

PROPOSAL COVER SHEET

Educational Consulting Services

Vendor Information

Name and Title Rob Wessman, CEO, Founder

Company Name Koru Strategy Group LLC

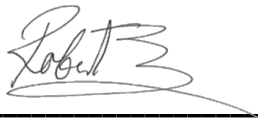
Submission Date 3/31/25

Phone Number 801.898.2121 Fax Number

Mailing Address 517 Boston Post Rd #633

Sudbury, MA 01776

By my signature below, I hereby represent that I am authorized to and do bind the offering vendor to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that Koru Strategy Group LLC is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.

3/31/25**Authorized Signature****Date**

Rob Wessman
CEO, Founder
Koru Strategy Group
517 Boston Post Road, #633, Sudbury, MA 01776
rwessman@korustrategy.com
www.korustrategy.com



3/31/25

Laurel School District Business Office
Attn: Eunice Coleman
303 W. 8th Street
Laurel, MS 39441

Dear Ms. Coleman,

We are pleased to submit our proposal in response to RFP #: 07-2025 for Educational Consulting Services. At Koru Strategy Group, we specialize in partnering with school systems to envision and achieve meaningful change, aligning seamlessly with the Laurel School District's commitment to enhancing educational outcomes.

Since our inception in 2014, Koru has been dedicated to transforming teaching and learning through a purpose-driven, people-centered approach. Our services encompass continuous improvement, strategic planning, and impact evaluation, all tailored to meet the unique needs of each educational community. We believe that our expertise aligns with the goals outlined in your RFP, particularly in the areas of **data-driven decision-making and instructional data utilization**.

We are enthusiastic about the prospect of collaborating with the Laurel School District to support your mission of educational excellence. Thank you for considering our proposal.

Sincerely,

A handwritten signature in blue ink, appearing to read "Rob Wessman", with a stylized flourish at the end.

Dr. Robert Wessman
Founder & CEO, Koru Strategy Group

Table of Contents

II. Coaching/Mentoring Experience and Strategies.....2

III. Services and Implementation Plan.....5

Goals and Objectives.....9

VI. Resume and References.....12

II. Coaching/Mentoring Experience and Strategies

About Us

This proposal is submitted in response to the request for support with **Data-Informed Decision-Making**—using data analysis to guide strategic decisions—and **Instructional Data Utilization**—leveraging data to enhance instructional practices. These focus areas are at the heart of Koru Strategy Group’s mission and expertise.

Founded and incubated out of the Harvard Innovation Labs in 2014, Koru Strategy Group is an education consultancy that supports school systems to make meaningful change through comprehensive, continuous improvement. We partner with school systems to envision and define success, to establish the conditions for achieving it, and to plan and enact evidence-based school improvement cycles that lead to both immediate, incremental improvement and transformational change. We teach teams how to collaborate and use evidence to take action in ways that improve adult practice and student learning, and we support leadership teams to establish the structures and systems by which change happens and build their capacity to lead and sustain it.

Our Core Expertise

Koru’s core expertise is in two areas: Koru’s core expertise is in two areas: **1) improving schools** and **2) developing leaders**.

- 1) We support school systems (LEAs, SEAs, and other school networks) to build capacity to improve a critical mass of schools through a coherent and evidence-based approach for **continuous improvement**, advancing deep instructional change and meaningful student growth.
- 2) We apply the principles and practices of continuous improvement to reinvent **leadership development**, fostering both team and individual growth, and supporting instructional leadership and improvement.

We believe that meaningful change *begins* with intentional planning and engagement in which important stakeholders and voices are seen, heard, and elevated. We believe that change *happens* when we commit to action and continuously assess and adjust living and dynamic plans through collaboration and evidence. In addition to specializing in deep partnerships with states and school districts, in which all stakeholders experience both incremental improvement and transformational change, we also have experience developing and delivering staff development and leadership training services.

Our Approach & Methodology

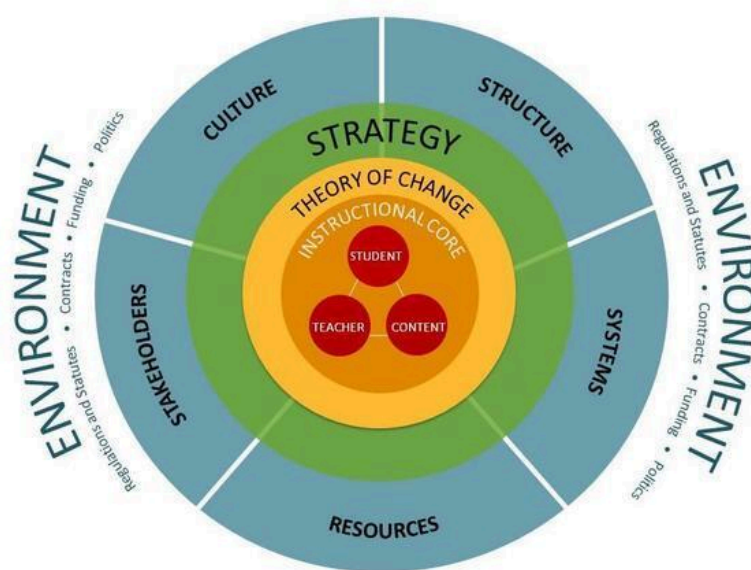
Koru's proven skillset is in helping leaders implement **improvement science** in a way that leads to lasting school transformation. We teach and model processes that help leaders center the needs of the people directly impacted by school systems, with special focus on the instructional relationship between educators and students. When student learning, school climate, or adult professional indicators are not optimal, we help leaders examine and change systems versus blaming individuals. Through the effective use of evidence, leaders work with individuals to enact continuous change. Empathy and evidence are key to our approach.

Our blueprint for change comes through our facilitation of two specific Harvard frameworks: the PELP Coherence framework and the Data Wise Framework. These frameworks narrow the field of improvement, create alignment with complex, interconnected systems, and create consistency in process. We have found these frameworks to be highly effective in similar statewide improvement contexts, and applicable to historically underserved students and families.

1. Coherence Framework, The Public Education Leadership Project (PELP) at Harvard University

The PELP Coherence Framework is an alignment approach that correctly places the instructional core at its center. Strengthening the relationship between educator, student, and content is paramount and helps to align theory with action to promote change. This framework is widely applicable to distinct domains of improvement, from academic learning to social emotional development, and allows leaders to identify levers for change. We use this framework to facilitate vision and align complex systems throughout the strategic planning life cycle. We apply this framework directly to the special education context to consider how to make schools more equitable for all.

Figure 1: The PELP Coherence Framework¹



¹ Childress, S., Elmore, R., Grossman, A. S., & King, C. (2011, June 8). Note on the PELP Coherence Framework. Public Education Leadership Project at Harvard University. <https://projects.iq.harvard.edu/files/pelp/files/pel010p2.pdf>

2. Harvard Graduate School of Education's Data Wise Framework (see figure 2)

We apply Data Wise Framework principles in our coaching to give a structure for organizing for continuous improvement, analyzing data to identify root causes, and for moving to action. We find the protocols to be widely applicable and useful in strengthening educator capacity to improve their practice. In addition, the framework provides a strong foundation in creating equitable schools that operate on behalf of all learners, as it incorporates checkpoints for equity in all schools.

Our approach strengthens existing school improvement plans by integrating structured protocols that guide instructional leadership teams in using data to inform decisions, identify and implement evidence-based strategies, and measure progress. And, we build long-term capacity by providing coaching through all stages of an improvement cycle, recognizing that strong plans are just the beginning, and meaningful change happens in the classroom.

Figure 2: Harvard Data Wise Framework²



Recent Experience

Since 2014, we have supported thousands of educators from more than 400 state, regional, district, and school teams across 15 states. Since 2018-19, we have engaged in ESSA and ESSR-related partnerships specifically focused on building capacity of leaders to design, facilitate, and coach schools identified for improvement. Our current and recent experience includes system-wide engagements supporting districts with a critical mass of schools identified for improvement by the Pennsylvania Department of Education (PDE), the New York State Education Department (NYSED), and the Delaware Department of Education (DDOE).

²Data Wise, revised and expanded edition: A step-by-step guide to using assessment results to improve teaching and learning by Kathryn Parker Boudett, Elizabeth A. City and Richard J. Murnane (Cambridge, MA: Harvard Education Press, 2020)

Continuous Instructional Improvement at Scale, by Adam Parrott-Sheffer, Carmen Williams, David Rease Jr. and Kathryn Parker Boudett (Cambridge, MA: Harvard Education Press, 2024)

Below is a sample of projects from the past 3-5 years similar in size and scope to the present proposal:

- Pennsylvania Department of Education - Statewide strategic supports and direct coaching for 12 districts/LEAs serving 40 CSI schools
- Rochester City School District - System organization and school coaching for over 40 schools over the course of 5 years
- Rhode Island Charter School Collaborative - Customized coaching for four Providence-based charter school networks in a Rhode Island Department of Education grant
- Rowan-Salisbury Schools - Customized coaching for a grade level team from each of the 6 middle schools to learn and enact the Data Wise Improvement Process and a systems-level team of district leaders who will prepare to lead, sustain, and scale the work in future school years
- Central Indiana Education Service Center (CIESC), and ESCs of Indiana - A multi-faceted project creating coherence across Indiana education service centers, with particular focus on strategic supports and implementing statewide grants
- Christina School District (DE) - A district-wide strategic planning process and implementation support. Continuous improvement training and coaching for 18 school leadership teams, including urban “city schools” and direct strategic planning support for the Brennan School, a program for students with autism

III. Services and Implementation Plan

Our proposal addresses the request for Data-Informed Decision-Making: Utilizing data analysis to guide strategic decisions and Instructional Data Utilization: Using data to enhance instructional practices.

People

This proposal is intended as a starting point for consideration and to give a concrete sense of a set of activities aligned to outcomes and to a budget. Please note this scenario can be scaled up (to additional school teams) or scaled down (to fewer schools) as needed; we can adapt and customize to meet the needs of Laurel School District. For illustrative purposes, for this proposal our scope of work assumes a scenario in which we would support 8 schools.

If we are awarded this contract, we will work with a Steering Team to customize and confirm all session activities to meet the schedule and availability of the participating teams.

Team	Participants
Steering Team	4-6 state/district leaders responsible for “Steering” the project toward success: ongoing coordination, communication, and decision-making; assessing progress and making adjustments as necessary to ensure engagement achieves shared vision for success
School Teams	Each team comprises 4-7 individuals including a principal, another school leader, a teacher team, and other school-based staff who support this team (e.g. instructional coaches)

Process

The following tables outline a proposed scope and sequence of activities, which may be further customized and adapted. Suggested months are included in the timeline in blue as a starting point for consideration.

When	What	Who	Services and Outcomes
Ongoing monthly Aug - June	Monthly Planning & Coordination <i>virtual</i>	Steering Team	Services <ul style="list-style-type: none"> Facilitate 2 90-min launch meetings with Steering Team Facilitate monthly 60-minute Zoom coordination and planning meetings Outcomes <ul style="list-style-type: none"> Strong relationships and regular communication between Laurel School District and Koru throughout partnership and activities Strong project management including logistics and communication for all participants Ongoing reflection, assessment, and adjustment and space to review content, evidence of team progress, and survey feedback Laurel School District has regular access to implementation data for progress monitoring and other evaluation purposes
Fall 2025 Oct	Launch Workshop <i>onsite</i>	School Teams	Services <ul style="list-style-type: none"> Plan, design/customize, and facilitate a 2-day onsite Launch Workshop for school leaders and teams

			Outcomes <ul style="list-style-type: none"> Teams from each school organize for collaborative work, engage with school improvement plans, and learn how to narrow the school-wide focus to a grade/content priority Teams have clear next steps to take action on as they prepare for monthly coaching sessions
Fall 2025 Nov	Monthly Coaching Session 1 <i>virtual</i>	School Teams	Services <ul style="list-style-type: none"> Monthly 75-minute Zoom coaching sessions for each school leader and team Outcomes <ul style="list-style-type: none"> Teams have access to a coach and make monthly progress through the improvement cycle through consistent collaboration and collecting/analyzing evidence and personalized coaching based on identified needs as indicated in strategic plans Teams collect and analyze student evidence to identify a learning centered problem Teams begin to collect and analyze instructional evidence to identify an instructional problem of practice
Winter 2025 Dec	Instructional Visit <i>onsite</i>	School Teams	Services <ul style="list-style-type: none"> Plan and design/customize a 1-day onsite instructional visit for all school leaders. These visits will establish a community of practice among principals and opportunities for learning and observation. Outcomes <ul style="list-style-type: none"> Koru leads onsite instructional visits side-by-side with principals to engage in classroom observations, collect and analyze data, and provide structures/supports for their instructional leadership and coaching Principals learn and can apply these practices across their schools and will have have a model for conducting instructional walkthroughs

Winter 2026 Jan	Monthly Coaching Session 2	School Teams	<p>Services</p> <ul style="list-style-type: none"> 1 75-minute Zoom coaching session for each school team <p>Outcomes:</p> <ul style="list-style-type: none"> Teams have access to a coach and make monthly progress through the improvement cycle through consistent collaboration and collecting/analyzing evidence and personalized coaching based on identified needs as indicated in strategic plans Teams create a vision for change and begin to identify instructional strategies
Winter 2026 Feb	Mid-Cycle Workshop <i>virtual</i>	School Teams	<p>Services</p> <ul style="list-style-type: none"> Plan, design/customize, and facilitate a 1-day virtual Mid-Cycle Workshop for school leaders and teams to plan for action, engage in curriculum mapping, and establish processes for implementation and monitoring <p>Outcomes</p> <ul style="list-style-type: none"> Teams plan for action including plans for collecting and analyzing evidence and monitoring progress Teams ensure plans include strategies aligned to curriculum and develop monitoring plans
Spring 2026 Mar	Monthly Coaching Sessions 3 <i>virtual</i>	School Teams	<p>Services</p> <ul style="list-style-type: none"> Monthly 75-minute Zoom coaching sessions for each school team <p>Outcomes</p> <ul style="list-style-type: none"> Teams determine how they will collect data to assess and inform progress and identify concrete next steps for enacting their action plans, assessing progress, and making adjustments, with support through monthly coaching sessions Teams document their progress and assess changes in mindsets, practices, and student learning through an equity lens

Spring 2026 April	Instructional Visits <i>onsite</i>	School Teams	Services <ul style="list-style-type: none"> Plan and design/customize a 1-day onsite instructional visit for all school leaders. These visits will establish a community of practice among principals and opportunities for learning and observation. Outcomes <ul style="list-style-type: none"> Koru leads onsite instructional visits side-by-side with principals to provide guidance, structures, and supports for classroom observations, instructional coaching, teacher feedback, and assessing plan implementation School leaders establish regular habits that monitor for evidence of progress and serve as accountability checkpoints
Winter/ Spring 2026 May June	Monthly Coaching Sessions 4-5 <i>virtual</i>	School Teams	Services <ul style="list-style-type: none"> Monthly 75-minute Zoom coaching sessions for each school team Outcomes <ul style="list-style-type: none"> Teams continue to take action on their plans, receiving feedback and support from principal Teams assess progress and make adjustments to their action plan with support through monthly coaching sessions Teams document their progress and assess changes in mindsets, practices, and student learning through an equity lens

IV. Goals and Objectives

At Koru Strategy Group, our goal is to empower school leaders, instructional teams, and educators to create lasting, student-centered improvements through evidence-based strategies and collaborative leadership. Our approach ensures that improvement efforts are not just compliant but transformational, leading to sustained student achievement, instructional excellence, and organizational coherence.

Below, we have outlined a year-long approach:

Laying the Foundation for School Improvement

We will prioritize building strong relationships, developing a shared understanding of each school's context, and identifying key individuals who will be engaged in the improvement cycle in the following school year. These activities will be grounded in a deep understanding of the Laurel School District practices, ensuring a coherent and integrated approach.

Key activities will include:

- Design and Coherence
 - Ensure all coaches/facilitators have strong understanding of Laurel School district practices, etc. and integrate research-based practices and approaches to support state-wide goals and vision
 - Customize all content and activities to ensure alignment and coherence
- Building Relationships and Shared Purpose
 - Establish strong, trust-based partnerships grounded in a shared understanding of school culture, student demographics, instructional challenges, and existing initiatives.
 - Connect through shared purpose and commitment to continuous improvement, establishing a strong foundation for coaching, mentorship, and reflective practices
- Identifying and Preparing the Improvement Team for SY25-26:
 - Support school leaders in identifying an instructional team that will drive an improvement cycle over the course of the school year.

Implementation, Monitoring, and Leadership Capacity Building

With strong foundations set, our work will shift toward implementation, monitoring, and leadership development, supporting schools in engaging in improvement cycles that take action on evidence-based strategies.

Key activities will include:

- Guiding School Leaders and Teams Through an Improvement Cycle:
 - Provide ongoing coaching as school leaders and their improvement teams engage in a structured cycle of inquiry and action.
 - Use Data Wise protocols to support data analysis, goal-setting, action planning, and reflection.
 - Ensure that improvement efforts remain focused, sustainable, and responsive to student needs.
- Coaching School Leaders as Instructional Leaders and Change Agents:
 - Strengthen school leaders' ability to lead instructional change and sustain momentum for improvement.
 - Facilitate side-by-side coaching, including classroom walkthroughs, data reviews, and team meetings during instructional site visits.

- Embedding Progress Monitoring and Accountability Structures:
 - Guide teams in using student performance data, teacher observation data, and other key metrics to measure success and adjust strategies as needed.
 - Establish shared online documents for progress monitoring each team's progress through an improvement journey
- Providing Targeted Professional Learning and Instructional Coaching:
 - Deliver ongoing, job-embedded professional learning aligned with school improvement priorities.
 - Provide personalized coaching to school teams, ensuring high-quality implementation of evidence-based practices.
 - Facilitate curriculum mapping and instructional alignment efforts, ensuring coherence across classrooms and grade levels.

Our approach is not just about implementing strategies—it's about ensuring that they produce real, measurable outcomes. Each of our coaching engagements includes built-in evaluation points, progress monitoring, and leadership reflection cycles, ensuring that our work leads to tangible, sustainable improvements in the Laurel School District.

The Data Wise Coaching Certification program, developed by the Harvard Graduate School of Education's Data Wise Project, prepares educators to lead data-driven decision-making in schools and build long-term sustainability. Through this proposed scope of work, participants will have the necessary experience with the Data Wise Improvement Process to apply for coach certification. Rooted in research and best practices, it equips coaches to guide schools through the Data Wise Improvement Process, fostering internal expertise and the ability to scale and sustain this work.

V. Measurable Outcomes and Evaluation

To ensure the effectiveness of our educational consulting services for the Laurel School District, we will implement a comprehensive measurement and evaluation framework. This framework will track progress, assess impact, and provide ongoing feedback for continuous improvement.

Key Performance Indicators (KPIs)

Our evaluation process will be guided by the following key performance indicators:

- Instructional Effectiveness: Increased adoption of research-based instructional strategies, as measured through classroom observations and teacher feedback.
- Leadership Development: Growth in school leaders' capacity to drive instructional improvement, measured through leadership self-assessments and peer evaluations.
- Sustainability and Capacity Building: Evidence of internal capacity to sustain improvements beyond the contract period, demonstrated through leadership continuity and data-driven decision-making.

Data Collection Methods

To measure progress against these KPIs, we will use a variety of data collection methods:

- Pre- and Post-Assessments: Baseline and end-of-year assessments for instructional staff and leadership teams to gauge growth.
- Survey Feedback: Regular collection of feedback from our Steering Team, district and school leaders, and school teams.
- Classroom Observations: Structured walkthroughs and instructional visits.
- Coaching Rolling Agendas: Documentation of coaching sessions in a rolling agenda.

Progress Monitoring, Adjustments, and Reporting

- Quarterly Review Meetings: We will meet monthly with the Steering Team to review data, discuss challenges, and refine strategies.
- Survey Feedback: Based on the regular collection of feedback we will make adjustments as needed.
- After-Action Review: A report summarizing outcomes, lessons learned, and recommendations for sustainability will be presented to the district at the conclusion of the contract period.

By implementing this rigorous measurement and evaluation framework, we aim to ensure that our services contribute to meaningful, lasting improvements in teaching, learning, and leadership within the Laurel School District.

VI. Resume and References

Our Team

Koru is led by a core team and staffed by a diverse and dynamic national network of ~20 consultants and coaches. Together, we are driven by a shared purpose, grounded in our core values, and distinct in our approach to helping education systems improve. Our core team are seasoned education leaders and strategists with deep experience as school and district leaders, education non-profit professionals, and entrepreneurs who have successfully led organizations to start up and scale up, aligning their growth with their vision and values.

Coaching Certifications

Depending on the size and scale of this project, this project would be staffed with some combination of the team members listed below. Dr. Robert Wessman and Dr. Jorge Peña are both [Data Wise Certified Coaches](#), which involves a rigorous yearlong certification program and extensive experience coaching school and leadership teams through collaborative data inquiry and improvement cycles. Carolyn Chen holds an internally-facing role on relationship management, progress monitoring, reporting, and resources. Karen Pavlick Shoelson and Katie Skalka would provide support with contracting, staffing, communications and logistics, and all project management for this project.

We have included information on our core team who would be assigned to this work; for more information and brief bios of Koru's core team and consultant network, please visit www.korustrategy.com/team. Resumes are also included for the core team members below.

Robert Wessman, Ed.L.D., Founder and CEO, Koru Strategy Group, LLC

In 2014, Dr. Wessman founded Koru with a desire to facilitate deep and meaningful change in school systems through teaming, evidence, and transformational learning. He serves as an executive coach, strategist, critical friend, lead facilitator, instructional designer, and mentor across a diverse portfolio of projects, ensuring each partner meets shared goals for improvement. Dr. Wessman is a lifelong educator and entrepreneur: a teacher, school leader, and transformation specialist in Utah prior to earning a doctorate in education leadership at the Harvard Graduate School of Education. While a doctoral fellow, Dr. Wessman prototyped, developed, and launched Panorama Education's Student Success MTSS data system now in use in over 2,000 districts across the United States. Dr. Wessman is a Data Wise Certified Coach and mentor and serves on the Board of the Harvard Data Wise Project.

Jorge Peña, Ed.L.D., Senior Consultant and Improvement Specialist, Koru Strategy Group, LLC

Dr. Peña brings a wealth of diverse experience nationally and globally to his role. Prior to joining Koru full time, he served as faculty and in administration at Loyola University of Chicago, and taught graduate students how to use evidence for continuous improvement. He has also served as Director of School Improvement for the Archdiocese of Chicago, and as a coach, facilitator, and mentor for the Harvard Data Wise Project.

Carolyn Chen, Chief Relationship Officer, Koru Strategy Group, LLC

As Chief Relationship Officer, Ms. Chen builds strong internal and external relationships grounded by common purpose and values and helps to design, plan, and staff professional learning pathways that meet a partner's strategic priorities and achieve a shared vision for success. For the past 20 years, she has helped education organizations start up and scale up; set clear vision and strategy; recruit, select, and develop talent; lead effective and collaborative teams; and cultivate strong pipelines and partnerships. Her work has been integral to the growth of Boston Teacher Residency, Boston Plan for Excellence, Generation Teach, and Professional Education at the Harvard Graduate School of Education.

Karen Pavlick Shoelson, Senior Director of Outreach and Operations, Koru Strategy Group, LLC

In her role, Ms. Shoelson provides expertise in outreach and marketing, project management and implementation, and program operations. She brings over a decade of diverse experience managing complex projects, organizing and streamlining workflows, and delivering results through effective collaboration and a keen eye for detail. Ms. Shoelson has worked in marketing agencies, as an after-school coordinator and Kindergarten teacher in Thailand, and at HGSE Professional Education leading the Marketing and Admissions teams and project managing over 100 professional learning programs offered to 12K participants a year. At Koru, she combines her project management skills with her leadership experience to oversee operations, support the implementation of strategic initiatives, and ensure the seamless execution of programs that align with the organization's mission.

Katie Skalka, *Executive Assistant, Koru Strategy Group, LLC*

Ms. Skalka supports Koru partners and the CEO in managing tasks, calendars, and communications. She is a former outdoor educator, math and science teacher, director of curriculum and instruction, and after-school and summer programs director, with a particular focus on students with disabilities and struggling teens. A Data Wise Certified Coach, professional tutor, and entrepreneur, she has held multiple roles with Koru throughout its growth, bringing her diverse talents to a variety of priorities for our team.

References

Below we have included information on three current/recent partners supporting continuous improvement.

Partner: Pennsylvania Department of Education

Contact: Michael Imburgia, State Project Director for K-12 Continuous LEA/School Improvement, Executive Director's Office

Address: 333 Market St, Harrisburg, PA 17101

Telephone number: 484-798-5066

E-mail address: michael.imburgia@iu13.org

For more information on this partnership, please see our website: www.korustrategy.com/pa-impact-story

Partner: Rochester City School District

Contact: Dan Hurley, Executive Director of School Innovation

Address: 131 W. Broad Street, Rochester, NY 14614

Telephone number: 585-262-8229

E-mail address: daniel.hurley@rcsdk12.org

For more information on our work as an external partner supporting sustainable change across multiple schools, please see our website: www.korustrategy.com/rcsd-white-paper

Partner: Central Indiana Educational Service Center (CIESC)

Contact: Andrew Melin

Address: 3500 Depauw Blvd, Indianapolis, IN 46268

Telephone number: 317-759-5555

E-mail address: amelin@ciesc.org

For more information on supporting a regional education service center, please visit our website: www.korustrategy.com/ciesc-impact-story

Partner: Rowan Salisbury School System

Contact: Carla Black

Address: 500 N. Main St. Salisbury, NC 28144

Telephone number: 704.630.7500

E-mail address: BlackCE@rss.k12.nc.us

Exhibit A. Budget and Pricing

The instructional site visits are optional and recommended to address the need for instructional data utilization.

Activity	Quantity	Unit of Measure	Unit Cost	Total Cost
Steering Team Meetings <i>Total of 2 launch meetings and 10 monthly sessions (includes 1 Koru facilitator)</i>	12	Each meeting	\$2,000	\$24,400
SY25-26 Workshops <i>Total of 3 full-day workshop sessions (includes travel for 2 Koru facilitators for the 2-day Launch workshop)</i>	3	Each workshop	\$19,053	\$57,161
SY25-26 Instructional Site Visits <i>Total of 2 1-day onsite instructional site visits (includes travel for 2 Koru facilitators)</i>	2	Each instructional visit day	\$20,400	\$40,800
SY25-26 Monthly Coaching <i>Total of 5 75-minute monthly virtual 1:1 coaching sessions for each team (40 coaching sessions total)</i>	40	Each coaching session	\$1,333	\$53,313
Administrative and Indirect Costs <i>11 months of administrative and indirect costs</i>	11	Each month	\$2,000	\$22,000
TOTAL				\$197,674

Rob Wessman, Ed.L.D.

51 Worcester St. Belmont, MA 02478 | (617) 299-2950

rwessman@gmail.com

PROFILE

An educator and innovator dedicated to making schools more excellent and equitable for all kids and families. Proven ability to lead educators to successfully develop strategy, organize for impact, leverage data and technology, and manage change.

PROFESSIONAL EXPERIENCE

- 2014 **Koru Strategy Group** Cambridge, MA
. pres *Co-founder, C.E.O.*
- Specializing in on-site coaching at schools and districts for professional development and continuous improvement processes
 - Harvard Innovation Lab – Venture Incubation Program
- 2015 **Panorama Education** Boston, MA
. pres *Doctoral Fellow, Research and Product Development*
- Developed and implemented organizational innovation strategy
 - Led the development of a new technology driving education improvement
 - Research focus: Data-driven innovation and change at schools
- 2014 **Harvard Graduate School of Education** Cambridge, MA
. 2016 *Data Wise Teaching Fellow, School Leadership Program Mentor*
- Teacher and mentor at 2014, 2015, 2016 summer institutes
 - Facilitated national work to implement data inquiry systems and processes
- 2010 **Granger High School** West Valley City, UT
. 2013 *Administrator, Secondary Transformation Specialist*
- Developed and successfully implemented \$2 million ARRA SIG grant for school transformation
 - Developed and led a disciplinary approach that reduced suspensions by 50% and eliminated violent incidents
 - Oversaw a graduation strategy that resulted in a 15 point gain in two years
- 2004 **Taylorsville High School** Taylorsville, UT
. 2010 *Teacher: English Language Arts, Journalism, Broadcast Media*
- Facilitated a student-led, respected, award-winning journalism program
 - Designed, piloted, and implemented standards-based grading strategy
 - Developed and implemented formative assessment strategy

EDUCATION

- 2016 **Harvard Graduate School of Education** Cambridge, MA
Doctor of Education Leadership (Ed.L.D.)
- Co-Director Harvard GSE Innovation and Ventures in Education (HIVE), Education Entrepreneurship organization. (www.hivehgse.org)
 - Dean's Fellow

- 2010 **Utah State University** Logan, UT
Master of Education, Secondary Education
- Administrative/Supervisory Credential Program
 - 3.97 GPA, Dean's Honors
- 2002 **Brigham Young University** Provo, UT
B.A.: English (University Honors), Spanish

SELECTED PUBLICATIONS AND PRESENTATIONS

- 2016 **Harvard GSE, Doctoral Capstone** Cambridge, MA
Organizing to innovate: Workshopping new product concepts at Panorama Education
- 2016 **Harvard Graduate School of Education** Cambridge, MA
January Term Special Seminar Faculty
 "From vague to validated: Using experiments to drive innovation"
- 2016 **Harvard GSE, Student Research Conference** Cambridge, MA
Panel presenter, lead researcher
 "Measuring effect of SMS on family survey response rates"
- 2016 **NCCEP/GEAR UP Conference** New Orleans, LA
Workshop facilitator
 Data-driven decisions in schools and programs
- 2015 **Massachusetts Charter Public Schools Association** Hudson, MA
Conference organizer, facilitator
 "Innovating Toward Excellence"
- 2015 **NCCEP/GEAR UP Conference** San Francisco, CA
Conference Presenter
 "Is Your Program Data Wise? The GEAR UP Massachusetts Journey Toward Collaborative Data Inquiry at Harvard University."
- 2013 **Association for Behavioral Analysis International** Minneapolis, MN
Symposia presenter
 "Improving Attendance and School Climate..."
- 2012 **Impact: Journal for Association of Secondary School Principals** Salt Lake City, UT
Author
 "Teaching Behavior: How Granger High School Cut Suspensions in Half"
- 2012 **National Federation of Urban and Suburban Districts** New Orleans, LA
Co-Presenter
 "Granite School District's Graduation Initiative"

REFERENCES

Available on Request