



Potential, ignited.

Leading Educators – West Michigan Teacher Collaborative

September 2025 | www.leadingeducators.org



Table of Contents

I. About Leading Educators	2
II. Partnership Overview	3
III. Activities and Timeline	3
IV. Additional Information	4
V. Measuring Impact	5
VI. Investment and Invoicing Schedule	5
VII. Appendix	6

I. About Leading Educators

For over a decade, Leading Educators (LE) has worked alongside school systems to design and implement professional learning models that drive sustained instructional improvement. LE has partnered with over 25 school systems to build learning and coaching systems that are research-based, curriculum-specific, and embedded in our partners’ contexts.

Our impact is clear: multiple studies show that schools we’ve supported gained 6-11 months of additional learning. Student growth in LE-supported schools surpasses average district or state growth, closing 26% of opportunity gaps. In Chicago, our supports helped drive significant gains in ELA and math, [earning a Tier 1 rating from the *What Works Clearinghouse*](#). In a multi-year partnership with Charleston County School District, turnaround schools in Charleston reversed a multi-year decline and matched or exceeded district growth – growth that represents 5-9 months of additional learning in ELA and 4-11 months in math. By equipping educators with the knowledge and skills to implement evidence-based literacy instruction, we create exponential impact across entire school systems, leading to stronger learning outcomes and brighter student futures.

II. Partnership Overview

The West Michigan Teacher Collaborative (WMTC) and Leading Educators will partner to provide professional development for mentor teachers and teachers seeking advanced degrees across Kent ISD, Muskegon ISD, and Ottawa ISD. This professional development will focus on Action-Oriented Coaching and the integration of AI-driven tools in instructional practice. Mentor teachers will develop the knowledge, mindsets, and best practices needed to support pre-service teachers, including building trust-based relationships, articulating a clear vision of instructional excellence, and applying key practices of observation, feedback, and real-time practice.

Teachers pursuing advanced degrees will gain a solid understanding of the potential of AI in the classroom and will be empowered to design and build their own AI tools to strengthen and extend their instructional practice. Through this comprehensive approach, educators will build the confidence and skills to provide targeted support, drive teacher growth, and create innovative, equity-centered solutions that foster more engaging, personalized learning experiences for students, ultimately leading to stronger outcomes and expanded opportunities for success.

III. Activities and Timeline

Scope of Work Overview		Quantity/Notes
Primary Participants	Mentor teachers supporting preservice teachers	56
	Teachers seeking advanced degrees	75
Content Focus	Action-Oriented Coaching	12 hours max
	Intro to AI tool-building	12 hours max
Grade Levels	K-12	
Primary Activities	In-person and virtual professional learning sessions, virtual coaching	
Timeline	☐ Q1☒ Q2☒ Q3☒ Q4	

	Activity	Participants	Timeline
Strategic Advising	Monthly client check-ins [2 hours] to plan for upcoming PD and discuss data and progress monitoring.	<i>Executive Director</i>	<i>Oct. 2025–April 2026</i>
Advanced Degree Workshops	SESSION 1: Foundations + Human-Centered AI Tool Building [in-person 6 hours] • 1 lead facilitator • 3 small group facilitators	<i>Advanced Degree Teachers</i>	<i>October 22, 2026 8:30–2:30 PM</i>
	SESSION 2: From Prototypes to Practice [in person 6 hours] • 1 lead facilitator • 3 small group facilitators		<i>March 12, 2026 8:30–2:30 PM</i>
Advance Degree Office Hours	Three two-hour virtual office hours to provide customized support for teachers. [virtual 6 hours max]	<i>Advanced Degree Teachers</i>	<i>Nov. 2025 Jan. 2026 April 2026</i>
Mentor Teacher Workshops	• Launch Action Oriented Coaching Session in-person (6 hours) • Follow-Up Session #1 virtual (3 hours) • Follow-up session #2 virtual (3 hours)	<i>Mentor Teachers</i>	<i>TBD</i>

IV. Additional Information

Leading Educators agrees to the following:

- Maintain at least a 25:1 facilitator-to-participant ratio for all in-person and virtual sessions. AI sessions will have a total of 4 facilitators to allow for table-facilitation support.
- Ensure WMTC has access to all session materials, tools, and participant data created in service of this scope of work.
- Ensure participants accessing Playlab for AI tool-building sessions have lifetime access to the tools they create.

V. Measuring Impact

Leading Educators believes strongly in being students of our own work by continually assessing progress and making adjustments to improve. LE has a ready library of measurement tools to pull from or build on in monitoring the progress of this work, including a school and system conditions assessment to target the policies, practices, and actions that research and experience show facilitate impactful professional learning. LE will work in collaboration with the West MI Teacher Collaborative to determine the right tools to measure the success of our work together, as well as to integrate existing tools and data collection already in place.

VI. Investment and Invoicing Schedule

Leading Educators will devote the significant time and expertise of a team to design and deliver the supports outlined above. This staff time, as well as operational expenditures, totals **\$101,288**

Staffing	
AI Sessions Total Staffing	\$38,590
Mentor Teacher Sessions	\$25,022
Events & Participant Expenses	
Intro to AI Tool Building Sessions	\$13,514
Playlab License Fee	\$6,250
Mentor Teacher Sessions	\$7,912
Travel	
Total Travel	\$10,000
TOTAL	
\$101,288	

Leading Educators will bill the West Michigan Teacher Collaborative under the invoicing schedule below.

Amount	Date Due
\$50,644	Upon Contract Signing
\$50,644	March 30, 2026

VII. Appendix

SESSION 1: Foundations + Human-Centered AI Tool Building

In our first session together, we'll build a common foundation for how WMTC educators can responsibly and creatively approach AI. Too often, AI conversations swing between hype and fear, either "this will solve everything" or "it's too risky to touch." Neither extreme is useful. What educators need is a grounded understanding of what AI actually is and isn't, that it's a pattern-recognition tool that learns from examples, not a replacement of human intelligence, and that it can either amplify inclusion or widen gaps in opportunity and access depending on how it's used.

We'll then introduce principles of design thinking and human-centered design, with a focus on centering the lived experiences of students and families in high-needs areas such as autism, TESOL, and learning differences. Pre-work for this session will include deep listening activities where participants gather insights from their students, families, and/or communities.

During the session, educators will:

- Learn AI basics and experiment hands-on with Playlab's tool-building platform.
- Explore how to design prompts and workflows that center student identity and voice.
- Apply design thinking methods (empathy mapping, problem framing, rapid prototyping) to begin imagining tools that respond to their specific teaching contexts.
- Consider equity and accessibility implications of their designs to ensure tools uplift, rather than marginalize, diverse learners.
- Identify a buddy to collaborate with and test tools between sessions

By the end of Session 1, WMTC Teachers will have

- A shared vocabulary for what AI is and isn't.
- A grounding in human-centered design methods.
- Initial prototypes of AI-enabled tools informed by pre-work listening.
- A clearer sense of how AI could support their high-needs focus area.
- Understand initial guardrails and principles for safe, student-centered AI use in WMTC's context.

SESSION 2: From Prototypes to Practice

In Session 1, teachers built a shared foundation. They learned what AI is (and isn't), experimented with Playlab's platform, and applied human-centered design methods to prototype tools connected to their high-needs teaching area. They've had months to experiment with their tools.

Session 2 is about looking at the data of how these tools have been used, deepening those prototypes and developing them into more nuanced, embedded classroom supports. We'll start

by reflecting on what classroom structures shifted and didn't shift as a result of the tool, and what student experiences revealed about their learning. Then, through structured work time, participants will:

- Iterate on and refine their prototypes using Playlab's tool-building features.
- Test and critique one another's ideas through peer feedback.
- Map how their tools could fit into real instructional workflows (lesson planning, family communication, IEP support, language scaffolds, etc.).

By the end of Session 2, WMTTC Teachers will have

- Refined prototypes of AI-enabled tools designed for their high-needs area based on usage data.
- Documented how these tools could more strategically integrate into daily teaching practice.
- Identified opportunities for collaboration and shared use across the cohort

OFFICE HOURS: Tool-building Support

Three virtual sessions spread over the months in between the two above sessions that will provide customized support for teachers for thought partnership, tool troubleshooting, and ad hoc support.

Mentor Teacher Workshops

Action Oriented Coaching: Launch Session

This session equips participants with the vision, skills, and mindsets needed to excel as coaches. Participants will learn to distinguish the role of a coach from that of a manager, mentor, or peer, while exploring key coaching stances—facilitative, dialogical, and directive. The program emphasizes building strong coaching relationships by understanding mindsets, will, and skill, and by practicing effective entry conversations with coachees. Learners will also develop strategies for setting and modeling expectations with clarity and confidence, establishing routines that drive success. Participants will reflect on their own growth, cultivate habits that enable impactful coaching, and practice the presence and planning necessary to lead with excellence.

Follow Up Session 1: Virtual

In this module, participants will strengthen their ability to deliver goal-aligned feedback using the *What-Why-How* framework, ensuring that observations translate into clear, actionable next steps for teachers. They will also learn to design and implement a schedule of weekly, tiered supports by leveraging beginning-of-year observation and student data. Pre-work will involve analyzing data points to inform priorities and tailor supports to meet the varied needs of teachers.

Follow Up Session 2: Virtual

In this module, participants will practice essential moves for using lesson rehearsal. They will deepen their content knowledge by analyzing and breaking down the components of lesson rehearsal within the context of high-quality instructional materials (HQIM). Additionally, participants will strengthen their ability to connect standards to learning objectives, establish student-level exemplars, and draft clear criteria for success to guide rigorous instruction.