



BetterLesson

Professional Learning Catalog

4 Essential Elements of Student-Centered Teaching and Leading

Student-centered, equitable learning is complex. After more than 10 years of working with and learning from effective educators, BetterLesson has developed professional learning to support educators with 4 of the essential elements:



Inclusive and Responsive Practices



Flexible Instructional Models



Curriculum and Academic Content



Instructional Leadership

Flexible, Action-Oriented Professional Development

All BetterLesson PD is based on the coaching model. Our Try-Measure-Learn approach is research-backed, growth-oriented, and collaborative.



Virtual Workshops

For Teachers, Coaches, Administrators

Interactive, collaborative experience focused on specific high-value topics. Two hours, virtual, in group.



1:1 Virtual Coaching

Instructional Coaching for Teachers | Strategic Coaching for Leaders

Personalized, learn-by-doing support from expert coaches to build and sustain skills. Ongoing, virtual, individualized.



Design Workshops

For Teachers, Coaches, Administrators

In-depth, hands-on introduction to one Focus Area aligned to school, district, and educator priorities. Full day, on-site, in group.



Learning Walks

For Coaches, Administrators

Evidence-based classroom observations to analyze trends in teacher practice and create a plan to support them. Full day, on-site, small group.

PD Planning—for the Short and Long Term

We work with you to identify your strategic priorities, and design a plan that meets your needs—whether that's supporting a specific instructional initiative or growing your educators' capacity over time.

Define, Explore, Build.

In our coaching and workshops, we take participants through a three step process to identify their needs and create an implementation plan: **Define, Explore, Build.** If you'd like, we invite you to use that process here as you think about your professional development needs.

Define

What are your top instructional needs or priorities?

1. _____
2. _____
3. _____

Explore

In the following catalog, you can browse all of our offerings for Virtual Workshops and Short-Cycle Coaching, plus an overview of our deeper-dive services that foster lasting practice change.

Build

Now let's gather a little more information to start to put together your plan.

1. What are the top 4 topics that your educators need support with?

Choose from the topics on the following pages.

1. _____
2. _____
3. _____
4. _____

2. Which groups of staff need support? *Circle all that apply.*

ROLES ☐ Teachers ☐ Administrators ☐ Instructional Coaches
or Teacher Leaders

LEVEL ☐ Elementary ☐ Secondary

Other characteristics: _____

3. Who do you need to work with in the design or implementation of the flexible learning professional development plan?

4. How much time do your teachers or leaders have available for professional development?

HOURS ☐ 3-8 ☐ 8-16 ☐ 16+

Virtual Workshops & 1:1 Short-Cycle Coaching

The following is a list of the topics on which we support teachers and leaders through **Virtual Workshops** and targeted, **1:1 Short-Cycle Coaching**. 1:1 Short-Cycle Coaching allows your educators to practice and refine the skills they learned in the Virtual Workshop.



Inclusive and Responsive Practices

SOCIAL-EMOTIONAL LEARNING

Self-Management and Self-Awareness: Understanding the Impact of Our Emotions

Now more than ever, students deserve support in identifying, welcoming, and managing their emotions so that they can learn and thrive. Educators can create a safe space in school and at a distance by building self-awareness, self-care, and growth mindset. In coaching or a Virtual Workshop, participants will:

- Define 5 core competencies of social-emotional learning
- Explore strategies and lesson examples
- Build and get peer feedback on their plan to build self awareness and growth mindset

Relationships and Social Awareness: Building a Classroom Community

How can teachers build a learning community, instead of just managing a classroom? By building relationships, students will feel more comfortable seeking support, collaborating, and taking ownership of learning. In coaching or a Virtual Workshop, participants will:

- Define the social-emotional learning (SEL) core competencies
- Explore strategies like the “5-Whys” protocol
- Build and get peer feedback on their plan to create a thriving class community

Responsible Decision-Making: Helping Students Analyze Their Actions

When students make constructive behavior and social choices, they’re exercising one of the 5 CASEL competencies: responsible decision making. We can support students in analyzing the consequences, making decisions that promote collective well-being, and working towards a more just and equitable society. In coaching or a Virtual Workshop, participants will:

- Define the meaning and significance of responsible decision making
- Explore strategies that foster responsible decision making in students
- Build and get peer feedback on a plan to incorporate this SEL skill into their instruction

Social-Emotional Learning for Leaders: Building SEL into the Fabric of Your School

For leaders, prioritizing social emotional learning has multiple levels. How can we support our own understanding of SEL? How can we create time and space to engage learners in SEL? How can we integrate SEL into what we already do? In coaching or a Virtual Workshop, participants will:

- Define the social-emotional learning (SEL) core competencies
- Explore leadership SEL pathways
- Build a plan for ‘SEL integration’ rather than additional instruction

TRAUMA-INFORMED PRACTICES

Creating Safe Spaces: Creating Classrooms Where Learners Can Thrive

Trauma-informed practices are always essential to meet students’ needs, but even more so in the face of a pandemic and ongoing racial violence. Whether in school or at a distance, teachers can create a safe environment, stay aware of triggers, and tend to their own well-being. In coaching or in a Virtual Workshop, participants will:

- Define childhood trauma and its impact
- Explore scenarios related to self-management, social awareness, relationship skills, and decision-making
- Build and get peer feedback on their plan for trauma-informed practice

De-escalation Tactics and Mindsets: Making Classroom Management Manageable

Students and educators have experienced a lot of stressors in the past year- from brand new learning modalities to traumatic world events. Educators can be prepared to meet the needs of all students by mastering de-escalation tactics and harnessing the power of productive mindsets. In coaching or a Virtual Workshop, participants will:

- Define the do's and don'ts of de-escalation tactics and explore the role of "mindset"
- Explore strategies and tools to guide the positive de-escalation tactics and mindsets
- Build and receive peer feedback on a plan to incorporate de-escalation tactics in their classroom

Resilience and Well-Being Strategies for Teachers: Building Our Own Resilience

When educators cultivate resilience, they are more likely to achieve their big goals and feel successful and motivated. Developing this culture is now more essential than ever to remain committed to this work and positively influence student outcomes. In coaching or a Virtual Workshop, participants will:

- Define resilience and why we must model it for students
- Explore strategies and resources that model how to respond to challenging individuals, tasks, or scenarios
- Build a plan that guides educators to cultivating resilience to maintain wellness

Positive Behavior Systems: Creating Sustainably Thriving Learning Communities

Trauma-informed practices go beyond our interactions with individual students. How can teachers create positive learning communities and make trauma-informed practices sustainable and consistent over time? In coaching or a Virtual Workshop, participants will:

- Define trauma and its impact
- Explore examples of how to "practice positive" and foster student ownership
- Build and get peer feedback on their plan to build a trauma-informed system

Trauma-Informed Practices for Leaders: Taking a Positive Approach

Leaders must build two skillsets: model trauma-informed practices themselves, and create systems to enable teachers to use trauma-informed practices to support student learning. In coaching or in a Virtual Workshop, leaders will:

- Define trauma and its impact on learning
- Explore mindsets and strategies like becoming aware of bias, building a restorative mindset, and attuning to emotional needs
- Build and get feedback on their plan to create a trauma-informed learning community

CULTURALLY RESPONSIVE TEACHING

Fundamentals of Culturally Responsive Teaching: Moving from Awareness to Action

Culturally responsive teaching ensures all students feel safe, valued, and included in their class community. To make it replicable and sustainable requires a deep commitment to changing practice. In coaching or a Virtual Workshop, participants:

- Define culturally responsive teaching
- Explore their own biases and belief systems, as well as 3 key CRT-based classroom strategies
- Build and get feedback on their plan to commit to one CRT strategy and integrate it into their classrooms

Culturally Responsive Classroom Culture: Building a Culturally Responsive Community

We have an opportunity to reimagine how educators establish classroom culture. In a culturally-responsive culture, all students feel respected for their identities, skills, and passions. In coaching or in a Virtual Workshop, participants will:

- Define The Clover Model and the 7 principles of culturally responsive teaching
- Explore strategies that foster a sense of belong, student agency, and reflection
- Build and get peer feedback on a plan to design a culturally responsive classroom community

Curriculum for Social Justice: Examining What We Teaching and How to Critique It

Curriculum influences our view of the world. If we want to build anti-racist schools, we must be willing to critique our standard content- and teach students to do the same. In this Virtual Workshop, participants will:

- Define the tools and approaches of anti-racist co-conspirators
- Explore real-life curricular examples and practice critique
- Build and get peer feedback on a plan to examine our own curricula

Family Partnerships: Working Alongside Caregivers to Deepen Learning

Parents and other caregivers are essential to student success, whether in school or at home.

By taking an “asset-based mindset”, teachers can nurture two-way partnerships with families that celebrates diversity and belonging, and builds communication and roles. In coaching or a Virtual Workshop, participants will:

- Define culturally responsive relationships with families
- Explore how to give “space and grace” for caregivers while setting clear expectations
- Build and get peer feedback on their plan to foster positive family relationships

DIVERSITY, EQUITY, INCLUSION

Equity and Access: Ensuring All Students Meet Their Potential

Educators know the importance of equity: it is essential to ensuring every child is supported, included, and given a voice. However, are we really all aligned on what equity is and how it does or doesn't manifest in our reality? In coaching or in a Virtual Workshop, participants will:

- Define equity as a community and pin point celebrations and challenges in upholding this definition
- Explore real life scenarios to identify gaps in equity
- Build and get peer feedback on their plan for improving equity in their context

Systemic Racism: Identifying How it Shows Up in Schools

Most of us grew up with an incomplete and/or inaccurate understanding of systemic racism. To create equitable classrooms, educators benefit from a deep dive into the history of the American school system and of our curriculum, behavior management, social and emotional practices. In coaching or a Virtual Workshop, participants will:

- Define the patterns and key moments where systemic racism appears in education
- Explore examples of how to dismantle systems within schools
- Build and get peer feedback on a plan to challenge systemic racism in their reality and reimagine their classrooms

Anti-Racism Fundamentals: Building Understanding about Race in Mostly White Classrooms

For White students and teachers who want to be anti-racist co-conspirators, it can feel hard to know where to begin. But these challenging conversations can be handled with respect and zeal. In this Virtual Workshop, participants will:

- Define key concepts like bias, privilege, racial socialization, and critical history
- Explore the messages we send to students that perpetuate racist ideas
- Build and get peer feedback on a plan to build critical consciousness for yourself and your students

Bias and Privilege: Self-Reflecting and Using Our Power for Change

Change starts with self-reflection, education, and growth. Teachers and leaders play an important role in shaping the learning communities our students experience. In this Virtual Workshop, participants will:

- Define key concepts like implicit bias, anti-racism, and privilege
- Explore self-reflection strategies
- Build and get peer feedback on a plan to recognize our own biases and make positive changes

Anti-Racism Instruction for K-8: Integrating Racism and other Critical Topics into Your Lessons

Elementary and middle school teachers don't always receive the PD they need to design lessons that integrate anti-racist ideas and practices. How do we provide accurate, developmentally appropriate information and activities for all students, particularly younger ones? In this Virtual Workshop, participants will:

- Define the traditional gaps to how racism is/is not explored in grades K-5 and 6-8
- Explore a framework that integrates historical and current events, while honoring students' lived experiences
- Build and get peer feedback on a plan to implement this model into your daily instruction.

Disrupting Deficit Narratives: Culturally- Responsive Tools to Challenge Bias and Honor All Students

We have all been exposed to "deficit narratives" about some students: that they don't want to learn, don't belong, or can't achieve at high levels. As educators, we can learn to spot these implicit and explicit biases and interrupt them. In coaching or a Virtual Workshop, participants will:

- Define deficit narratives by exploring how they manifest through microaggressions, mindsets, false narratives, and systems of injustice.
- Explore culturally-responsive strategies to spot and disrupt deficit narratives
- Build and get peer feedback on a plan to create a positive, asset-based school culture

SPECIAL EDUCATION

Universal Design for Learning: Leveraging Technology to Support All Students

Scaffolds, equity, access, and relationships—this is how teachers meet diverse student needs. Though distance or flexible learning poses new challenges, teachers can use universal design principles to support every student. In coaching or in a Virtual Workshop, participants will:

- Define the challenges and potential of distance learning for different students
- Explore real-world scenarios and the tools and strategies to address them
- Build and get peer feedback on their plan for supporting all students

ENGLISH LEARNERS

English Learners: Building Language Skills through Problem-Based Learning

Problem-based learning can benefit all learners. Additionally, the tools we use to support English Learners with problem-based learning can build language skills, teach problem-solving, and increase engagement for ALL students. In coaching or in a Virtual Workshop, participants will:

- Define Problem-Based Learning, specifically to develop language skills (PBELL)
- Explore strategies that build student agency, communication, and background knowledge in English Learners as well as other student groups
- Build and get peer feedback on their plan to support English Learners and all students



Flexible Instructional Models

ACCELERATING GROWTH

Focusing on Grade-Level Content: Making It Accessible to All Students

Educators have always had to address a wide range of academic levels - but now more than ever. Instead of focusing only on remediation, which research has shown can perpetuate learning gaps, we will explore the importance of presenting grade level content in a way that is accessible to all students - accelerating growth by chunking learning into manageable pieces and embedding supports into instruction. In coaching or a Virtual Workshop, participants will:

- Define the benefits and challenges of prioritizing grade level content
- Explore scenarios from real classrooms to identify strategies and tools for accessing grade level content
- Build and get peer feedback on their plan to focus on grade level content

Remediation Reimagined: Differentiating Support, Leveraging Tech Tools

Research has shown that traditional remediation isn't always successful at closing learning gaps. To reimagine remediation, we must differentiate it for the needs of all students through targeted supports. Technology plays a huge role in making this replicable and sustainable and for providing those personalized pathways that can drive student success. In coaching or a Virtual Workshop, participants will:

- Define how differentiated and targeted support can create successful remediation for students
- Explore the use of tech tools in remediation to create more sustainable systems
- Build and get peer feedback on their plan for remediation

Closing Academic Gaps: Using Data to Stop the Slide

While we may see unusually large learning loss this year, educators must always grapple with how to help students close academic gaps. Using data thoughtfully as well as honoring the past year's trauma will allow educators to focus their efforts. In coaching or a Virtual Workshop, leaders will:

- Define the "remediation paradox"
- Explore scenarios and how consistency, data, equity, flexibility, and stakeholders play a role
- Build and get peer feedback on a plan to help teachers address gaps

Universal Design for Learning: Meeting the Needs of All Learners

As we transition back from remote learning, it is important to consider how all learners will access meaningful and challenging learning experiences that meet their needs. Universal Design for Learning (UDL) helps educators design learning experiences with opportunities, scaffolds, and supports so that each student can succeed. In coaching or a Virtual Workshop, participants will:

- Define how designing learning with a UDL lens leads to greater student achievement
- Explore teacher scenarios of UDL learning tasks, scaffolds, and supports
- Build and get peer feedback on their plan for creating a learning task aligned to UDL principles

FORMATIVE ASSESSMENT & DIFFERENTIATION

Authentic Assessment: Going Beyond Tests and Towards Mastery

Effect student assessment provides critical data to guide instruction. How can we assess in ways that are authentically part of their learning experience? Authentic assessment can be used to motivate students, teach a skill, offer feedback, and holistically evaluate progress. In coaching or in a Virtual Workshop, participants will:

- Define authentic assessment
- Explore scenarios and tech tools that go beyond testing and towards projects, demonstrations, and more
- Build and get peer feedback on their plan for authentic assessment

Checks for Understanding: Multiple and Varied Ways to Assess Student Learning

In classrooms and online, it can be difficult for teachers to gauge what students really understand. Strategic checks for understanding based on clear learning targets can provide insight into student comprehension and allow teachers to flexibly adjust instruction. In a Virtual Workshop or coaching, participants will:

- Define checks for understanding and how they play a role in formative assessment
- Explore key strategies and tools for gathering data on learning
- Build and get peer feedback on a plan for an upcoming check for understanding

Designing Student Centered Assessment: From Performance to Portfolios

The goal of student-centered assessment is for students to demonstrate mastery of a topic. Such an assessment is not a final grade, but a learning experience where the student clearly demonstrates what they've learned, in a format that best showcases their work. In a Virtual Workshop or coaching, participants will:

- Define different types of student-centered assessments and the importance of providing varied assessment types
- Explore key strategies and tools for building varied assessments
- Build and get peer feedback on a student-centered assessment for an upcoming teaching standard

Creating a Culture of Feedback: Establishing Trust to Drive Academic Growth

Feedback from both teachers and peers is a critical part of formative assessment that drives academic growth. For feedback to be effective, students and teachers must work together to create a classroom culture of growth, positivity, and trust. In a Virtual Workshop or coaching, participants will:

- Define the key aspects of a class culture that supports meaningful feedback
- Explore key strategies for giving and receiving feedback
- Build and get peer feedback on a plan for students to give feedback to their peers in an upcoming lesson

Tracking Progress with Data: Teaching Students to Track Their Own Growth

Students can take ownership over their learning by tracking their progress data. Simple, sustainable systems and technology tools give students insight into their growth and help them set personal goals. In a Virtual Workshop or coaching, participants will:

- Define how to build student ownership of tracking progress with data
- Explore key strategies and tech tools for gathering learning data
- Build and get peer feedback on a plan for students to use their own learning data in an upcoming lesson

Differentiation with Grouping: Data-Driven Small Groups

Differentiation allows all students the opportunity to master learning targets, but it can be (or seem) time-consuming to plan. Using data to develop differentiated grouping is a sustainable way to provide all students with appropriate learning experiences. In this Virtual Workshop or coaching, participants will:

- Define how to differentiate learning through the use of strategic grouping
- Explore key strategies, models, and tools for grouping students based on data
- Build and get peer feedback on a plan for a group task based on data

BLENDED LEARNING

Organizing the Learning Space: Using Blended Learning Models for Student Success

Blended Learning strategies like station rotation, flipped learning, and individual pathways are actionable, sustainable methods for organizing learning and engaging students. Organization systems are essential, by helping students access resources and collaborate in consistent and replicable ways. In coaching or in a Virtual Workshop, participants will:

- Define blended learning and the importance of consistent organizing systems
- Explore examples from real teachers to unpack the value and challenges of building these systems
- Build and get peer feedback on a plan for their blended learning organization system

Meaningful Tasks: Designing Engaging Blended Learning Experiences

Learning tasks have many goals: introducing new material, group work, discussion, assessment, and more. Blending Learning with technology integration can make those tasks even more meaningful by creating opportunities for students to use their voice and engage with concepts. In coaching or in a Virtual Workshop, participants will:

- Define the 10 principles of blended learning tasks
- Explore real life scenarios, including the use of technology tools and strategies like choice boards
- Build and get peer feedback on their plan for effective blended learning tasks

Learning Cadence: Balancing Synchronous and Asynchronous Time

To implement flexible instructional models, we must think about time differently. For example, educators may opt to use asynchronous learning time to build student autonomy and synchronous time for group work, decide to set aside days for SEL, allow students to follow learning “pathways” at their own pace, or many other options. In coaching or in a Virtual Workshop, participants will:

- Define synchronous and asynchronous learning in a blended learning context
- Explore examples of “learning cadence” options, like playlists, calendaring, etc
- Build and get peer feedback on their plan for using time effectively in flexible learning settings

Digital Citizenship: Creating Safe and Thriving Digital Learning Spaces

As students learn more frequently in a digital environment, we need to model new expectations and skills to keep them safe. Digital citizenship skills help students, teachers, and leaders thrive in digital spaces while navigating the myriad new challenges. In coaching or a Virtual Workshop, participants will:

- Define the benefits and challenges of traditional digital citizenship
- Explore real-world scenarios and tools
- Build and get peer feedback on their plan to create safe digital spaces

Tech Integration with SAMR: Making Tech Meaningful to Learning

When choosing technology, it is important to consider how integrating the tool in different ways could change the learning task. The SAMR model ensures we have the right tool for the task by helping us think critically about meaningful technology integration. In coaching or in a Virtual Workshop, participants will:

- Define SAMR model as a tool for reflection and planning
- Explore a variety of tech tools to understand how they make learning more efficient or meaningful
- Build and get peer feedback on their plan to evaluate their tech integration

HYBRID AND VIRTUAL LEARNING

Synchronous Learning: Engaging Students in “Real Time”

Synchronous learning includes any activities that students and teachers do together. How can teachers make the most of their time with students—to engage them, answer questions, collaborate, and build community? In coaching or in a Virtual Workshop, participants will:

- Define the pros and cons of “synchronous” learning
- Explore examples of office hours, ‘live lessons’ via video, breakout, and coaching formats
- Build and get peer feedback on a plan to enhance their synchronous teaching

Asynchronous Learning: Creating Pathways for Students to Learn at their Own Pace

Models like hybrid or virtual learning provide a great opportunity to personalize instruction. It can be challenging for teachers to create “asynchronous” tasks for students to do on their own, but designed well, student engagement and growth soar. In coaching or in a Virtual Workshop, participants will:

- Define how goals, benchmarks, organization, assessment, and support allow students to work at their own pace
- Explore tech tools and experience self-paced learning themselves
- Build and get peer feedback on their plan for asynchronous learning

Concurrent Learning: Teaching Students in Multiple Modalities

Educators have been learning new teaching modalities at an unprecedented pace, and often with little support. One of the most complex is concurrent learning, a form of hybrid learning where a subset of students connect from home to a classroom led by a teacher in the school building. In this Virtual Workshop or Coaching, participants will:

- Define best practices for engaging students in-person and online concurrently
- Explore concrete resources that apply to all contexts and feel sustainable and replicable
- Build a plan for a concurrent classroom that meets the needs of all learners

Flexible Learning Fundamentals for Leaders: Supporting a New Paradigm of Instruction

Flexible learning puts students at the center—whether they’re in a hybrid or virtual model. Leaders need to understand the best practices and new skills teachers need in order to support their educators to create dynamic and safe learning spaces. In coaching or in a Virtual Workshop, leaders will:

- Define the components of flexible learning, including synchronous/asynchronous learning, assessment, and culture
- Explore examples of effective learning tasks and tech tool integration
- Build and get peer feedback on their vision for student success that meets the needs of all learners

COMPETENCY-BASED LEARNING

Student Goal Setting and Autonomy: Supporting Student Agency

Student autonomy is key in a competency based learning model, as students are asked to manage their own learning progress. Transferring ownership to students empowers them to set goals and reflect on their progress in a meaningful way. In coaching or a Virtual Workshop, participants will:

- Define how student autonomy leads to accountability, confidence, and academic and personal growth
- Explore systems for goal setting and reflection, such as self-assessment, student choice, and conferencing
- Build and get peer feedback on a sustainable, manageable plan to develop student autonomy

Grading for Equity: Providing Personalized Options to Show Mastery

If we aspire to create student-centered, equitable schools, we may want to rethink traditional grading models. The Competency-Based Learning model allows for students to demonstrate their knowledge through a variety of methods that are aligned with clear outcomes. By providing proactive, targeted support and authentic feedback, educators can support this shift to equitable assessment. In coaching or a Virtual Workshop, participants will:

- Define systems that support Competency Based Learning
- Explore real teacher scenarios of successful CBL practices
- Build and get feedback on their plan for setting up an equitable CBL system

PROJECT-BASED LEARNING

Multi-Day Learning Experiences: Deepening the Learning Over Time

In project-based learning, one of the most challenging aspects of planning is developing engaging learning tasks that span multiple days. The benefit of creating these extended experiences is that students are allowed to engage with concepts more deeply through a blend of asynchronous and synchronous instruction. In coaching or a Virtual Workshop, participants will:

- Define the benefits of extending tasks over multiple days to differentiate and deepen instruction
- Explore strategies to make multi-day learning task manageable for teachers and students, such as a playlist
- Build and receive peer feedback on a plan to create meaningful multi-day learning experiences



Curriculum and Academic Content

STUDENT-CENTERED MATH

Fundamentals of Student-Centered Math: Fostering Student Ownership and Engagement

Student-centered math fosters student ownership, by helping students learn to become confident mathematical thinkers. It promotes engagement by connecting to students' interest and identities. For schools that are kicking off a student-centered math initiative, in coaching or a Virtual Workshop, participants will:

- Define student-centered math and key characteristics
- Explore how math lessons and activities can be student-centered
- Build an analysis of our own math lessons and how they are student-centered

Student-Centered Math in a Flexible Learning Environment: Adapting Strategies to Different Modalities

Student-centered math has been shown to have significant impact on student learning and confidence. Whether in a classroom, a hybrid, or fully virtual model, teachers can help learners grasp the “why” of math, communicate their ideas, and make connections. In coaching or a Virtual Workshop, participants will:

- Define student-centered math and flexible learning
- Explore tech tools, scenarios, and instructional strategies like choice boards
- Build and get peer feedback on their plan to incorporate student-centered practices

Scaffolding, Differentiation, and Choice: Meeting the Needs of All Learners

Math teachers are always thinking about how to support the specific learning needs of their students to allow them to engage meaningfully with the mathematics. In workshops or coaching, participants will:

- Define scaffolding, differentiation, and choice, and their role in student-centered math teaching
- Explore strategies to support scaffolding, differentiation & choice in math
- Build a plan for implementing a specific scaffolding, differentiation, or choice routine to meet the needs of math learners.

Tech Tools for Math: Making Learning Collaborative, Visible, and Meaningful

There are so many tech tools for math. How to choose the ones that meet your learning goals in your context, and then help students and families build ownership of the tools? In coaching or a Virtual Workshop, participants:

- Define the potential of tech tools to support math learning
- Explore tech tools that promote discourse, make learning visible, and more
- Build and get peer feedback on their plan for choosing and implementing tech tools

Mathematical Discourse: Building Conceptual Bridges through Communication

Discourse in the math classroom gives students opportunities to share ideas, clarify understandings, and learn to see things from other perspectives. Since we often think of math as the world of calculations, this kind of “discourse muscle” needs to be explicitly taught. In coaching or a Virtual Workshop, participants will:

- Define mathematical discourse and its role in student-centered math
- Explore strategies and approaches that promote math discourse
- Build a plan for promoting mathematical discourse

Math Language Routines:

Deepening Student Thinking and Communication Skills

Incorporating specific language routines into math instruction helps teachers support both the math and language learning of all students, and especially those who are in the process of learning English. In coaching or Virtual Workshop, participants will:

- Define the Mathematical Language Routines (MLRs) and their purposes
- Explore what the MLRs might look like in various different contexts
- Build a plan for introducing (or reintroducing) a specific MLR to students and incorporating it into instruction on a regular basis

Humanizing Mathematics: Reframing Student Beliefs about Themselves as Mathematicians

In American culture, math is often viewed as intimidating, sterile, and exclusive, but it doesn't have to be this way. Change starts by examining the beliefs that students form about math and their identities as mathematicians, as well as the teacher practices that can impact these beliefs. In coaching or a Virtual Workshop, participants will:

- Define the dimensions of “rehumanizing mathematics”
- Explore classroom systems and strategies for creating a positive math culture
- Build a plan for helping students feel valued and supported as mathematicians

Using Representations and Reasoning: Tapping into Students' Visual Skills

The most powerful learning occurs when we use different areas of the brain. When students work with numbers, they are using a different area of the brain than when they work with visual information. In coaching or a Virtual Workshop, participants will:

- Define how visual representations support math reasoning
- Explore strategies to reinforce student use of math representations
- Build a plan around a specific lesson, representation, or routine to support reasoning with representations

“The 5 Practices” and Desmos:

Fostering Discussion about Mathematics

Smith and Stein's 5 Practices model gives teachers a clear framework for using students' own thinking to help a group make meaning of a mathematical concept. In coaching or a Virtual Workshop, participants will:

- Define the Desmos Snapshot tool and the 5 Practices
- Explore the tool and how to use it to organize a discussion based on student responses
- Build a plan for using the Snapshots tool to organize discussion of a specific Desmos math activity

Just-in-Time Math Supports: Accelerating Learning for All Students

To address the learning gaps, teachers will need to weave “just-in-time” supports into their instruction. This may require approaching math concepts as clusters of related ideas rather than a series of discrete standards, as well as leveraging the tech tools teachers learned during remote instruction. In coaching or a Virtual Workshop, participants will:

- Define their goals for student understanding
- Explore strategies for just-in-time supports, such as vertical mapping, creating “acceleration stations” for the beginning of each new unit, and utilizing familiar tech tools for differentiated practice
- Build a plan prioritizing grade-level content and just-in-time support

STUDENT-CENTERED LITERACY

Student-Centered Literacy in a Flexible Learning Environment: Adapting Strategies to Different Modalities

Student-centered literacy gives students agency. It helps them engage deeply with text, providing opportunities for collaboration and authentic assessment—whether in the classroom, in a hybrid model, or virtually. In coaching or a Virtual Workshops, participants will:

- Define student-centered literacy and flexible learning
- Explore scenarios and strategies
- Build and get peer feedback on their plan to incorporate student-centered literacy practices

Tech Tools for Literacy: Beyond the Screen, Into the Story

Though we don't always think of literacy and technology as closely linked, tech tools provide a wealth of opportunity for students to discuss, explore, get feedback, and read complex texts. In coaching or in a Virtual Workshop, participants will:

- Define the instructional purposes of literacy instruction
- Explore 3 tech tools through real-life teaching scenarios
- Build and get peer feedback on their plan for implementing new toolsted as mathematicians

Student-Driven Writing Systems: Building Student Agency and Authenticity

How can we make the writing process more efficient and authentic, building student ownership over their writing? With this approach, teachers can integrate writing more seamlessly into their instruction and sustain it over time. In coaching or in a Virtual Workshop, participants will:

- Define the components of student-driven writing systems
- Explore strategies to integrate student-driven writing into any content area, including distance learning
- Build and receive peer feedback on their plan to create engaging writing experiences

Oral Language Skills in Early Literacy: Building a Foundation for Literacy Success

Our youngest learners build knowledge through oral language development coupled with early literacy skills. There are many strategies educators can use to build language and literacy skills together in fun and engaging ways. In coaching or a Virtual Workshop, participants will:

- Define best practices in developing oral language and literacy
- Explore strategies and resources to engage students with oral language and literacy skills
- Build a plan to implement with students to support literacy outcomes

EL EDUCATION

Launching the EL Curriculum: Laying the Foundation

EL Education is a powerful curriculum for building student achievement, creativity, and character. To implement such a student-centered approach, districts, schools and teachers need PD that supports their understanding and real-world practice. In this Virtual Workshop, participants will:

- Define the structure and design principles of the EL Education curriculum
- Explore the instructional shifts needed to create a student-centered literacy classroom
- Build a plan to further unpack the curriculum and apply it in their context

Intro to Modules in EL Education: Unpacking the Building Blocks

Modules are the bedrock of daily instruction in the EL Education curriculum. They are carefully curated with high-quality texts to foster student engagement, and sequenced into units and lessons that promote spiraled learning. In this series of Virtual Workshops, we support educators to internalize the structure of units and lessons.

Virtual Workshops in this series:

- Intro to Modules - Part A
- Intro to Modules - Part B

Intro to Skills Block in EL Education: Supporting Literacy Through Phonics

The Skills Block in the EL Education curriculum provides K-2 teachers with a robust structured phonics approach that drives student learning based in data and research. In these Virtual Workshops, participants will dig into the rationale and structure of the Skills Block and explore how planning and assessment support learning.

Virtual Workshops in this series:

- Intro to Skills - Part A
- Intro to Skills - Part B

Intro to the ALL Block in EL Education: Reinforcing Learning, Building Mastery

The ALL Block gives Grade 3-5 students a repeatable structure to practice what they learned in Module lessons, promoting independence and mastery of the material. In these Virtual Workshops, participants will dig into the components of the ALL block, and understand how its cyclical nature reinforces learning by giving students additional time to work with texts, ideas, and skills.

Virtual Workshops in this series:

- Intro to ALL - Part A
- Intro to ALL - Part B

Strategic Planning for Modules in EL Education: Making the Curriculum Real

The EL Education curriculum is planned deliberately and filled with high-quality instructional materials. But every educator must deeply understand the materials and how to strategically plan for using Modules in their own context. These Virtual Workshops are designed for teachers and leaders who already have a foundational understanding of the curriculum. Teachers should have taught and given an assessment for at least one Module, and leaders should be in a role where they support teachers with planning.

Virtual Workshops in this series:

- Strategic Planning for Modules: Tracing a Standard
- Strategic Planning for Modules: Planning from Assessment
- Strategic Planning for Modules: Internalizing a Lesson
- Strategic Planning for Modules: Collaborative Culture and Management
- Strategic Planning for Modules: The Power of Language Dives
- Strategic Planning for Modules: Supporting All Learners

Strategic Planning for Skills Block in EL Education: Using Data to Differentiate Instruction

Skills Block is filled with resources and materials that help educators identify students' phonics needs and plan for differentiated instruction. In these Virtual Workshops, participants will learn to analyze student-level benchmark data to plan for skills groupings, including teacher-led and independent rotations. Participants will explore how data informs instructional planning, and work with resources to support their planning.

Virtual Workshops in this series:

- Strategic Planning for Skills Block - Part A
- Strategic Planning for Skills Block - Part B
- Strategic Planning for Skills Block - Part C

Strategic Planning for ALL Block in EL Education: Helping Every Student to Succeed

ALL Block is not just an opportunity to practice; used strategically, it helps all students move towards their individual learning goals. Teachers need to develop a consistent, effective strategic planning practice to make best use of students' time. In these Virtual Workshops, participants will have an opportunity to reflect on implementation of the EL Education curriculum so far and learn from each other around successes and challenges.

Virtual Workshops in this series:

- Strategic Planning for ALL Block - Part A
- Strategic Planning for ALL Block - Part B
- Strategic Planning for ALL Block - Part C

OPEN UP RESOURCES MATH

Launching the Open Up Math Curriculum: Laying the Foundation

The Open Up Resources Math 6-8 Curriculum is designed to transform math classrooms into “hives of activity, questioning, and debate.” Its focus on mathematical discourse encourages students to process what they're learning, rather than memorize steps. In these Virtual Workshops, participants will get a fundamental understanding of the structure and goals of the curriculum, diving deeply into how “problem-based learning” will impact their instructional practice.

Virtual Workshops in this series:

- Defining Problem-Based Learning
- Deep Dive into Unit 1
- Exploring the Structure of a Lesson
- Facilitating Problem-Based Activities with the 5 Practices
- Using Routines to Support All Learners
- 3-Hour Curriculum Orientation (standalone session)

Open Up Math Planning Support: Bringing Problem-Based Learning to Life

The Open Up Resources 6-8 Math Curriculum helps students develop strong conceptual understanding by inviting them to make sense of increasingly challenging problems. In these Virtual Workshops, participants learn how to plan their instruction effectively to bring problem-based math learning to life in their particular context.

Virtual Workshops in this series:

- Tracing the Learning Progression in a Unit
- Using Task Purposes to Plan for a Lesson
- Facilitating a Problem-Based Activity

Leader Launch of the Open Up Math Curriculum: Creating a Plan to Support All Teachers

Shifting your school or district to the Open Up Resources 6-8 Math curriculum is no simple task. Leaders must have a strong understanding of the fundamental principles of mathematical discourse and problem-based learning, and think through how to support all teachers to adjust their practice. In these Virtual Workshops, leaders will consider the change management required by the shift to problem-based math instruction, and use design thinking to create a plan to roll out the curriculum in their context.

Virtual Workshops in this series:

- Launching the Open Up Resources 6-8 Math Curriculum
- Building an Implementation Plan
- Assessing Progress

Math Language Routines in Open Up Math: Getting All Students to Discourse

Math Language Routines (MLRs) form the core of the Open Up Resources 6-8 Math curriculum. Helping students communicate their mathematical thinking allows them to truly master the material and collaborate with others. In these Virtual Workshops, participants will understand the design of MLRs, experience them as learners, and incorporate them into their plans to scaffold and differentiate instruction.

Virtual Workshops in this series:

- Intro to Math Language Routines & Math Language Routines 1
- Math Language Routines 2 & 3
- Math Language Routines 4 & 5
- Math Language Routines 6, 7, & 8

Using the 5 Practices in Open Up Math: Orchestrating Productive Mathematical Discussions

The 5 Practices are an essential part of how the Open Up Resources 6-8 Math curriculum fosters mathematical discussion. It can be quite a new way for math teachers to present math reasoning, communication, and mastery. In these Virtual Workshops, participants will experience the 5 Practices as their students will, collaborate with their peers to plan 5 Practices activities, try them in their classrooms, and then debrief with colleagues.

Virtual Workshops in this series:

- Planning Activities with the 5 Practices
- Unpacking the 5 Practices: Anticipating and Monitoring
- Unpacking the 5 Practices: Selecting, Sequencing and Connecting

Math Scaffolds in Open Up Math: Supporting Sense-Making, Building Agency

In a problem-based curriculum like Open Up Resources 6-8 Math, students work on carefully crafted and sequenced mathematics problems to make sense of key math concepts for themselves. Carefully defined scaffolds help students with different needs access curriculum tasks and foster their agency as mathematicians. In this Virtual Workshop, participants will:

- Define how scaffolds in a problem-based math curriculum help students to develop their own understanding
- Explore examples of scaffolds incorporated into 6th, 7th, & 8th grade curriculum activities
- Build a plan for building scaffolds into their instruction

Open Up Math in Virtual Learning: Adapting the Curriculum

Two pillars of Open Up Resources 6-8 Math curriculum are a focus on discourse (students explaining their thinking) and the problem-based approach (students actively working on problems rather than just listening and copying). How does this work in a distance or hybrid model? In this Virtual Workshop, participants will:

- Define the 4 pillars of effective distance learning
- Explore real-life scenarios and strategies to use Open Up Math in virtual learning
- Build and get peer feedback on their plan for problem-based math at a distance

Using Lesson “Cool Downs” in Open Up Math: Guiding Instruction with Data

Each lesson in the Open Up Resources 6-8 Math curriculum includes a “cool-down”—a brief formative assessment that lets students and teachers see what they have or haven’t yet grasped. In this curriculum students build their understanding of a concept over several lessons, so teachers need to consider each lesson’s cool-downs within a larger context. In this

Virtual Workshop, participants will:

- Define the types of support that a teacher could provide based on cool-down data
- Explore the cool-down guidance for a series of lessons and apply the suggestions to sample student data
- Build a plan for collecting, interpreting, and reacting to cool-down data



Instructional Leadership

COLLABORATIVE PROFESSIONAL LEARNING

Setting Up Flexible and Virtual PD: Meeting All Teachers' Needs

Professional learning is evolving to be more flexible and virtual than ever before. For leaders, this means identifying teacher skill gaps and providing support so that teachers experience for the kind of personalized, flexible learning environments they'll create for students. In coaching or a Virtual Workshop, leaders will:

- Define various types of PD that produce sustainable, cyclical growth
- Explore options to address skill gaps using the "PD Poker" simulation
- Build and get peer feedback on their teacher PD plan

Collaborative Professional Learning Communities: Creating a Productive Learning Experience

Professional Learning Communities can form the basis for an effective ongoing teacher support system - if done well. The key elements of a productive PLC are knowing your goals for the group and setting up culture and structures for true collaboration. In coaching and a Virtual Workshop, participants will:

- Define key components of collaborative learning such as timing, communication, and outcomes
- Explore examples, scenarios, and tools for running a productive PLC
- Build a personal plan for key components of collaborative learning

Planning Actionable PD: Ensuring that Teacher PD Time Leads to Impact

Instructional leaders are responsible for ensuring that teacher PD time is more than just looking at data tables and sharing updates. PLCs can and should be the space for actionable PD - identifying challenges, brainstorming solutions, practicing strategies and analyzing results. In coaching or a Virtual Workshop, participants will:

- Define the concept of actionable PD, as well as the Try-Measure-Learn method
- Explore real life scenarios, meeting agendas, and other tools for running PLCs
- Build and get peer feedback on a plan for running a PLC that leads to impact

Data-Backed Instructional Planning: Using Data as a Team to Inform Instruction

To guide instruction, teachers and instructional coaches need to look at several different types of data, including student work, assessment data, and more artifacts of learning. As a group, a Professional Learning Community can use this data to identify trends and articulate goals. In coaching or a Virtual Workshop, participants will:

- Define types of data and key considerations
- Explore examples of how teacher teams use student data productively
- Build a plan for how their team can use data to inform instruction

FEEDBACK AND OBSERVATION

Feedback and Observation**Cycles: Developing Feedback and Observation Cycles**

Instructional leaders need to know how teaching and learning is progressing, using assessment data as well as classroom observation. However, many leaders struggle to find the time to observe live or asynchronous instruction and give actionable feedback. In coaching or a Virtual Workshop, participants will:

- Define the key components of effective observation and feedback
- Explore real life scenarios and resources that help leaders take the pulse of instruction
- Build and get peer feedback on a plan for an effective feedback and observation cycle

Actionable Feedback: Delivering Deep Feedback that Moves the Needle

Giving actionable and deep feedback is a common challenge for instructional leaders. In addition to the potential discomfort of feedback, leaders want to offer insight that will lead to positive change in teacher practice. In coaching or a Virtual Workshop, participants will:

- Define “deeper feedback” and illuminating feedback
- Explore examples and key moves drawn from our years of experience as coaches
- Build and get peer feedback on a plan to deliver deep, actionable feedback

From Feedback to Action: Supporting Teachers to Make Change

Observing a classroom and providing feedback is not enough if teachers do not follow through with practice changes - and if instructional leaders don't support them in doing so. This requires structures, tools, and expectations around actionable next steps. In coaching or a Virtual Workshop, participants will:

- Define actionable feedback
- Explore challenges and real life scenarios related to helping teachers implement feedback
- Build and get peer feedback on a plan to implement “post-feedback” processes

INSTRUCTIONAL COACHING

Defining the Coach Role: Setting up Coaches for Success

Student-centered instructional coaches partner with teachers to design learning. They not only offer emotional support and resources, but strategic guidance to identify challenges and solutions. In coaching or in a Virtual Workshops, participants will:

- Define the role of instructional coach
- Explore coach lenses like change management, emotional intelligence, systemic oppression and adult learning
- Build and get peer feedback on their plan to develop an effective instructional coach role

Coaching Cadence: Using the Try-Measure-Learn Method to Spur Progress

Student-centered coaching is built around growth-oriented ‘coaching cycles’. These cycles allow us to make coaching replicable and more effective by allowing for time and space to try, measure, and learn. In coaching or a Virtual Workshop, participants will:

- Define the “Try-Measure-Learn” approach and other growth mindset concepts
- Explore tools and strategies that help teachers identify their goals, challenges, new approaches, and results
- Build and get peer feedback on a plan for “coaching cycles” educators can use with their teachers

Coaching Communication: Adapting Your Approach to Teachers’ Needs

The way we as coaches communicate with coachees makes all the difference in how they receive our messages. Expert coaches know how to choose effective communication tools, including questioning, goal setting, and coaching styles for different situations. In coaching or a Virtual Workshop, participants will:

- Define coaching communication skills
- Explore real-life scenarios and tools coaches can use to adapt their communication
- Build and get peer feedback on a plan to improve one aspect of their communication

LEADING THROUGH CHANGE

Leading for Equity: Embedding Equity in Our Approach, from Culture to Resources

Equity is about ensuring all students have the technology access, social-emotional support, family partnerships, rigorous coursework, inclusive communities, fair assessment and more needed to thrive. Leading for Equity is an extension of that to our leadership style, voice, and actions that all our stakeholders see. In coaching or in a Virtual Workshop, leaders will:

- Define equity using the 4D Framework
- Explore scenarios on topics like tech access, English learners, and students with disabilities
- Build and get peer feedback on their equity plan

Data, Assessment, and Feedback: Gathering Strategic Data on Students

In a student centered learning environment, we need assessments that are fair, authentic, formative, and culturally responsive. Assessment can be a tool for learning, feedback and motivation, but without the proper systems in place, they often fail to help leaders make strategic decisions and gain feedback. In coaching or in a Virtual Workshop, leaders will:

- Define the four purposes of assessment and what could change now
- Explore how to effectively collect data from reliable tools and feedback from stakeholders
- Build and get peer feedback on their data dashboard plan

Family Engagement: Setting up Systems to Partner with Families and Caregivers

Families are essential stakeholders for the wellbeing and learning of students. Leaders guiding their school through any change should have a clear plan for family partnership by considering issues like expectations, trust, and resource planning. In coaching or in a Virtual Workshop, leaders will:

- Define “caretaker connection” and family perspectives
- Explore real-life scenarios and strategies
- Build and get peer feedback on their plan to connect with caregivers

Wellness and Your Team’s Emotional Needs: Caring for their Heart and Mind

Cultivating a reflective, positive school culture that supports staff wellness is essential for leadership. By developing those practices with their team, leaders also model how to support students through an emotional and traumatic time. In coaching or in a Virtual Workshop, leaders will:

- Define wellness for yourself and your community
- Explore strategies and real-life scenarios, including the use of mindfulness and other SEL practices
- Build and get peer feedback on their plan to develop wellness practices with your staff

Adopting Tech Tools: Connecting to Instruction, Operationalizing Over Time

Technology can dramatically enhance learning—when it is deliberately connected to learning goals. To roll out technology successfully, leaders should start with the why, then examine the capacity of stakeholders and the context within which they’ll adopt. In coaching or a Virtual Workshop, participants will:

- Define the instructional purposes of technology
- Explore the common obstacles and options for tech uptake
- Build and get peer feedback on their plan for rolling out tech

Strategic Planning for Impact: Continuously Improving the Plan

We often talk about strategic planning at the beginning of initiatives. However, effective strategic planning is a cyclical, ongoing process that involves several stakeholder groups and drives student outcomes. In coaching or a Virtual Workshop, participants will:

- Define ongoing strategic planning cycles, and best practices in strategic planning
- Explore stages of implementation for your initiative to see how shared language and ongoing monitoring can drive change
- Build a plan for setting up or restarting stalled or slow strategic planning efforts

Sustained Educator Growth

BetterLesson partners with schools and districts to build instructional capacity for the long-term—working with both teachers and leaders. We combine introductory Virtual Workshops and Short-Cycle Coaching with:



1:1 Virtual Coaching

Semester, Year-Long



Design Workshops

1-2 Days, in person



Learning Walks

~1 day, in person

BetterLesson Focus Areas

Our deeper-dive services builds skills and mindsets in one Focus Area—enabling longer-lasting change over time.



Inclusive and Responsive Practices

Social-Emotional Learning
Trauma-Informed Practices
Culturally Responsive Teaching
Diversity, Equity, and Inclusion
Special Education
English Learners



Flexible Instructional Models

Accelerating Growth
Formative Assessment and Differentiation
Blended Learning
Hybrid and Virtual Learning
Project-Based and Experiential Learning
Competency Based Learning



Curriculum and Academic Content

Student-Centered Math
Student-Centered Literacy
Implementation Support for Curricula Like:

- Open Up Resources 6–8 Math Curriculum
- EL Education
- Newsela
- Labster



Instructional Leadership

Collaborative Professional Learning
Feedback and Observation
Instructional Coaching
Leading Through Change

Get in Touch.

To create a professional learning plan that works for your school or district, [schedule a consultation.](#)

