

UnboundEd

RFP # WRESA-41-2025-2026-07

Wayne County Regional
Educational Service Agency

Instructional Capacity
Building and
Community of Practice
Development

Proposal Section I – Executive Summary

Key Differentiators in Service Offerings, Account Management, and Value-Added Services Proposed by UnboundEd

Service Offerings

UnboundEd provides a comprehensive suite of professional learning, coaching, and curriculum-aligned supports designed to build educator and leadership capacity at every level of the system. We empower educators to meet the needs of every single student through grade-level, engaging, affirming, and meaningful — GLEAM® — instruction (<https://unbounded.org/resources/what-is-gleam/>). Grounded in a research-informed instructional framework, our services emphasize the instructional core — the dynamic relationship between teacher, student, and content — which directly aligns with the Wayne County Regional Educational Service Agency's (WRESA) vision for improving classroom practice and student outcomes.

Account Management

Our account management approach is rooted in partnership and collaboration. We guide each partnership through a dedicated project lead who serves as a single point of contact, ensuring consistent communication, timely responsiveness, and alignment of services with WRESA's goals. This structure provides clarity, accountability, and seamless coordination throughout the duration of the contract.

We go beyond logistical coordination. Our team actively co-designs with WRESA staff to align services across departments, build lasting internal capacity, and ensure coherence across initiatives. Our approach ensures the successful execution, deep integration, expansion, and sustained maintenance of strategies over time, consistent with WRESA's long-term instructional objectives.

Value-Added Services

UnboundEd's value goes beyond required deliverables by including tools, resources, and systems that strengthen learning over time. Our blended approach of in-person professional learning, coaching, asynchronous modules, and customized evaluation guarantees flexibility and sustainability. We offer structured Learning Walk protocols that promote consistent observation and reflection, self-paced professional learning modules that broaden access to knowledge for staff, and collaboratively developed evaluation frameworks that provide actionable data to track progress and impact. These additional services enable WRESA to provide professional learning and establish a continuous improvement cycle that fosters measurable instructional transformation across districts.

Our Understanding of the Scope of Requirements and the Level to Which Our Proposal Has Met the Requirements

Our proposal fully aligns with WRESA's requirements, including internal staff capacity building, professional learning sessions, Learning Walks, self-paced virtual learning, Community of Practice (CoP) co-design, and program evaluation. This will be followed by the launch and facilitation of the CoP, dual support for districts, ongoing learning and support, and implementation monitoring. We will anchor all work in effective, research-informed practices aligned with the Michigan Integrated Continuous Improvement Process (MICIP).

High-Level Project Execution Plan and Timeline for Completion

Year One (2025–2026)

During Year 1, we aim to strengthen the internal cohesion of WRESA's support structures and team-wide understanding of the conditions that lead to improved student achievement. All professional learning, consultation, and co-design services focus on UnboundEd's evidence-informed approach, GLEAM Instruction, to strengthen the instructional capacity of internal staff and support launching a multi-year CoP for newly identified Partnership Districts, striving to ensure every single student has access to GLEAM Instruction.

Year 1 services include:

- Quarterly, full-day, in-person Joint Collaborative (JC) sessions;
- Access to virtual, self-paced learning modules;
- At least four CoP design sessions with WRESA's leadership;
- Development of onboarding and communications documents
- A two-day GLEAM Inventory for the JC with virtual follow-up support; and
- A Learning Summit to launch the CoP.

Year Two (2026–2027)

During Year 2, we connect leadership practices and the disciplinary practices outlined in the Math and Literacy Essentials to implementing GLEAM Instruction. WRESA leaders will participate in dedicated co-design sessions to develop a comprehensive framework and select professional learning workshops aligned with the coaching and professional learning vision for Partnership Districts in the CoP. Using data and feedback from the CoP launch in spring 2026 and the comprehensive WRESA framework, leaders will set the learning goals for quarterly, full-day Joint Collaborative sessions. Year 2 starts with a local Standards Institute™, serving at least 175 leaders across WRESA districts.

Year 2 services include:

- Quarterly, full-day, in-person Joint Collaborative (JC) sessions;
- Monthly Virtual Learning Workshops for CoP members
- Access to virtual, self-paced learning modules;
- Codesign of the evaluation model and tools via half-day virtual sessions

- Quarterly touchpoints to share learning and plan sessions with RESA leadership;
- A two-day GLEAM Inventory for up to 60 CoP members; and,
- A Standards Institute
- Ongoing consulting and planning support
- Learning Summit (one-day event)

Risk Management Considerations

We proactively mitigate risks through transparent communication, structured project management, and collaborative issue resolution. We will manage potential risks, such as staff scheduling conflicts, district readiness, or shifts in state requirements, with flexible planning, timely adjustments, and ongoing consultation with WRESA leadership. Our evaluation framework ensures that we identify emerging challenges early and address them in partnership.

Value and Outcomes Delivered to WRESA

Leaders will develop awareness and understanding of the barriers to effective instruction, as well as a shared vision and common language for promoting GLEAM Instruction. Our professional learning will cultivate the mindsets, planning, skills, tools, and actions needed to deliver GLEAM Instruction at scale. By aligning WRESA's goal of delivering personalized support to improve student achievement and educational outcomes in GLEAM Instruction, the team will also enhance how its focus aligns with the reasons for modifying or adopting practices within department-specific support plans.

Through its partnership with UnboundEd, WRESA will build a cohesive, effective instructional framework, strengthen staff expertise across departments, and establish a sustainable Community of Practice that fosters collaboration, consistency, and measurable improvement in teaching and learning. The outcomes will be higher-quality instruction, stronger district partnerships, and improved opportunities for the 260,000 students served across Wayne County.

UnboundEd is dedicated to providing not only services but lasting instructional change that equips WRESA to achieve both immediate goals and its long-term vision for student success.

Proposal Section II - Scope of Proposed Solution

Overall Solution and Methodology

UnboundEd proposes a comprehensive approach to Instructional Capacity Building and CoP Development that spans two years and integrates professional learning, coaching, co-design, and program evaluation. Our methodology centers GLEAM Instruction, ensuring that every single student has access to rigorous, high-quality instruction.

High-Level Steps of Service Delivery

1. **Capacity Building:** Facilitate five professional learning sessions for WRESA staff focused on GLEAM Instruction, professional learning community (PLC) conditions, problem of practice identification, and data-driven impact stories.
2. **Observation and Practice:** Lead a two-day Learning Walk experience and train staff to use the GLEAM Inventory to analyze instruction and refine supports.
3. **Co-Design of Community of Practice:** Conduct quarterly design sessions with leaders to create the CoP framework, onboarding materials, and sustainability plan.
4. **Self-Paced Virtual Learning:** To ensure ongoing learning opportunities, provide asynchronous, compliant modules and access to UnboundEd's virtual conferences.
5. **Community of Practice Professional Learning:** Convene CoP schools in Spring 2026 for the CoP launch events, August Standards Institute, and then sustain engagement with virtual learning modules.
6. **Ongoing Coaching and Monitoring:** Provide quarterly coaching and progress updates, conduct mid-year and end-of-year evaluations, and embed continuous improvement through feedback loops and mixed-methods data collection.

Comprehensive Delivery Model

Our solution integrates in-person and virtual learning, synchronous and asynchronous modalities, and qualitative and quantitative impact measures. This blended approach ensures accessibility, scalability, and sustainability, positioning WRESA to build a strong internal foundation while supporting districts in improving instruction.

Client Relationship Management

To ensure seamless implementation, UnboundEd assigns a dedicated project lead as the primary point of contact, supported by an executive coaching team and data specialists. We establish clear communication channels that include quarterly progress updates, status reports, and co-design sessions to monitor progress and adjust as needed. WRESA leaders engage in steering co-design

sessions, ensuring the work remains responsive to local context and fully aligned with their strategic vision.

Value-Added Services

UnboundEd enhances required deliverables with:

- Structured Learning Walk Protocols to promote consistent reflection on classroom practice.
 - Resources and asynchronous virtual professional learning opportunities to extend learning beyond Wayne County and connect WRESA staff to national networks of practice.
 - Customized Evaluation Frameworks co-designed with WRESA to measure progress aligned with MICIP and generate actionable insights for continuous improvement.
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Year 1 (2025-2026) Overview

In Year 1 (2025–2026), we focus on building WRESA's internal capacity. Through five JC sessions, we will equip staff to establish a shared vision for GLEAM Instruction, refine support frameworks, and align practices across departments. Learning Walks and use of the GLEAM Inventory will further develop staff expertise in observing and analyzing instruction, while quarterly co-design sessions will engage leaders in shaping the CoP model. Self-paced virtual modules and participation in UnboundEd's professional development opportunities extend access to learning beyond live sessions.

During Year 1, we will use JC sessions to train the trainer. **The guiding questions that connect each session are:** Do we have a common lens for the details of teaching and learning? And how does that understanding align with our support plans and prioritized practices?

Over five Joint Collaborative meetings, we will guide the entire WRESA team in understanding GLEAM Instruction to:

- Build internal coherence regarding the support provided by WRESA.
- Clarify how these supports are delivered through guiding principles and research-based practices.
- Establish a shared understanding of why these supports are essential to improving the academic performance of schools identified as needing improvement, through the lens of GLEAM Instruction.

By the end of these five sessions, WRESA will be able to refine its operating framework with GLEAM Instruction-aligned adjustments and adaptations that identify:

- **Specific competencies** WRESA team members need to drive the instructional core.

- **Shared practices** among WRESA team members that address particular problems through cross-functional collaboration, enhancing and expanding WRESA-wide capacity;
- **Enabling conditions** (operational, instructional, and cultural) that must be in place for schools to enhance performance, ensuring that the partnership between WRESA and districts remains productive and student-centered.

Specifically, the goals and objectives of the suggested sessions are as follows.

August 15, 2025 – Grounding in the Instructional Core (Already Contracted)

Session Aim: The JC will be able to define GLEAM Instruction and understand how it relates to the instructional core.

Partner Goals: This session outlines the value proposition behind WRESA's support and efforts, establishing shared language and framing for the objectives and expected outcomes of all WRESA initiatives.

Guiding Question: *Do we have a common lens for the details of teaching and learning? How does that understanding align with our support plans and prioritized practices?*

October 10, 2025 – PLCs: Conditions that Support GLEAM Instruction

Session Aim: The JC will understand the structures that support instructional improvement in schools through effective PLCs.

Note: The session will open with a share-out of adjustments and adoptions to refined support plans.

Partner Goals: This session will help establish a shared language and vision for what WRESA supports should drive, which is improving educators' ability to set conditions for enhancing practice and enriching the overall teaching and learning experience.

Guiding Question: *How do the conditions necessary for PLCs help you further refine your support plans?*

January 16, 2026 – GLEAM Inventory (30 Members)

Session Aim: In preparation for launching supports in partner districts, this session focuses on enhancing the skills of WRESA team members most involved in instructional support plans to use a shared tool for evaluating instruction and linking observations to GLEAM Instruction. By engaging with GLEAM learning and examining how this perspective shapes their specific observations, participants will be able to answer the guiding question.

Guiding Question: How does the lens of GLEAM Instruction sharpen our ability to observe and analyze instruction in a way that informs our supports?

Methodology: Participants will go through the three sections of the GLEAM Inventory over two days, with flexible virtual and half-day formats for Parts I and III.

Given the size of the WRESA team, the proposed delivery model is as follows:

- **Part I: Half-Day Virtual** – The team participates in an orientation to the GLEAM Instructional Observation Tool.
- **Part II: Full-Day In-Person** – We split the 30 team members into four groups and assign sites or districts to observe four classrooms across K–12 in Math and English Language Arts (ELA), guided by an UnboundEd Facilitator. Small teams practice using the tool and align on evidence of GLEAM Instruction through hallway debriefs.
- **Part III: Half-Day Virtual** – The UnboundEd team debriefs observational findings and offers high-level reports and recommendations.
 - *Note: These findings will be integrated into the learning during the next session.*

February 20, 2026 – Understanding / Creating a Problem of Practice

Session Aim: The JC will enhance its focus on school support by concentrating on the instructional core and identifying a problem of practice.

Note: The session will begin with a high-level overview of GLEAM Inventory outcomes.

Partner Goals: Offer a shared perspective — using GLEAM Inventory outcomes — to identify areas for improvement in departmental and collective practice aimed at enhancing observed teaching and learning experiences.

Guiding Question: *What strategy would you use to address your department’s identified problem of practice?*

May 1, 2026 – Department-Level Workshopping of Impact Story

Session Aim: This session enables teams to review data gathered since the February session and share their department’s Impact Story.

Session Description: Leaders will participate in a data analysis protocol to review recent data and link outcomes to their previously identified problems of practice. During the afternoon share-out, the JC will enhance its collective understanding of classroom instruction and pinpoint ongoing challenges that continue to affect learning.

Guiding Question: *How has norming on data measures and identifying a problem of practice supported your work?*

WRESA leaders will use session Team Times to invite and monitor the voices of team members across WRESA, supporting them in co-design hours managed by UnboundEd’s Executive Coaching team. An assigned coach will meet with the team quarterly to help co-create the vision for centering the instructional core for the JC and the CoP.

Year 2 (2026-2027) Overview

In Year 2, the emphasis shifts toward external implementation with districts. WRESA, in partnership with UnboundEd, will launch and facilitate a multi-district CoP, providing a structure for leaders to engage in shared learning, problem-solving, and application of the instructional framework. CoP participants will benefit from learning experiences, including a local Standards Institute, monthly convenings, and site-based GLEAM Inventories. Meanwhile, WRESA staff will continue to strengthen internal alignment and leadership capacity through ongoing Joint Collaborative sessions, quarterly coaching touchpoints, and continued co-design.

Following the launch of the CoP with Partnership Districts in Spring 2026, the outlook for the second year of the partnership (2026–2027) involves three pathways.

Pathway I: Community of Practice with Partnership Districts

District leaders will come together to learn to support early district implementation of the instructional framework. To encourage participation, the nine monthly sessions, traditionally designed as one-day, in-person workshops, will be held virtually using UnboundEd’s half-day models—approximately three hours each. This Community of Practice includes two in-person events: a local Standards Institute and a GLEAM inventory.

Part I: Leading GLEAM Instruction

Sessions

- **August:** A local Standards Institute acts as the starting point for the focus on the instructional leadership necessary to lead for GLEAM Instruction. The target will be site-based administrators in partnership with WRESA, explicitly focusing on identified schools starting in November 2025.
 - WRESA would commit to four pathway sections as part of this RFP's partnership goals..
 - The assumption above is that a local institute will always serve as the initial event in a new partnership year, connecting newly identified districts to existing improvement districts. With robust learning pathways available at our institutes, we expect schools that remain in the improvement categories to participate in Standards Institute throughout UnboundEd’s partnership with WRESA.
- **September:** Leading With Emotional Intelligence

- **October:** From Evaluation to Elevation: Feedback that Transforms
- **November:** Building Data-Driven Instructional Systems that Scale
- **December:** Building Capacity from Within: Scaling Impact Through Others

Part II: Understanding GLEAM Instruction

Sessions

- **January:** The WRESA team will assist in identifying four sites that receive significant WRESA support to take part in GLEAM Inventories. Up to 60 CoP members can register for the inventories. Teams will visit math and ELA classrooms at four designated sites to observe GLEAM Instruction.
- **February:** Observing for GLEAM Instruction in English Language Arts
- **March:** Addressing Unfinished Instruction in Math

Part III: Planning for GLEAM Instruction

Sessions

- **April:** Prioritize With Purpose: Planning and Teaching What Matters Most
- **May:** Scaffold With Intention: Make the Complex Accessible
- **June:** Center the Work Around Students: Design for Voice, Choice, and Agency

Pathway II: Ongoing Internal Learning and Coaching for the WRESA Staff

- **Joint Collaborative Meetings**
 - WRESA staff will engage in continuous internal learning and coaching, centered on the MICIP framework for processing, monitoring, and evaluating the intended impact of WRESA. JC Meetings will enable the teams to revisit the shared problem of practice from Year 1, how that problem of practice influenced a common support perspective to align the drafted support framework to specific performance competencies and department objectives and key results (OKRs).
 - August 2026: Problem of Practice and OKRs
 - October 2026: OKRs and WRESA's Data Pool
 - January 2027: CoPs, GLEAM Inventory, and Middle-of-Year Steback
 - February 2027- Naming the WRESA's CFS (criteria for success)
 - May 2027- Putting It All Together

- **Quarterly Touchpoints**
 - WRESA leaders will be assigned a member from UnboundEd’s Partnerships team to provide quarterly check-ins, progress updates, and support internal coherence efforts. As with the previous year’s co-design structures, these three-hour touchpoints will occur quarterly and virtually.
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The Role of Co-Design

Quarterly co-design sessions will take place with the following specific targets.

Quarterly Co-Design Sessions (Three Hours Each)

- **September:** Focus on the desired norming outcomes from the scheduled Team Time integrated into JC meetings. This session will outline specific Team Time protocols used to streamline the WRESA draft support framework.
 - **November–December:** Set norms for the identified improvement schools and plan the logistics for a Community of Practice learning event in early spring.
 - **March–April:** Finalize the plans for the learning event and make final edits to the draft support framework, which will be launched at the event and shared with partnering districts.
 - **June–July:** Reflect on the partnership year and review progress, then plan Year 2 goals and key actions.
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Self-Paced Virtual Learning

To ensure ongoing learning, the UnboundEd team will give the WRESA team a syllabus that outlines asynchronous, on-demand professional learning modules aligned with the instructional framework. The module package will comply with accessibility standards (WCAG 2.0 AA) and will be hosted on technology platforms approved by WRESA.

WRESA team members will have access to learning modules at no cost. UnboundEd will provide previously recorded modules to team leaders via links aligned with the learning path, which they can access through WRESA–approved platforms. Resources for self-paced learning will include content from the **UnboundEd 2024 Conference** (<https://unbound.org/resources/unbound2024/>).

This virtual learning package will also include registration details for the **UnboundEd 2025 on December 11, 2025. This full-day virtual conference is for every educator committed to addressing the predictability of student outcomes.** Participants will deepen their understanding of GLEAM Instruction, including the mindsets, planning, and conditions that support instructional transformation. After the event, conference modules will be available on-demand for asynchronous

viewing.

UnboundEd's Research and Data Collection Methods

UnboundEd grounds all program design, implementation, and evaluation in a rigorous approach to research and data collection. Our methods are designed to measure fidelity and outcomes and offer meaningful insights that partners can use to drive ongoing improvement. We adhere to best practices for data management and security to safeguard respondents' information.

For this partnership, we will work directly with WRESA to co-develop a logic model that aligns with their data goals while ensuring coherence with the data UnboundEd collects through our established research approach.

Logic Model Alignment With WRESA

Instead of using a one-size-fits-all approach, we will work with WRESA to ensure that program evaluation supports their support structures throughout this partnership. This will ensure that our shared impact perspective aligns with WRESA's existing data priorities and systems, includes the data collected by UnboundEd through mixed methods (outlined below), and explicitly connects to the partnership's **Year 1 guiding question**: *How does an instructional framework like GLEAM help create coherence around our WRESA-wide approach to district and site-based support?*

Data Collection Anchored in Joint Collaborative Meetings

Since four Joint Collaborative meetings are left this year, our research and data collection plan will be organized to maximize learning during those sessions.

- **Pre/Post Surveys:** We will administer surveys at the beginning of the learning sessions (baseline) and again at the end (post), enabling us to measure changes in educator and leader perceptions, knowledge, and confidence.
 - We plan to collect self-reported changes in educator mindsets through a modified scale used to measure mindsets. We ask these questions before and after the learning series. The scale assesses participants' guiding principles, expectations, policy reviews, confidence, and self-efficacy.
- **Midpoint Data (GLEAM Inventory):** We will incorporate recommendations from the GLEAM Inventory as a midpoint data collection activity. This will provide actionable insights on instructional strengths and areas for growth and support the co-design sessions, a central feature of this proposal.

Mixed-Methods Approach

UnboundEd uses a **mixed-methods approach to capture both breadth and depth of impact**.

- **Quantitative:** Pre/post surveys, GLEAM Inventory data, session participation metrics, and district/school-level indicators as available
- **Qualitative:** Focus groups, interviews, classroom artifacts, and co-design session outputs

Continuous Improvement and Feedback Loops

Data collection will feed directly into the design and facilitation of subsequent sessions. By embedding midpoint analysis (GLEAM Inventory) and ongoing feedback loops, we ensure insights are actionable for WRESA throughout the partnership.

We plan to collect feedback data after every learning experience using the following items:

- How satisfied are you with today overall?
- What can we do to improve your experience tomorrow?
- Have you experienced any technical issues today?
- What technical issue(s) did you experience? (If yes)
- The agenda for today was presented in a way that helped me understand what I could expect from the day.
- The goals for today's session were clearly stated.
- The goals for today's session were met.
- The facilitator offered opportunities to ask questions throughout the day.
- Opportunities to process new information were provided throughout the session.
- Opportunities for engagement (e.g., discussion, practice, interaction with peers and facilitator) were included throughout the session.
- Do you have any additional comments about today's session?
- Do you have any additional comments about today's facilitator?
- What do you still have questions about?

Ethics and Access in Data Practices

UnboundEd is committed to ethical research practices focusing on every participant's perspective. We emphasize informed consent, protect data privacy, and interpret results with contextual responsiveness. We will analyze data with attention to disaggregation where possible, ensuring that we surface and address gaps in access.

Anticipated Outcomes

This approach will give UnboundEd and WRESA a clear understanding of:

- Changes in knowledge, beliefs, and practices related to GLEAM Instruction.
- How GLEAM Instruction ensures consistency across district and site-based supports.
- Actionable recommendations for maintaining and expanding coherence-building efforts in future years.

Proposal Section III - Comprehensive List of Assumptions

Potential Assumptions

- General Assumptions
 - WRESA will designate a primary point of contact to facilitate communication and approvals.
 - WRESA will provide all meeting spaces, AV equipment, wifi access, and any food/beverages for participants.
 - Project timelines and deadlines outlined in the RFP will remain unchanged unless mutually agreed upon.
- Section 1.3 Scope of Work
 - The requested services are limited to those outlined in the Scope of Work. Any additional services will require a separate scope and cost agreement.
 - WRESA will provide access to the necessary systems, facilities, and data needed to complete the work.
 - WRESA will provide the required content and documentation in a timely manner.
 - All project stakeholders will be available for scheduled meetings and reviews.
- Section 1.9 Delivery and Acceptance
 - WRESA will review and approve all deliverables within five business days of submission, unless otherwise agreed.
 - UnboundEd will include up to two rounds of revisions per deliverable in the pricing.
- Pricing and Payment (Attachment A)
 - Pricing is based on the scope and timeline defined in the RFP and will remain valid unless those parameters change.
 - Payment terms will be net 30 days from the date of invoice, unless otherwise specified in the final contract.