditions relating to the security and confidentiality for all collected student data.
- 4.4. Ownership of Data.** The collected student data shall remain the sole property of the District. Except as expressly provided in this agreement, the District retains all right, title, interest in the student assessment data as specified in this Services Agreement. The Contractor retains the right to include the student data in publications or written reports whereby the results of the data are reported in aggregate and anonymously. Furthermore, data included in publications or reports will never be released in any way that would enable someone to identify students, parents, or teachers.
- 4.5. Collected Data.** Contractor will use an FTP account to securely transfer data files from the District to the Contractor. This account will permit the files to be loaded for processing. All electronic analysis of data will be performed on encrypted, secure, password protected computers. The Contractor agrees that all data collected, and the resulting analysis of that data will be kept confidential. The Contractor shall maintain confidentiality and safeguard the analysis of any data gathered as a result of this Agreement. The Contractor reserves all rights to publish the results of research and shall publish results without personally identifiable student or teacher information. The District has the right to review publications prior to submission but will have a maximum of ten (10) business days to review and provide a list of any requested changes to the Contractor for consideration. The Contractor will submit a final copy to the District prior to publication and the District has the right to remain anonymous or be identified.
- 4.6. Data Requested.** The Contractor will request the following data to analyze improvements additional outcomes besides student achievement, including: student behavior referrals, student tardiness, student attendance, chronic absences/ truancy, in-school suspensions, out of school suspensions, and teacher absenteeism. The data will be used to analyze trends over time and assess improvements in the conditions at the school in addition to assess validity coefficients to the IE Rigor Appraisal.
- 4.7. Authorized Representatives.** The Contractor and the District shall designate in writing a single authorized representative able to request and share data according to this Services Agreement. The authorized representatives shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to this Agreement, including confirmation of the completion of any projects and the return or destruction data as required by this Agreement.
- 4.7.1.** The Contractor designates Lindsey Devers Basileo, PhD, as the authorized representative of the District's data. The Contractor or its agents may upon request review the records required to be kept under this section.
- 4.7.2.** Upon contract award, the Contractor will designate a District Lead and Project Coordinator as authorized representatives for all project related inquiries for the duration of this work.
- 4.7.3.** The District commits to providing any/all contact information needed to deliver products and services, including surveys to school leadership, staff, and faculty for participating schools and district administration, School and District Leadership Teams, and school

faculty and staff regarding promoting full participation in service delivery and interaction with technology products and services.

- 4.7.3.1.** The District designates, _____ (name, title, and contact information) as the project point-of-contact for the District.
- 4.7.3.2.** The District designates, _____ (name, title, and contact information) as the data analysis and research point-of-contact for the District.
- 4.7.3.3.** The District designates, _____ (name, title, and contact information) as the technology (Organization Administrator for Contractor technology products that may be part of the project) point-of-contact for the District.

5. Staff Surveys. All participants must be able to receive emails and access links from SurveyMonkey.com and Research.net. Participants will be asked to complete surveys in the fall and/or spring. In order to receive invitations from and gain access to these websites, the District will be responsible for adding SurveyMonkey.com, Research.net and Outbound.research.net to their email “whitelist” and adjusting firewalls or email filters if necessary, for participant access. Names, email addresses, student IDs and/or teacher student rosters, and other contact information will not be used or transferred for reasons other than those stated within this agreement and will only be used for research purposes.

5.1. Filters and Firewalls may prevent emails from Survey Monkey from reaching inboxes. Survey Monkey’s sender domains and mail IP addresses may need to be whitelisted to ensure delivery. The emails containing the link to the survey will appear as they are coming from: ‘survey-noreply@outbound.research.net’ on behalf of ‘research@instructionalempowerment.com.’ This address and/or ‘research.net’ and ‘outbound.research.net’ may need to be whitelisted or added to a safe list to ensure that these emails are getting through.

5.2. Survey Monkey’s sender domains and mail IP addresses that should be added are as follows:

IP	Fully Qualified Domain Name
13.111.205.201	e.surveymonkey.com
13.111.204.222	e.surveymonkey.com
54.186.77.157	mta1a1.outbound.surveymonkey.com
52.88.240.248	mta1b1.outbound.surveymonkey.com
192.174.81.47	mta-81-47.sparkpostmail.com
192.174.81.42	mta-81-42.sparkpostmail.com
192.174.81.55	mta-81-55.sparkpostmail.com
192.174.81.46	mta-81-46.sparkpostmail.com
192.174.81.54	mta-81-54.sparkpostmail.com
192.174.81.62	mta-81-62.sparkpostmail.com
192.174.81.53	mta-81-53.sparkpostmail.com
192.174.81.61	mta-81-61.sparkpostmail.com
192.174.81.43	mta-81-43.sparkpostmail.com
192.174.81.41	mta-81-41.sparkpostmail.com
192.174.81.51	mta-81-51.sparkpostmail.com

IP	Fully Qualified Domain Name
192.174.81.52	mta-81-52.sparkpostmail.com
192.174.81.56	mta-81-56.sparkpostmail.com
192.174.81.50	mta-81-50.sparkpostmail.com
192.174.81.49	mta-81-49.sparkpostmail.com
192.174.81.58	mta-81-58.sparkpostmail.com
192.174.88.13	mta-88-13.sparkpostmail.com
147.253.212.105	mta-212-105.sparkpostmail.com
147.253.214.58	mta-214-58.sparkpostmail.com
147.253.218.1	mta-218-1.sparkpostmail.com

6. Student Surveys, Interviews, and Focus Groups. The District acknowledges that the Contractor benefits from the perspectives and experiences of students, which help the Contractor create a plan for improvement. As a result, the District agrees that the Contractor may invite students to participate in interviews or student surveys as part of its services.

6.1. Student Surveys Administration. The objective of the student survey is to assess the school climate in terms of the implementation of Contractor services and student engagement and wellbeing. Surveys will be administered online or paper and pencil. Students in schools or classes who are in 3rd grade or higher and are in schools or classes that are implementing our services will be surveyed either once or twice a year depending on the District. Contractor acknowledges and agrees that such surveys must be administered and delivered in accordance with applicable federal and state laws governing student privacy and parental rights.

6.2. Parental Consent. The District and the Contractor agree that any interviews or surveys are voluntary for students. The District will be responsible for obtaining any parental consent (See Appendix B Sample Parental Consent Form) required by federal and state laws, maintaining record of such consent as required by law, and providing the names, email addresses, and/or contact information to the Contractor of the students for whom such consent has been obtained and are eligible to participate in such surveys. Contractor acknowledges that parents may have a legal right to inspect the surveys prior to administration and will provide a copy of the survey to the District for such purpose. There is no penalty for students or parents who opt out.

6.3. Contractor Ownership & Use of Survey Data. Subject to the rights of the District, students, and parents in survey data that comprise education records, Contractor shall own all collected survey and interview data, all rights to the techniques and methodologies used to produce the survey reports, and the copyright to all Contractor's reports. Contractor may use the District's survey data in comparative datasets for products that it may produce in future years or in research reports. The Contractor retains the right to include the student data in publications or written reports whereby the results of the data are reported anonymously. Furthermore, data included in publications or reports will never be released in any way that would enable someone to identify students, parents, or teachers.

6.4. District Use of Survey Data. The District may use the Contractor's findings in communications with internal and external audiences, make available representative portions of the survey results, quote from the results, or otherwise disclose their results. In doing so, the District agrees to cite the Contractor as having collected the data, produced the report, and

maintained the confidentiality of individual respondents. The District is solely responsible for the use of the survey results, and any effects of such use.

- 7. Confidentiality of Transferred and Collected Data.** The confidential student information will be used by researchers at the Contractor to conduct studies designed to improve instruction for children in the District.
 - 7.1.** To affect the transfer of data subject to FERPA, the Contractor agrees to use the collected data for no purpose other than research and analysis authorized under Section 99.31 (a)(6) of Title 34 of the Code of Federal Regulations which allows disclosure of personally identifiable information from students' education records in connection with the Contractor conducting studies to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction. The Contractor further agrees not to share data received under this Amendment with any other entity without prior written consent and to destroy the information when no longer needed for the purposes for which the study was conducted.
 - 7.2.** The Contractor is subject to all School Board obligations relating to compliance with student records confidentiality laws. By signing this Services Agreement, the Contractor acknowledges and agrees to comply with the Family Educational Rights and Privacy Act (FERPA) and all State and Federal Laws relating to the confidentiality of student records.
 - 7.3.** The Contractor will implement appropriate technical and organizational measures to protect all student data, including those obtained through interviews and surveys, from unauthorized access, use, or disclosure.
- 8. Pricing.** Prices quoted are good for 30 days from the date of proposal or quote, unless otherwise stated in writing. All prices stated in USD unless otherwise noted. Contractor reserves the right to increase prices on an annual basis not to exceed 3%.
- 9. Payment.** Purchase order or payment is required prior to order fulfillment, unless otherwise agreed upon by the District and the Contractor. Make checks payable in USD to "Instructional Empowerment, Inc." and submit to 175 Cornell Road, Suite 18, Blairsville, PA 15717.
- 10. Scheduling.** Onsite training and professional development sessions require 30 days advance notice. Signed contract, purchase order, or payment must be received before training dates can be reserved. Trainings scheduled at the District's request with less than 30 days advance notice are subject to availability and a \$500 expediting fee. All training sessions must be scheduled no later than 12 months following receipt of purchase order.
 - 10.1.** The District commits to payment and receipt of products and services as defined in the proposal. The Contractor staffs per the requirements of the proposal. Any undelivered products or services that are not repurposed for other products or services to be delivered during the same fiscal year term do not roll over.
- 11. Cancellation.** Cancelling or rescheduling an onsite training, coaching, or professional learning session 14 days or more in advance does not incur a penalty. Districts who cancel or reschedule within a 3-13 day window of a session will be charged a penalty of 50% of the cancelled session price, and cancellations less than three days out from a session incur a 100% penalty. Virtual sessions

may be cancelled or rescheduled 7 or more days in advance without penalty. Districts who cancel or reschedule 1-6 days before a virtual session will be charged a 50% penalty, and cancellations day of a session will incur a 100% penalty.

12. **Shipping and Handling.** Shipping and Handling for print materials are shown at standard ground rates. Please allow 7-10 business days for order processing and delivery. Expedited or overnight shipping available for some items. Additional fees may apply. The Contractor will fulfill the Districts' order based on the quantity of materials shown on the District's purchase order. Should the District request additional copies of materials, the District will be invoiced for the materials plus shipping and handling. Expedited or overnight shipping may apply.
13. **Sales, Use, Value Add and other Taxes.** If the District is exempt from sales taxes, they must provide a copy of their current exemption certificate, if applicable. The Contractor reserves the right to charge sales, use, and/or value added tax in addition to quoted product prices as required by taxing authorities, if applicable. Actual sales tax billed will be based on the Contractor's sales tax collection requirements and the District's current jurisdiction rates in effect on the date of invoice.
14. **Recording of Presentations.** All audio and video recording are prohibited without written consent from the Contractor.
15. **Payment on Deliverables.** Total contracted services will be invoiced in even monthly increments over the course of the contract.
16. **Termination.** This agreement, notwithstanding end of term notification, can only be terminated if either party commits a material breach of this Agreement (other than failure to pay an amount due pursuant to this Agreement) which is not cured within 30 Business Days after Notice from the Terminating Party of the material breach, provided the Parties have worked thru a mediation process.
17. **EEOC.** The Contractor is an EEOC employer, and all employees are protected from discrimination under the laws we enforce. EEOC employees and applicants for employment are covered by federal laws and Presidential Executive Orders designed to safeguard federal employees and job applicants from discrimination on the basis of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), parental status, national origin, age, disability, genetic information (including family medical history), political affiliation, military service, or other non-merit-based factors. These protections extend to all management practices and decisions, including recruitment and hiring, appraisal systems, promotions, training, and career development programs. Consistent with these obligations, as an EEOC compliant employer, the Contractor also provides reasonable accommodations to employees and applicants with disabilities and for sincerely held religious beliefs, observances, and practices.

18. **Required Signatures.** Please provide Authorized Representatives (Section 4.7.3), complete the required signatures below, and return the entire proposal with a purchase order via email to accounting@instructionalempowerment.com.

District Representative: _____

Title: _____

Signature: _____

Effective Date: _____

Instructional Empowerment
Representative: Michael Toth _____

Title: CEO _____

Signature:  _____

Effective Date: May 29, 2025 _____

Appendix B – Sample Parental Consent Form

Parental Consent for Student Participation in Research Study

Purpose: Your child has been invited to participate in a student interview with Instructional Empowerment researchers to share perspectives and experiences about the work we have done at their school. During the interview, student participants will be asked about their experiences in their school and classroom. The information shared will be used by Instructional Empowerment to inform the school on strengths and areas of improvement.

Procedure: The interview will last about 45 minutes. It will consist of about 10 questions and will be facilitated by an Instructional Empowerment researcher. The interview will be recorded for quality purposes.

Voluntary Participation: Your child's participation in the interview is completely voluntary. They are not obligated to participate. If your child does participate, they can choose not to answer any questions and they may leave at any time for any reason.

Benefits and Risks: The benefit of participation is the opportunity to inform Instructional Empowerment of your child's school's strengths and needs so we can improve our service to other students. There are no direct benefits or known risks to your child's participation in this project. Should your child experience any distress from participating, please notify the contact listed below.

Confidentiality: This information obtained during the interview is confidential. Only staff at Instructional Empowerment will be able to access information. Students' names will not be used in the final report. A report of this study may be published and/or findings may be presented at professional conferences. However, only de-identified or group results will be shared. No personally identifying information about your child will be presented.

Questions: If you have any questions about the interview, you may contact the Executive Director of Research and Evaluation, Lindsey Basileo, Ph.D. at lbasileo@instructionalempowerment.com.

The interview will take place: _____ (date) at _____ (time).

I understand this information. I give permission for my child to participate in a research study under the conditions stated above.

Youth Name: _____ Age: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent Email: _____

Parent Phone: _____ Date _____

Appendix C – Description of Services

Participants begin *Designing Interdependent Tasks* by reflecting on current implementation of Model of Instruction for Deeper Learning and sharing their successes related to four levers: Target Task Alignment, Student-led Teaming, Collective Agency, and Assessing Collaboratively. They take a deep dive into planning tasks that elevate lessons to the next level in the journey to autonomous critical thinking in collaborative teams. During this session, participants are guided step-by-step to create tasks in which students utilize resources to productively struggle. Time is allotted for feedback, reflection, and revisions throughout the planning process to strengthen their ability to create rigorous interdependent tasks aligned to standards.

Job-embedded *District Leadership Coaching* is provided to support leaders in steering deep implementation of partnership strategies and goals. Sessions build the skills of the district leaders to effectively expand upon leadership practices that are already working and provide focused mentoring so they can recognize rigorous instruction and evidence of student learning. District leaders are then able to support school leaders and provide feedback as new strategies for classroom practice are implemented in their buildings. Instructional Empowerment expert faculty help review school and district metrics and create action boards to support movement toward the district vision for instruction.

The *Executive Action Team* is made up of district leaders. The team monitors the *Empowerment Central Implementation Dashboard* to make data-driven decisions. Quarterly meetings with an IE Coach provide a space for reciprocal feedback, addressing impediments, and ensuring partnership success.

Faculty Coaching sessions support the implementation of participant outcomes from professional learning sessions. Building level instructional coaches learn to coach content implementation and strengthen implementation with their peers through classroom visits. Next-day implementation metrics are collected and shared with the school leadership team along with follow-up actions. Coaching also supports teacher teams in further exploring the topic discussed during professional learning. Participants gain a deeper understanding of the content and deliberately plan to implement the topic within lessons and units. These sessions also provide focused reinforcement of the professional learning topic and supports participants in developing effective lesson plans. *Cohort Coaching* sessions team up three to five instructional coaches so they can learn together and from one another in joint coaching sessions. *Virtual Faculty Coaching* sessions reinforce learning from onsite coaching.

Model of Instruction 201 professional learning day, First Step to Team Autonomy, supports teachers as they enhance team-centered listening and learning with both individual and team accountability. Participants plan scenarios using toolkit resources for connecting new learning and producing evidence at the taxonomy level of the standard. Teachers learn how to engage student-led teams to plan and organize their own learning process, recognize when they are not on task and take action to get back on task.

Professionally printed and full-color *Model of Instruction for Deeper Learning Toolkits* are classroom resource packs filled with materials for students and teachers. Black-and-white *Downloadable Toolkits* are included in the 4DL Teacher Suite. The resources can be used in all subjects and grade levels to quickly establish routines and structures for student-led team learning.

Project Management and Support is provided by a dedicated project manager. They plan and execute all services as described in the implementation plan including scheduling, material delivery, onsite service

delivery, and invoicing. Any changes requested to the scope of service are coordinated by the project manager.

Rigor Appraisal provides actionable data to determine the current conditions of teaching and learning within schools. The metrics from the Rigor Appraisal are used to address root causes, guide specific coaching requirements, and develop a plan of action tailored to each school's individual needs. This diagnostic provides a non-evaluative, objective third-party view. It is based on research supported metrics and has been used to observe schools nationwide to determine a measurable pathway for whole-school improvement. An IE Leadership Coach facilitates Rigor Appraisals multiple times a year.

Job-embedded **School Leadership Coaching** sessions build the skills of the school leader to effectively monitor teacher practice and provide feedback, make data-driven decisions, and reach school goals. Coaching expands upon leadership practices that are already working and provides focused mentoring of the school leader so they can recognize rigorous instruction and evidence of student learning. School leaders are then able to support teachers as they plan and deliver rigorous, standards-based lessons. IE Coaches ensure the review and discussion of trends and actions within the classroom to support coherent focused direction. **Partner Coaching** sessions team up two to three principals so they can learn together and from one another in joint coaching sessions. **Virtual School Leadership Coaching** sessions reinforce learning from onsite coaching.

Appendix D – Description of Digital Suites

Instructional Empowerment's *Model of Instruction for Deeper Learning Suite* introduces educators to our Model of Instruction for Deeper Learning through a subscription to our digital content on the online platform, *Empowerment Central*. The suite supports educators, from the district office to the classroom, as they strengthen their professional practice and create systems that promote deeper learning for ALL students.

Asterisked courses and resources are not yet released and may not be available at time of subscription.

For School Leaders

Two digital suites are designed to best meet the unique needs of different school-level instructional leadership roles as they lead Model of Instruction for Deeper Learning: The *4DL Principal Suite* for school principals and *4DL School Leader Suite* for non-principal school leaders including assistant principals. Additionally, the *4DL Rigor Walk Suite* provides a comprehensive metric tool and supporting resources.

Growth Insights

The *Leader Dashboard* is a visual representation of the progress faculty are making as they learn about the model of instruction, implement practices to achieve desired outcomes of the learning, and impact classroom instruction. It offers insights into the prediction of raising achievement on state assessments for each grade level and/or core subject through the outcomes of Instructional Empowerment metric tools. The dashboard sparks conversations between stakeholders around the implementation of partnership strategies and short-cycle indications of student achievement.

Rigor Walk

IE Rigor Classroom Walk (Rigor Walk) is a research-based classroom walkthrough metric tool designed for district and school instructional leaders to measure the quality and effectiveness of the Tier 1 instruction taking place in their schools. Rigor Walk **DOES NOT** evaluate teachers. Instead, it is a practical tool that focuses on student learning and produces easy-to-share, color-coded value trend reports on Tier 1 instruction. The collected data helps leaders identify the missing elements students need to master standards. With Rigor Walk, principals have specific research-based indicators to monitor and provide support and school trends to all teachers.

Online Courses

The *School Leader Online Courses* provide access to an array of digital assets, from detailed course outlines to engaging explainer videos and guiding questions. Resources span key systems such as Empowering Effective Teams, Leading Agile

Online Courses	Learn Badge	Implement Badge (Principal Only)
School Leader: Phase 1	✓	✓
School Leader: Phase 2	✓	✓
School Leader: Phase 3	✓	✓
School Leader: Phase 4	✓	✓
Rigor Walk 101		
Rigor Walk 201		
Rigor Walk 301		

Cycles of Continuous Improvement, Prioritizing Instructional Leadership, and Using Leading Data to Drive Instruction. The courses equip leaders with the tools they need to empower their community to embrace the Model of Instruction for Deeper Learning. Users earn *Learn Badges* for course completion.

The *Rigor Walk Online Courses* are a three-module series which introduces or reinforces learning from Measuring Implementation by stepping participants through demonstration of competency.

Look & Learn

The **Implementation Progression** elevates the instructional leadership journey as a comprehensive roadmap designed to strengthen systems that deepen Tier 1 instruction. The **Look & Learn** tool measures and gives targeted, specific feedback on the application of concepts introduced in the online courses and detailed in the Implementation Progression. While all leaders have access to the Implementation Progression, only principals earn **Implement Badges** as professional learning is evident in professional practice based on data collected through Look & Learns.

Library 4DL

The **Library 4DL** provides a wealth of resources to achieve deeper learning for ALL students, including those specifically to support school leaders implementing a school-wide partnership.

Community 4DL

Community 4DL is a place to ask questions, share ideas, and troubleshoot challenges with educators from across the country and Instructional Empowerment's expert coaches. It includes networking opportunities and best-in-class tips and tricks for implementing Model of Instruction for Deeper Learning and advancing professional practice. Access includes a room dedicated to supporting leaders.

Access to All Teacher, PLC Leader, and Instructional Coach Resources

Each leader suite provides view-only access to the 4DL Teacher Suite, 4DL PLC Leader Suite, and 4DL Instructional Coach Suite. Leaders can view courses, resources, and Implementation Progressions for all other roles, but cannot earn Learn Badges or Implementation Badges.

Support

Virtual configuration support and ongoing assistance is provided.

For District Leaders

The **4DL District Leader Suite** and **4DL Rigor Walk Suite** provide comprehensive learning and support to district leaders steering a districtwide partnership.

Access to All Teacher, PLC Leader, Instructional Coach, and School Leader Resources

Each 4DL District Leader Suite provides view-only access to the 4DL Teacher Suite, 4DL PLC Leader Suite, 4DL Instructional Coach Suite, and 4DL District Leader Suite. Leaders can view courses, resources, and Implementation Progressions for all other roles, but cannot earn Learn Badges or Implementation Badges. They have full access to the Rigor Walk tool and can complete walks at schools across the district.

Growth Insights

District leaders have access to districtwide data in their **Leader Dashboard**.

Implementation Progression

An **Implementation Progression*** focused specifically on mapping and supporting the district leader journey as they implement Model of Instruction for Deeper Learning and move toward a Destination Vision for Instruction throughout the district.

Library 4DL

District leaders have access to **Library 4DL** including specific resources to support districtwide implementation*.

For Teachers

The **4DL Teacher Suite** is the primary support for educators implementing Model of Instruction for Deeper Learning.

Online Courses

Model of Instruction Online Courses introduce new concepts in student-led team learning and guide educators in planning tasks through six hours of flexible, self-paced professional learning. Select courses are accompanied by **Downloadable Toolkits** full of classroom resources to facilitate team tasks and

Online Courses	Toolkit	Learn Badge	Implement Badge
Model of Instruction 101	✓	✓	✓
Model of Instruction 201	✓	✓	✓
Model of Instruction 301	✓	✓	✓
Model of Instruction 401	✓	✓	✓
Model of Instruction 501	✓	✓	✓
Model of Instruction 601*		✓	✓

student-led team learning. Users earn a **Learn Badge** for each completed course.

Look & Learn

The **Implementation Progression** is a roadmap through Model of Instruction for Deeper Learning to support planning. It includes goals and the student evidence and teacher actions which show when those goals are reached. Educators earn **Implement Badges** as the learning from online courses is evident in classroom practice based on data collected in the **Look & Learn** tool.

Library 4DL

Teachers receive access to the meticulously curated **Library 4DL**, housing a wealth of materials including high-quality standards-based rigorous team tasks for all grade levels and informative newsletters.

Community 4DL

Community 4DL provides additional support from IE Coaches and fellow educators in implementing Model of Instruction for Deeper Learning.

Standards Support

Through the **Standards Browser**, teachers can browse and search state academic standards and use standards as a basis to generate learning targets and success criteria using AI.

Teachers can create and conduct classroom **Sessions** with student teams based on standards. Students self-assess on standards-based learning targets and success criteria, followed by teacher verification.

Growth Insights

The **Learning Standards Dashboard** shows trends in the classroom and includes downloadable student reports.

For PLC Leaders

4DL PLC Leader Suite is an add-on subscription to the 4DL Teacher Suite for professional learning community (PLC) leaders as they support the implementation of Model of Instruction for Deeper Learning. They receive the following resources and tools in addition to those included in the 4DL Teacher Suite.

Online Courses

The **PLC Leader Online Courses** deepen knowledge of Model of Instruction for Deeper Learning and show how to create and grow effective PLCs and teacher teams that lead to heightened student achievement. Users earn a **Learn Badge** for each course they complete.

Look & Learn

The **Implementation Progression** and **Look & Learn** focus on how PLC Leaders support standards-based lesson and task planning and nurture teacher team efficacy. PLC leaders earn **Implement Badges** as the learning from online courses is evident in professional practice based on data collected in the Look & Learn tool.

Library 4DL

Library 4DL features additional resources for PLC leaders.

Community 4DL

PLC leaders receive additional access in **Community 4DL**.

Online Courses	Learn Badge	Implement Badge
PLC Leader 101	✓	✓
PLC Leader 201*	✓	✓
PLC Leader 301*	✓	✓
PLC Leader 401*	✓	✓
PLC Leader 501*	✓	✓
PLC Leader 601*	✓	✓

For Instructional Coaches

4DL Instructional Coach Suite supports district and building instructional coaches through the implementation of Model of Instruction for Deeper Learning. They receive the following resources and tools in addition to those included in the 4DL Teacher Suite.

Online Courses

The **Instructional Coach Online Courses** deepen knowledge of Model of Instruction for Deeper Learning and coaching strategies. Users earn a **Learn Badge** for each course they complete.

Look & Learn

The **Implementation Progression** and **Look & Learn** focus on how coaches support teachers as they create a culture of rigor and agency in their classrooms. Coaches earn **Implement Badges** as the learning from online courses is evident in professional practice based on data collected in the Look & Learn tool.

Library 4DL

Library 4DL features additional resources for instructional coaches.

Community 4DL

Instructional coaches receive additional access in **Community 4DL**.

Growth Insights

Instructional coaches have access to data in their **Instructional Coach Dashboard**.

Online Courses	Learn Badge	Implement Badge
Instructional Coach 101	✓	✓
Instructional Coach 201*	✓	✓
Instructional Coach 301*	✓	✓
Instructional Coach 401*	✓	✓
Instructional Coach 501*	✓	✓
Instructional Coach 601*	✓	✓