

ESUCC  
Technology Committee Meeting  
Tuesday, November 14, 2017, 1:00 PM  
ESU No. 3, 6949 South 110th Street, Omaha, NE 68128

Attendance Taken at 1:00 AM.

Bell ESU 10:	Present
Dr Kraig Lofquist:	Present
Shoemake ESU 06:	Absent
Bill Heimann (ESU 01):	Absent
Ted DeTurk (ESU 02):	Present
Gregg Robke (ESU 04):	Present
Constance Wickham (ESU 19):	Present

1. Call to Order

2. Roll call

3. Agenda Item

3.1. DE2TAILS - Innovation Grant

3.1.1. Tech Infrastructure

3.1.1.1. ADVISER Update

3.1.1.2. Single Sign On

3.1.1.3. Sustainability

3.1.2. AAP/SRS Technology update

3.1.3. BlendEd

3.1.4. NROC/EdReady

3.1.5. SIMPL

3.1.6. RMC Evaluation

3.2. Approve 2017-2018 TLT OER Commons Proposal

3.3. E-rate Resolution

3.4. LMS / Core Tools Package

3.5. Instructional Materials Network

3.6. Staff Reports

3.6.1. Scott Isaacson

3.6.2. Beth Kabes

3.6.3. Rhonda Eis

4. Next Meeting Agenda Items

5. Executive Session

6. Adjournment

{{Name: Agenda Item Name}}  
{{Discussion: Agenda Item Discussion}}  
{{Comments: Agenda Item Comments}}  
{{Actions: Agenda Item Actions}}



# EdReady NE

A customizable mathematics and English readiness system that provides Nebraska students with a personalized learning path to help them reach their math and ELA goals.

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- **NEW! EdReady English**

- EdReady English available Jan. 1, 2018
- Looking for implementation sites for ER English (high school)
  - English teachers
  - SPED
  - ELL
  - School Counselors
  - Credit Recovery
  - CTE
  - College Readiness / Career Readiness
  - Blended and/or Personalized Learning Initiatives
  - \*ACT support/prep

- **\*ANNOUNCEMENT! ACT / NROC Partnership** (for colleges & universities)

- Introduction of ACT® CollegeReady™, a web-based system that measures students' readiness for college math and English and provides a personalized study path for knowledge and skill building. The system is designed for colleges and universities as part of a new collaboration between ACT and The NROC Project, an organization dedicated to improving students' college and career readiness.

College readiness is a national problem, as evidenced by the [2017 ACT Condition of College and Career Readiness Report](#). The report shows that among 2017 ACT-tested U.S high school graduates, only 39 percent of test-takers met the ACT College Readiness Benchmarks in at least three of the four core subject areas. An unfortunate effect of this readiness gap is that many students need remediation and consequently struggle to persist in college. In fact, it's estimated that [fewer than one in 10 students graduate](#) from community colleges within three years and little more than a third complete bachelor's degrees in six years.

- **NOTE:** *Given this new collaboration, ESUCC continues its commitment to the support and use of EdReady Math and EdReady English to help Nebraska students reach their mathematics and English goals, as well as to support them in their efforts to become college and career ready.*

- **EdReady Math**

- 9 Pilot sites- monitoring for progress
- 4212 Active Users as of Nov.13
- Acceleration to remediation for grades 6-12

**Contact:**

**Nancy Movall**  
BlendEd/EdReady Implementation  
Coordinator  
Educational Service Unit Coordinating Council  
[402 630 8658](tel:4026308658) | [nmovall@esucc.org](mailto:nmovall@esucc.org)  
<http://esucc.org>

## Nebraska: A Compelling Vision for Accountability Design

*Our beliefs of how EdReady supports the six tenets*

One of the hardest tasks in accountability design is identifying the core tenants that will drive your system. Nebraska engaged in this process in 2014 after the legislature enacted legislation requiring a new accountability system for public schools and districts. The new system, called AQuESTT (Accountability for a Quality Education System Today and Tomorrow), includes six tenets for student and school success that are strongly aligned to a vision for personalized learning.

1. **Positive partnerships, relationships & student success** – This tenant includes engagement with families and communities as key to enhancing educational experiences and focuses on individualized/personalized learning plans for students.
  - We believe EdReady supports the enhancement of educational experiences and focuses on individualized/personalized learning plans for students.
  - We believe EdReady could serve as a gateway for students wanting to enhance their English and math skills in preparation for career and college application.
  - We believe in the theory of the non-consumer, thus EdReady could be disruptive in that it's sweet spot is with acceleration, remediation, CTE. and business/community partners.
2. **Transitions** – This tenant emphasizes supports for students transitioning between grade levels, programs and ultimately college and/or career.
  - We believe that EdReady can help prepare students for transitions between grade levels, -or offer an additional learning option for those students needing additional support as they become college and career ready.
3. **Educational Opportunities and Access** – This tenant includes a focus on comprehensive instructional opportunities to be prepared for education and career goals including early childhood education, expanded learning opportunities and blended learning.
  - We believe the EdReady project provides expanded learning opportunities and blended learning experience.
  - The EdReady Project supports action research in personalized learning and competency-based learning.
  - We believe EdReady offers new forms of learner development, including student control of pace and time, as well as student ownership and agency.
4. **College and Career Ready** – This tenant emphasizes areas that help every student become ready for college or career opportunities through rigorous standards, technology/digital readiness and support for career awareness and career/college goals.
  - EdReady provides technology/digital readiness and support for career awareness and career/college goals.
  - We believe that EdReady can serve as a tool for those students who lack the necessary request skills needed to be college and career ready
  - We believe in the opportunity for multiple opportunities and pathways for learning, thus EdReady offers students choice.
5. **Assessment** – This tenant is based on the belief that multiple types of assessment including national, state and classroom-based, and individualized/adaptive assessments should be used to measure student growth and achievement.
  - EdReady provides classroom-based and individualized/adaptive assessments/data to feed into AQuESTT
6. **Educator Effectiveness** – This tenant is based on the belief that students should be surrounded by effective educators throughout their learning experiences.
  - We believe EdReady provides teachers with the tools they need to be effective, especially when teaching for differentiation, personalization and mastery.
  - We believe that with planful support and instructional coaching, EdReady “Communities of Practice” can support teachers from across Nebraska in their reflective practice and improvement.

**Rider 35 Report  
December 2016**

*Purpose*

This information is being provided by Region \_\_\_ as part of the report provided by the Education Service Centers (ESCs) of Texas to the Commissioner of Education pursuant to Rider 35 of the Appropriations Bill from the 84<sup>th</sup> Legislative Session. This is a case study of the cost savings school districts experienced by using products and services provided by ESCs during the 2014-2015 school year. The district chosen for this section of the report is \_\_\_\_\_ ISD.

*School District Demographics*

ISD						Total FTE
Student Enrollment (WADA)	Percentage White	Percentage Hispanic	Percentage African/American	Percentage Other	Percentage Economically Disadvantaged	
Current School District Accountability Rating =						

*Key Services Provided By ESC*

ESCs provide a wide array of services and products to school districts under multiple pricing structures. For purposes of this report, data was collected on services in the following four categories: Professional Development, ESC Products, Direct Services, and Technical Assistance.

*Professional Development*

Number of Professional Development Hours Provided to District by ESC	Number of Attendees	Total Cost for Professional Development	Total Estimate without ESC

*ESC Products*

Number of ESC Products Purchased by District	Total Cost of Products	Total Estimate without ESC

*Direct Services*

Number of ESC Direct Services Purchased by District	Total Cost of Direct Services	Total Estimate without ESCs

*Technical Assistance*

Number of Technical Assistance Hours Provided to District by ESC	Total Number of Contacts	Total Cost of Technical Assistance Services	Total Estimate without ESCs

*Cost Savings*

Cost Savings From ESC Professional Development	Cost Savings From ESC Products	Cost Savings From ESC Direct Services	Cost Savings from ESC Technical Assistance	Total Cost Savings from ESC	Total Cost Savings Per WADA from ESC

*Certification: I certify to the best of my knowledge and belief that this report is correct and complete.*

Name of Authorized Certifying Official: \_\_\_\_\_ Telephone # \_\_\_\_\_

Title of Certifying Official and District: \_\_\_\_\_ Email: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

# Rider 35 Data Collection

This eight part document serves as instructions and procedures for gathering the necessary data for the report required by Rider 35 within the 2016 – 2017 Biennial Budget (page 272; [http://www.lbb.state.tx.us/Documents/GAA/General\\_Appropriations\\_Act\\_2016-2017.pdf](http://www.lbb.state.tx.us/Documents/GAA/General_Appropriations_Act_2016-2017.pdf))

Data collected for this rider encompass eight main subject areas, these include:

- Cost Savings Case Studies
- 2014 – 2015 Audited Budget Numbers
- Shared Service Arrangement and Purchasing Cooperatives
- Core Services
- Distance Learning
- Full-Time Employees and Salaries
- State Initiatives
- Vendors

All data should be focused on the last audited year, 2014 – 2015.

Please use the following instructions and appendixes to complete this work. All information should be saved as titled with Region (your number) included at the end of the title. Information should be sent to Whitney Broughton ([whitney.broughton@esc13.txed.net](mailto:whitney.broughton@esc13.txed.net)) by **September 13<sup>th</sup>, 2016 at 5:00 PM**. If you have any questions please call 512-919-5349 or 281-217-8370.

## PART ONE: Cost Savings Case Studies

1. Randomly identify 5 districts in your region to participate in this case study. Ensure the districts are representative of your customer base.
2. Each of the 5 districts need to complete a Rider 35 Report (PDF Form Appendix A).
  - a. The 2014 – 2015 TAPR Report should be used to complete the School District Demographics section.
3. Using 2014 -2015 data, identify the total amount each district paid their ESC in 2014 – 2015. Do not exclude any payments and please maintain records of sources used should questions arise.
4. Categorize the amount a district paid your ESC into the different services or products they purchased.

These categories include:

  - a. Professional Development; services provided by the ESC's include training for board members, administrators, teachers, auxiliary staff and others.
  - b. Products; during the 82<sup>nd</sup> legislature, the ESC's developed a list of products offered to school district clients. Examples of these products include application software, instructional materials, printing, and internet filtering.
  - c. Direct Services; vary significantly among the ESC's. These services include staffing (librarians, counselors, nurses, and business managers), technology services, legal services, auditing services, and other resources provided to districts generally on an annual basis.
  - d. Technical Assistance; is different form direct services due to its short-term nature, as opposed to an annual commitment. School districts purchase technical assistance on a temporary or ad-hoc basis. For example, technology support services can be

provided by an ESC on an annual basis to districts (qualifying as a direct service), or on a short-term, ad-hoc basis (technical assistance).

5. Have your program directors allocate each service or product into the four categories.
6. Provide data reflecting what the district actually received in return for these purchases:
  - a. Professional Development - # of attendees and the # of training hours received
  - b. Products – The # of products
  - c. Direct Services – The # of direct services
  - d. Technical Assistance - # of contacts and # of contact hours received
7. Complete the Rider 35 Report Form (Appendix A). Please maintain a record of how you reached the numbers and dollar amounts provided for justification purposes.
8. As a district completes this information the ESC will return it to Whitney Broughton ([whitney.broughton@esc13.txed.net](mailto:whitney.broughton@esc13.txed.net)). ESC's will follow up as needed/requested. An element of subjectivity will exist when districts complete this information.
9. All reports should be returned to Whitney Broughton by **September 13<sup>th</sup>, 2016 at 5:00 PM.**

## PART TWO: 2014 – 2015 Audited Budget Numbers

1. Locate Total Government Funds within your most recent audit. It should be your 2014-2015 Audit as part of either Exhibit C-2 or C-3.
2. Input the Federal, State, Local revenue, and Total, into the corresponding columns on the template.
3. Please **Bold** your ESC's highest source revenue, *Italics and Underline* the lowest sources of revenue. Note: State funds include flow through dollars.
4. Save information within Appendix B spreadsheet

## PART THREE: Shared Service Arrangements (SSA) and Purchasing Cooperatives

For this section, only include those SSAs and Cooperatives that meet the following criteria:

- Have a budget/contract/agreement worth greater than or equal to \$100,00; or
- Have a participation rate of greater than 50% of those Local Education Agencies (LEAs) in your region.

Definitions:

- **Shared Service Arrangement;** the funding and resourcing of a service, previously found in more than one school district or group of school districts, is shared amongst the group.
- **Purchasing Cooperative;** are arrangements designed to improve efficiency by one school district partnering with either another school district(s) or governmental entities to acquire goods and services<sup>1</sup>. Parties involved agree to aggregate demand to get lower prices from selected suppliers and reduce the cost of procurement.

Information Submission:

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<sup>1</sup>Texas Local Government Code Chapter 271 and/or Texas Government Code Chapter 791

Within the Appendix C spreadsheet please fill in the following information.

Column 1: Input the name or title of the SSA or cooperative

Column 2: Provide a brief description of the SSA or cooperative. Please include the targeted audience in this description.

Column 3: Input the percentage of LEAs in your region that participate in the SSA or cooperative.

Column 4: To your best ability, project the cost savings LEAs experience by participating in the SSA or cooperative. Please keep documentation as to how you reached each of these projections.

## PART FOUR: Core Services Template

Within the Appendix D spreadsheet please provide the following information.

1. In the column labeled "Sample Offerings," identify 3-5 examples of services offered by your ESC for the corresponding core service outlined by Chapter 8 of the Texas Education Code. You do not need to describe the service, just be sure it is identified.
2. To your best ability, in the column labeled "Projected Cost Savings," project the cost savings realized by LEAs that utilize services for that specific core service area. Maintain documentation on how you came to those savings.
3. Please provide any additional comments in the final column that you believe are relevant to that specific core service area.

## PART FIVE: Distance Learning and Technology Services

Use the charts found in Appendix E to complete this section.

First Tab:

### Distance Learning Chart

Column A: These are informational data points that have been compiled for use in the Rider 35 report in years past.

Columns B and C: Provide the required number (as it corresponds with Column A) for the specified year.

Column D: Total of Columns B and C combined.

### Technology Services Chart

For both rows, please describe the services offered, provide the percentage of LEAs that participate, and, to the best of your ability, project the cost savings for users of low-cost computing technologies and internet services provided by the ESC.

Second Tab:

United States Department of Education (USDE) Questions

In a written answer format, please answer the two questions and provide examples of partnerships between ESCs and programs or initiatives within your ESC to accomplish the "Nine Applications of Online Learning" (listed on the next page). These questions come from the USDE.

Nine Applications of Online Learning

- 1) Broadening access in ways that dramatically reduce the cost of providing access to quality educational resources and experiences, particularly for students in remote locations or other situations where challenges such as low student enrollments make the traditional school model impractical;
- 2) Engaging students in active learning with instructional materials and access to a wealth of resources that can facilitate the adoption of research-based principles and best practices from the learning sciences, an application that might improve student outcomes without substantially increasing costs;
- 3) Individualizing and differentiating instruction based on student performance on diagnostic assessments and preferred pace of learning, thereby improving the efficiency with which students move through a learning progression;
- 4) Personalizing learning by building on student interests, which can result in increased student motivation, time on task and ultimately better learning outcomes;
- 5) Making better use of teacher and student time by automating routine tasks and enabling teacher time to focus on high-value activities;
- 6) Increasing the rate of student learning by increasing motivation and helping students grasp concepts and demonstrate competency more efficiently;
- 7) Reducing school-based facilities costs by leveraging home and community spaces in addition to traditional school buildings;
- 8) Reducing salary costs by transferring some educational activities to computers, by increasing teacher-student ratios or by otherwise redesigning processes that allow for more effective use of teacher time; and
- 9) Realizing opportunities for economies of scale through reuse of materials and their large-scale distribution.

## PART SIX: Full-Time Employee (FTE) and Salaries Template

The spreadsheet for this section can be found in Appendix F

1. Provide the number of FTE's and total salaries (Federal, Legislative Appropriations/State Base, Other State grants, and Local) for the 2014 – 2015 year.
2. Each full time employee should count as one FTE
  - a. Ex: If an employee has 75% of his/her salary coming from federal sources and 25% coming from local sources, that employee would count as .75 of an FTE for Federal and .25 of an FTE for Local.
3. Less than full time employees should count less than one FTE based on the percentage of time they actually work
  - a. Ex: If an employee on average works half time, that employee should count as .5 of an FTE

## PART SEVEN: State Initiatives Template

Please use the chart provided in Appendix G to provide the following information.

Column 1: Identify state initiatives that your ESC is involved.

Column 2: Provide a description of the state initiative, including the target audience of the service.

Column 3: The total budgeted amount for the state initiative.

Column 4: Total amount allocated by the state/state agency for this initiative.

Column 5: Number of participants for September 1, 2014 to August 31, 2015.

Column 6: To your best ability, in the column labeled “Projected Cost Savings,” project the cost savings realized by LEAs that utilize services for that specific core service area. Maintain documentation on how you came to those savings.

Column 7: Please provide any additional comments in the final column that you believe are relevant to that specific core service area.

## PART EIGHT: Vendors

Within the spreadsheet in Appendix H, please provide the following information.

Column 2: List the total number of vendors for each of the categories. Only count private entities in which a written agreement or other form of documentation exists. An ESC should only provide numbers and information for services that they organize/lead.

For example, if an ESC participates in a multi-regional cooperative, then the coordinating/lead ESC will provide all numbers and further information in each of the columns. If the ESC provides a service individually, and not in cooperation with another center, then that ESC will provide the information.

Column 3: Provide a brief description of the services provided.

Column 4: For multi-regional collaboratives that your ESC is the lead: list the participating ESCs

Column 5: List the total dollar amount with private entities.

Column 6: List the total number of districts and charter schools (campuses) that participate in each category.

Column 7: Project the cost savings for public schools. Projections may be difficult to calculate in some situations. Please attempt to provide the best rational estimate and include a brief description of the methodology used for the calculation.



# **DATA-DRIVEN ECOSYSTEM ENHANCING TEACHING AND IMPROVING LEARNING FOR STUDENTS (DE<sup>2</sup>TAILS)**

**EVALUATION REPORT  
2017**

PREPARED FOR:  
**EDUCATIONAL SERVICE UNIT COORDINATING COUNCIL  
6949 SOUTH 110TH STREET  
LAVISTA, NE 68128**

PREPARED BY:  
**RMC RESEARCH CORPORATION  
633 17TH STREET, SUITE 2100  
DENVER, CO 80202**

**NOVEMBER 2017**



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# **DATA-DRIVEN ECOSYSTEM ENHANCING TEACHING AND IMPROVING LEARNING FOR STUDENTS (DE<sup>2</sup>TAILS)**

## **EVALUATION REPORT 2017**

PREPARED FOR:

**DAVID M. LUDWIG**  
ESUCC EXECUTIVE DIRECTOR  
6949 SOUTH 110TH STREET  
LAVISTA, NE 68128

PREPARED BY:

**RMC RESEARCH CORPORATION**  
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DENVER, CO 80202

**NOVEMBER 2017**

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BLENDED TEACHER SURVEY	

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## PROJECT BACKGROUND

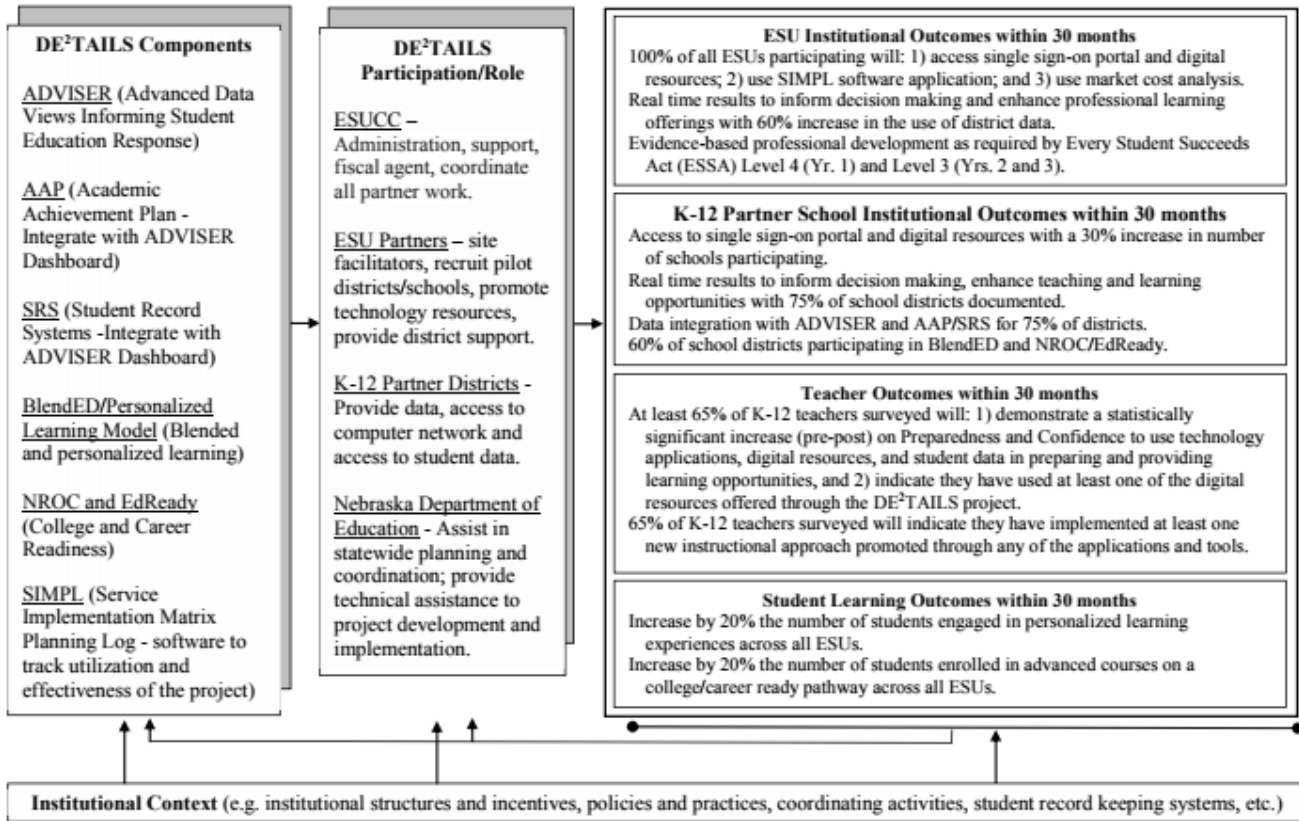
In the state of Nebraska, as per state statute 79-1246, Educational Service Unit Coordinating Council (ESUCC) is charged with coordinating statewide efforts with all Educational Service Units (ESU) leading 17 ESUs serving 245 school districts employing 22,000 teachers educating 307,000 students. Funded by the state innovation grant, in the 2016-2017 school year, ESUCC developed the “Data-Driven Ecosystem Enhancing Teaching and Learning (DE<sup>2</sup>TAILS)” project, integrating multiple state data systems and resources into an ecosystem of support, tools, resources and data designed to enhance an environment centered around blended and personalized learning.

The DE<sup>2</sup>TAILS framework incorporates the five applications/components within a shared data store. This project proposed to (1) develop an integrated technology ecosystem through a secure, trusted data infrastructure Advanced Data Views Informing Student Education Response (ADVISED) by integrating multiple technology systems through a single sign-on portal; (2) design an integrated system application for the Academic Achievement Plan (AAP) and Student Record Systems (SRS) with ADVISED to address the needs of at-risk and high needs students; (3) use technology to innovate student learning in the classroom and improve academic/employment outcomes through a BlendEd/Personalized Learning Environment; (4) provide a baseline collection of online digital resources for student access improving college and career readiness through NROC/EdReady; and (5) develop a statewide software Service Implementation Matrix Process & Log (SIMPL) for visualization and rapid analysis of evidenced-based professional development and instructional practice to drive informed decision making. ESUs, public schools, educators, and students will have access to a “one-stop shop” of online tools, applications, student-level data, and resources for professional and student learning.

Within the 30-month funding period, the DE<sup>2</sup>TAILS project proposed to develop this technology ecosystem that is replicable across schools in every ESU and scalable across all ESUs as a statewide system of teacher and student support to bring positive impact on ESU institutional changes, K-12 partner school institutional outcomes, teacher practices, and ultimately student academic achievement.

































Exhibit 1 presents a logic model that reflects hypotheses about the relationship between DE<sup>2</sup>TAILS primary impacts on ESUs, partner districts, and participating teachers, which in turn will lead to impacts on students in these systems. The logic model also serves as a basis for the evaluation design and is used to guide data collection and analysis.

EXHIBIT 1. ESUCC DE<sup>2</sup>TAILS LOGIC MODEL



RMC Research Corporation serves as the external evaluator of this innovative project conducting a mixed method quasi-experimental study to assess the implementation and impact of the grant. The evaluation will: (1) assess whether the project is making satisfactory progress towards its stated goals; (2) recommend reasonable, evidence-based adjustments to project plans and activities; (3) support the development and validation of survey and assessment tools; and (4) describe the impact of the DE<sup>2</sup>TAILS project. As conveyed in Exhibit 2, RMC Research has developed a set of key questions that guide the evaluation process, along with identification of specific data collection methods to answer these questions. These key questions assist RMC Research Corporation in providing both a formative and summative review and corresponding set of recommendations to inform program changes and applications during the implementation of the DE<sup>2</sup>TAILS project.

EXHIBIT 2. EVALUATION QUESTIONS AND MEASURES

Evaluation Questions	Data Collection Methods			
	Interviews	Focus Groups	Document Analysis	Surveys
1. To what extent has DE <sup>2</sup> TAILS met its articulated goals? How does DE <sup>2</sup> TAILS...				
a. Develop and implement the integrated ecosystem with multiple components to ensure data, tools and resources are available to users at ESUs and schools?				
b. Enhance participating ESUs, districts, and schools' ability to engage more effectively and efficiently with technology supports for data access and analysis?				
c. Use technology to personalize student learning in the classroom?				
d. Develop and implement statewide software for visualization and rapid analysis of professional development and instructional practice?				
2. To what extent does participation in DE <sup>2</sup> TAILS activities...				
a. Demonstrate a significant increase in participant preparedness to use technology applications, digital resources, and student data in preparing and providing learning opportunities?				
b. Demonstrate a significant increase in participant confidence to use technology applications, digital resources, and student data in preparing and providing learning opportunities?				
c. Promote participants' use of at least one of the digital resources offered through the project?				
d. Increase student engagement in personalized learning experiences?				
3. What factors impede or facilitate progress toward DE <sup>2</sup> TAILS goals?				
4. What progress has been made toward sustaining and "scaling up" DE <sup>2</sup> TAILS activities and strategies?				

## METHODOLOGY

### DATA COLLECTION

The DE<sup>2</sup>TAILS evaluation employs a mixed-methods approach to generate both quantitative and qualitative data to examine and respond to the evaluation questions, undertaken initially across two stages, and ultimately across a third stage of the project. Quantitative data were collected from instruments developed for this project and surveys and observation protocols that were previously developed and administered; while qualitative data were collected from open-ended questions from the survey instruments and program documents over the course of the first project year. A nonexperimental design in Stage 1 addresses Evaluation Question 1, while a quasi-experimental/case study design in Stage 2 will explore Evaluation Question 2, and validate findings relevant to the first research question. Across both Stages 1 and 2, Evaluation Questions 3 and 4 are answered using a nonexperimental design. The current reporting period focuses on the development and implementation of the five applications/components within the data ecosystem. This stage utilizes a combination of program documents, survey instruments, and classroom observation data.

### QUALITATIVE METHODS



Documents were reviewed to gain insights into program development and implementation, participant recruitment, professional development efforts, and DE<sup>2</sup>TAILS project progress. The document analysis included an examination of progress documents in seven areas, including AAP/SRS, BlendEd, NROC/EdReady, SIMPL, SIMPL Pilots, meetings and communication, and technology. Documents were requested from project staff between February and October 2017. For BlendEd, responses to the open-ended questions were collected from the professional development evaluation survey to provide formative feedback to further participant trainings.

Qualitative data collected through project documents were consolidated into a document inventory to document progress for each program component/application. Program documents and open-ended responses to the BlendEd professional development evaluation form were further analyzed using an approach that closely follows methods explicated by Miles, Huberman, and Saldaña (2014).<sup>1</sup> This approach emphasizes well defined study variables to ensure the comparability of data and reduction of data using data displays and matrices so that the common themes can be identified. The program documents were analyzed for trends to examine program progress and the open-ended questions were examined to determine professional development impact and recommendations for future training.

### QUANTITATIVE METHODS



Surveys were administered to participating BlendEd teachers and students to collect perceptual data on a range of outcome variables. The student survey and teacher survey were administered to the pilot participants for BlendEd using Google forms. BlendEd coaches used an observation protocol to conduct classroom observations throughout the pilot year and provided observation ratings. RMC

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<sup>1</sup> Miles, M. B., Huberman, A. M., and Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook*. (3rd ed.) Thousand Oaks, CA: Sage.

Research reviewed the survey instruments and observation data and estimated the psychometric features of the instruments. Based on the analysis results, RMC Research modified the existing teacher and student surveys and included the following measures: BlendEd learning experience, academic engagement, perceived program impact, and demographic information for the student survey; and BlendEd implementation fidelity, level of support received, preparedness and confidence to teach, job satisfaction, perceived impact, and demographic information for the teacher survey (complete surveys may be found in the Appendix).

Another instrument developed by the evaluator was the evaluation form for the BlendEd professional development. Descriptive statistics were estimated based on participant responses to summarize professional development impact and recommendations for further professional development sessions.

## FINDINGS

### SUMMARIES OF DATA SOURCES

#### DOCUMENT REVIEW

Exhibit 3 contains a listing of the number of documents collected from the DE<sup>2</sup>TAILS project. A complete list of the documents may be found in the Appendix. Documents were categorized into seven areas: AAP/SRS, BlendED, NROC/EdReady, SIMPL, SIMPL Pilots, meetings and communications, and technology. A sample of documents such as PowerPoint presentations, meeting notes, and recruitment materials were reviewed. Surveys, observation protocols, and spreadsheets that contained project data were not included in the review. The review showed that each of the projects components is making progress towards its objectives, communication among participants is shared, and action steps are documented. For example, a data visualization report from the BlendEd Pilot Project provided information on participant numbers and results from student and teacher surveys. Communications regarding Cohort 2 included application deadlines and a readiness rubric for ESU staff to use to identify potential schools that would benefit from applying for the pilot. There were numerous PowerPoint presentations that described the project's goals, objectives, and evaluation design. Meeting notes included agendas, tasks that needed to be accomplished, links to project documents, decisions made, and next steps. Bimonthly meetings were held with project leadership/research team members from ESUCC, SIMPL, BlendEd/ NROC, and RMC Research and covered topics ranging from training for SIMPL software to data security policies and procedures. Materials regarding SIMPL included presentations about the three stages of the project: data dig, services planning, and implementation, as well as the rubric development. A timeline for the SIMPL pilot gave monthly tasks for each phase of implementation. Memos from the law firm advising the ESUCC discussed legal issues that may arise under the DE<sup>2</sup>TAILS data system and applicable federal and state laws pertaining to data privacy.

### EXHIBIT 3. SUMMARY OF DOCUMENTS REVIEWED

Folder/Number of Files	Document(s) Reviewed	Information Provided
AAP/SRS 1 file	Focus group meeting user feedback 2017-10-30	Review of AAP form-how all fields may not be necessary, blind communication within the system, and upcoming meeting which will be Family Educational Rights and Privacy Act (FERPA) training.
BlendEd 15 files	BlendEd Cohort 1 results 2-page final	Data visualization report of results from the BlendEd Pilot that displays who participated, their location, process observations, perceptions from students and teachers, and quotes from teachers.
	BlendEd Trifold Brochure Cohort 2	BlendEd Pilot Project's Cohort 2 recruitment brochure that provides information regarding the project's vision, action, costs, timeline, and kickoff event; as well as follow-up sessions at multiple sites; and components that support BlendEd such as the Learning Object Repository and Learning Management System.
	2017 Pilot Cover Letter ESUCC	Letter sent on 10/9/17 to ESU Administrators from the Director of BlendEd and Distance Education, ESUCC, with information on the upcoming BlendEd Pilot Project Cohort 2 including key dates for activities and a readiness rubric for ESU staff to identify potential schools that would benefit from applying for the pilot. Applications are being accepted through January 15, 2018.
	Link to and Awesme Table with multiple data views	Provides a link to the Nebraska BlendEd Initiative website which contains information on BlendEd, events and workshops, Cohort 1 activities, and Cohort 2 application deadline and activities.
Meetings and Communications 26 files	DE <sup>2</sup> TAILS Evaluation Design Slides	This PowerPoint presentation reviews the evaluation design-methods being used; what the focus is at each stage of the evaluation; evaluation questions and data collection methods; and performance metrics that are specified for the measure/method, target, and outcome.
	ESUCC Innovation Grant Project Narrative	This document provides an overview of the DE <sup>2</sup> TAILS project. It provides the goal, objectives, how the technological infrastructure and software provide data regarding effectiveness of service delivery, and how the project and its quality tools and resources are provided to classrooms statewide to meet the personalized learning needs of all students and teachers.
	ECSU Innovative Grant Presentation 4-17-SI2	This PowerPoint presentation provides an overview of the ESUCC vision and duties; DE <sup>2</sup> TAILS project goals and objectives; and the evaluation design.
	Blended_EdReady_052617	Zoom meeting on 5/26/17 with attendees from ESUCC, RMC Research, and NROC. It includes the agenda and an overview of progress to date, positions to fill, events, tasks that need to be accomplished, evaluation points, decisions made, and next steps.
	NE Innovation Grant Invitation to Participate_May 2017_TR_LS	This template letter from May 2017 invites educators to become a pilot site for the EdReady personalized learning system under the DE <sup>2</sup> TAILS grant. The letter explains responsibilities of the site (parameters of using EdReady) and link to a survey.

Folder/Number of Files	Document(s) Reviewed	Information Provided
	Innovation Grant Bi-Monthly Meetings	Contains minutes from nine online Zoom meetings that were held between April-October 2017 with project leadership/research team members from ESUCC, SIMPL, BlendEd/NROC, and RMC Research. Topics discussed included training for SIMPL software, EdReady pilot sites, data security policies and procedures, evaluation plan, meetings with legal counsel on technology, revisions to AAP and updating SRS, and recruiting Cohort 2 for BlendEd.
	SIMPL_mtg_052617	Notes from online meeting on May 26, 2017 with ESUCC, RMC Research, and SIMPL staff. Three stages of SIMPL were described: Data Dig, Service Planning, and Implementation, along with an Activity Log for ESU staff to document work with schools.
NROC/EdReady 1 folder/11 files	EdReady Pilot Notes 2017-05-15	List of schools as of 5/15/17 that are current pilot sites; along with follow-up steps, and in some cases designated staff; such as sending letters to superintendents and curriculum directors, acquiring a needs list from districts, sending a letter and communicating with sites before the end of the school year. The document also shares the desired number of sites for each goal and grade level; and that a survey has been prepared for participants and where the link is located.
	ESUCC IGrant EdReady Webinar July, 2017	Presentation conducted with pilot sites that provides an overview of the NROC project and what they offer, and the BlendEd online learning system; how Nebraska is incorporating the EdReady site; the process students will go through to sign up and use; what teachers need to track, how they can familiarize themselves with the system, along with EdReady resources; the data driven ecosystem; and the purpose of the pilot and expectations of participating sites.
	Rubric Development	Presentation of ESU 7 rubric development day on 5/24/17. The slides include outcomes for the day, the purpose of the rubrics, Charlotte Danielson's framework for rubric development, and scoring.
SIMPL 2 folders/19 files	SIMPL At-A-Glance	This document lays out the SIMPL. It discusses what the matrix provides (identifying services available, participation levels, etc.); the levels of implementation (4-point scale from unsatisfactory to distinguished); the SIMPL stages (Data Dig, Service Planning, and Implementation); what tools will be coming soon (WebApp capability, inter-agency accessibility, etc.); and what the log contains (description of services, documentation, etc.).
	5.26.17 ESUCC Pilot Update	This PowerPoint from 5/26/17 provides an ESUCC Report on SIMPL, including detailed information on each of the three stages, and a timeline of work as of 5/26/17. The timeline showed that WebApp development meetings were held monthly (sometimes twice a month) along with monthly pilot Zoom meetings. The ESUCC was updated in January, March, and April 2017. Rubric development occurred in late May 2017.

Folder/Number of Files	Document(s) Reviewed	Information Provided
SIMPL Pilots 9 folders/43 files	Innovative Grant_SIMPL Meeting	This document contains notes from a meeting with pilot ESUs and other ESUs on 8/7/2017. A historical overview of the project was provided along with the three stages of the process: Data Dig (Determine Data Resources, Identify Challenges and Opportunities, Prioritize, Generate Theory of Action, Hypothesize Impact in Education); Services Planning (Determine Key Services, Customize Services per District), and Implementation (Assess Participation, Evaluate Implementation Levels, Activity Log). The pilot ESUs noted where they were in the process – all had determined their data resources. An explanation of the scoring rubric that evaluates the programming within the ESU was provided. An overview of the WebApp was presented to the group. Next steps and timeline were discussed and ESU representatives asked clarifying questions. The next meeting was set for 9/6/17.
	5_4_17ESUPDO	A SIMPL Data Driven Services Accountability presentation conducted for ESU 7. It identifies the SIMPL stages; followed by a brief history of the ESU service delivery and process, such as determining services as opposed to meeting need. The slides then guide the discussion to think about how it is known what is being taught (by teachers to students, ESUs to teachers, and Nebraska Department of Education info to the ESU), followed by the current system of determination of services and process. The presentation reviews the ESU tools (quadrant, chart of responsibilities, matrix, etc.) used within each stage. The presentation concludes with information regarding piloting the project.
	Data Resource Discovery	SIMPL in-person activity has participants create job-alike groups and discuss what services provided by the ESU they want to remain in-place; and what areas the ESU can improve upon. Participants then think independently, and write down their responses to four questions. This is followed up by a group discussion of how their districts utilize the teacher training, and how they measure their own accountability. Then, in their regional groups they engage in a discussion around four questions regarding student understanding and need, as well as teacher understanding and knowledge of services to access.
	Year One-Two Pilot Timeline	This document contains the timeline for Service Matrix Process implementation for July 2016-September 2018 including activities for each month. The timeline is organized into Phases and Activities and indicates which activities are new to each phase. For example, in Pilot Year 1 (July 2016-July 2017), Phase 1.1 (October 2016-February 2017) included generating a list of current services; identifying ESU Leadership Team and scheduling data meetings, and starting to format the Google matrix. In Pilot Year 2 (August 2017-September 2018), Phase 2.1, which occurs throughout the year includes ESU Leadership Team Score Participation of Services, ESU Leadership Team Score Implementation of Services, and ESU Team recording accountability.

Folder/Number of Files	Document(s) Reviewed	Information Provided
Technology 3 files	<input type="checkbox"/> Info for Software Development SIMPL Implementation START HERE	<p>This document describes the phases ESUs go through for Service Implementation Planning. In Phase 1: Services Management, there are links to the Services Management Web Application which supports all of the requirements to manage and report SIMPL data; the SIMPL Data Store, which houses a database that stores information supporting the WebApp; and Data Products including statistics and reports. In Phase 2: Service Evaluation/Implementation Reporting, ESU staff and school staff will be able to evaluate each service based on the evaluation rubric entered by the ESU and generate reports. Phase 3 will involve linking services to an online repository of recorded trainings, and Phase 4 includes predictive analytics with services to implement as recommendations based on scores.</p>
	Legal Team Issue Spotting Memo	<p>This memo from KSB School Law firm to ESUCC on 7/14/17 discusses legal issues that may arise under the DE<sup>2</sup>TAILS data system. Federal and state laws applicable to ESUCC and DE<sup>2</sup>TAILS such as the FERPA, the authority of the Family Policy Compliance Office (FPCO), the Nebraska Financial Data Protection and Consumer Notification of Data Security Breach Act, and the Nebraska Student Online Personal Protection Act (SOPPA) are described. The memo addresses how these laws affect the sharing of student data between educational agencies, and data maintenance and security.</p>
	136 Memo re ESUCC NDE data sharing and compliance	<p>This Memo from KSB School Law firm to ESUCC on 9/28/17 clarifies the legal requirements related to the data flow from individual school districts to ESUCC. It was noted that “the simplest and cleanest way for ESUCC to receive student data on a state-wide basis is for NDE (Nebraska Department of Education) to be the custodian of the data through its auditing and compliance authority, and for NDE to disclose student data to ESUCC as an organization performing an ongoing study of data to improve instruction.”</p>

## BLENDed CLASSROOM OBSERVATION

The Lighthouse Classroom Observation Rubric was used by BlendEd coaches to examine teachers' classroom practice when implementing BlendEd learning. As the rubric examined composite domains based on clusters of similar items to create measures that were more robust and reliable, internal consistency of these composite variables were estimated. Exhibit 4 presents information about the internal consistency of the observation rubric estimated by Cronbach's alpha.<sup>2</sup> As there is one item each for teacher-to-student interaction and student-screen interaction, internal consistency measure was not applicable to these two items. The four items measuring student learning experience have the highest internal reliability among all items, while classroom culture questions have lower internal consistency.

**EXHIBIT 4. CLASSROOM OBSERVATION COMPOSITE VARIABLES**

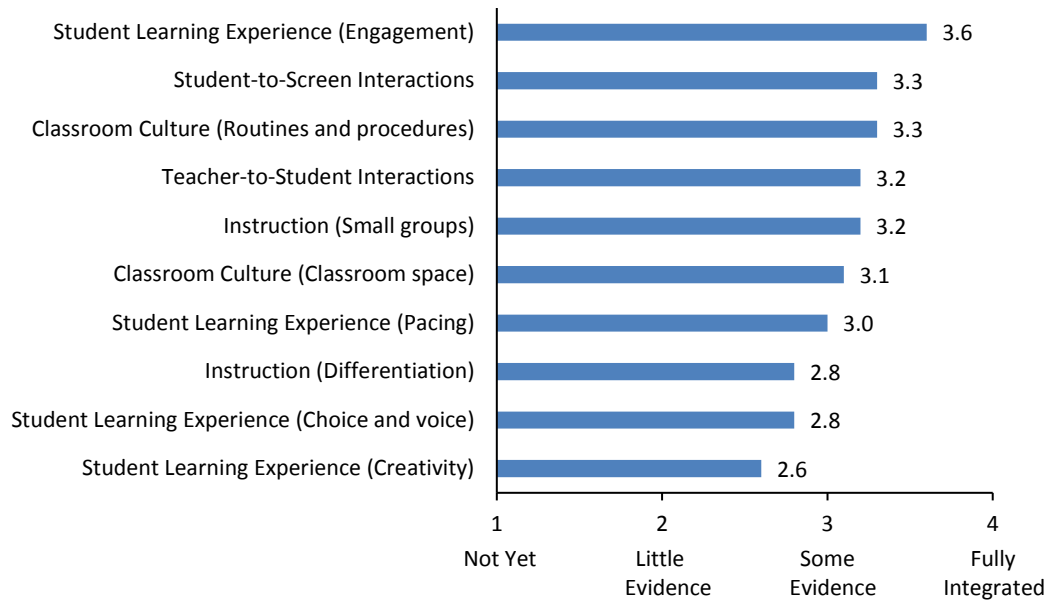
Composite Variables	N = 112 <sup>3</sup>	
	Number of Items	Cronbach's Alpha ( $\alpha$ )
Teacher-to-student interaction	1	n/a
Student-to-screen interaction	1	n/a
Instruction	2	.604
Student learning experience	4	.671
Classroom culture	2	.541

Exhibit 5 displays the overall observational ratings across all domains in the Lighthouse observation rubric. On a 4-point rating scale where 1 = not yet, 2 = little evidence, 3 = some evidence, and 4 = fully integrated, student engagement was rated the highest in the classrooms observed in 2016-2017, indicating that strong evidence was observed for student engagement. Students creating solutions, knowledge products, tools, resources received the lowest rating, suggesting that only limited evidence was observed for student creativity in a BlendEd class. Overall, observers found some evidence that teachers were implementing the BlendEd key domains in the observed classrooms.

<sup>2</sup> Cronbach's alpha ( $\alpha$ ) is a measure of reliability, assessing the internal consistency of survey scales (i.e., the extent to which patterns of responses were consistent across respondents). Values range between 0 and 1. If  $\alpha > 0.7$ , the measures indicate high internal consistency.

<sup>3</sup> N is the total number in a sample. n is the number in a subsample.

### EXHIBIT 5. SUMMARY OF CLASSROOM OBSERVATION RATINGS (N = 112)



Some teachers were observed more than once during the 2016-2017 school year. Therefore, repeated measures analysis of variance (ANOVA)<sup>4</sup> was conducted for these 21 teachers to compare ratings from their first and last observations to examine the changes in their classroom practice. Results displayed in Exhibit 6 show significantly improved implementation in the observed classrooms as observers identified significantly more evidence of BlendEd classroom features in the post observation. Exceptions were for student-to-screen interaction, students' classroom pacing, and student voice and choice.

<sup>4</sup> Repeated measures analysis of variance (ANOVA) is a statistical procedure used to examine differences within subjects when the same data are available for multiple points in time.

**EXHIBIT 6. OBSERVATION RATINGS PRE/POST COMPARISONS (N = 21)**

	Pre		Post		Mean Difference
	Mean <sup>5</sup>	SD <sup>6</sup>	Mean	SD	
<b>Overall Score</b>	2.85	0.81	3.55	0.71	0.70
1. Teacher-to-Student Interactions	3.00	0.57	3.71	0.46	0.71*
2. Student-to-Screen Interactions	3.00	0.85	3.67	0.73	0.67
3. Instruction (Differentiation)	2.55	0.95	3.52	0.68	0.98*
4. Instruction (Small groups)	2.69	1.08	3.52	0.87	0.83*
5. Student Learning Experience (Engagement)	3.31	0.29	3.76	0.44	0.45*
6. Student Learning Experience (Pacing)	2.95	0.67	3.14	0.85	0.19
7. Student Learning Experience (Choice and Voice)	2.62	0.84	3.14	0.85	0.52
8. Student Learning Experience (Creativity)	2.43	0.87	3.43	0.93	1.00*
9. Classroom Culture (Classroom space)	2.86	0.84	3.43	0.51	0.57*
10. Classroom Culture (Routines and procedures)	3.07	0.60	3.71	0.56	0.64*

\* $p = .05$ .<sup>7</sup>

**TEACHER SURVEY**

The BlendEd learning program developed and administered a teacher survey during the 2016-2017 school year. The survey included both Likert-scale items and open-ended questions to gather teacher data on a set of questions measuring the following domains: work environment, peer relationship, administrator support for teaching, personal development, beliefs about student achievement, perceived impact of BlendEd learning, work attitude, school learning environment, vertical communication across grades, expectations, school vision, parent communication, working effectively with diverse students, school morale, clarity of student outcomes, teaching to standards, and attitudes about learning and teaching. A total of 35 teachers responded to the survey instrument. Reliability analysis was conducted based on the responses.

Exhibit 7 presents information about the internal consistency of the teacher survey items by composite domains. As there is only one item for vertical communication across grades, internal consistency measure was not performed for this item. A few domains with two or three items per domain have an Alpha coefficient smaller than .70, indicating a low to medium internal consistency.

<sup>5</sup> The mean or average value is a measure of central tendency computed by adding a set of values and dividing the sum by the total number of values

<sup>6</sup> The standard deviation (SD) is a measure of how spread out a set of values is. Higher standard deviations indicate greater variability in data across respondents.

<sup>7</sup> The  $p$ -value is an indicator that represents the likelihood that observed results occurred by chance. In education research, values of  $p < .05$  (i.e., values indicating that observed results had a less than 5% chance of occurring by chance) are typically used to identify results that are statistically significant. Lower  $p$ -values indicate a smaller likelihood that observed results occurred by chance and are therefore associated with statistically significant findings.

### EXHIBIT 7. TEACHER SURVEY COMPOSITE VARIABLES

Composite Variables	N = 35	
	Number of Items	Cronbach's Alpha ( $\alpha$ )
Work environment	8	.778
Peer relationship	2	.434
Administrator support for teaching	7	.901
Personal development	2	.438
Beliefs about student achievement	13	.897
Perceived impact of BlendEd learning	3	.722
Work attitude	2	.480
School learning environment	3	.529
Expectations	3	.774
School vision	4	.941
Parent communication	3	.865
Working effectively with diverse students	5	.842
School morale	4	.889
Clarity of student outcomes	2	.852
Teaching to standards	2	.710
Vertical communication	1	n/a
Attitudes about learning and teaching	2	.772

Based on the results, RMC Research further reviewed the survey items and developed a new teacher survey to reduce the amount of measurement domains but include more questions about BlendEd program implementation and perceived program impact (see Appendix). The revised instrument included the following domains:

- *Background information* including participant demographics, education background, teaching experience, and teaching certification received.
- *BlendEd implementation fidelity*. Items used a 4-point scale where 1 = never, 2 = rarely, 3 = sometimes, and 4 = always.
- *Preparedness to Teach* (adapted from RMC Research, 2007).<sup>8</sup> Items used a 5-point scale where 1 = not at all prepared, 2 = somewhat prepared, 3 = moderately prepared, 4 = well prepared, and 5 = very well prepared.
- *Confidence to teach* (adapted from Yopp, Sutton, & Burroughs, 2010).<sup>9</sup> Items used a 5-point rating scale where 1 = not confident at all, 2 = somewhat confident, 3 = moderately confident, 4 = very confident, and 5 = extremely confident.
- *Support for teaching* (adapted from Yopp, Sutton, & Burroughs, 2010). Items used a 5-point rating scale where 1 = not at all supported, 2 = somewhat supported, 3 = moderately supported, 4 = well supported, and 5 = very well supported.

<sup>8</sup> RMC Research (2007). *Math in the Middle teacher survey*. Denver, CO: Author.

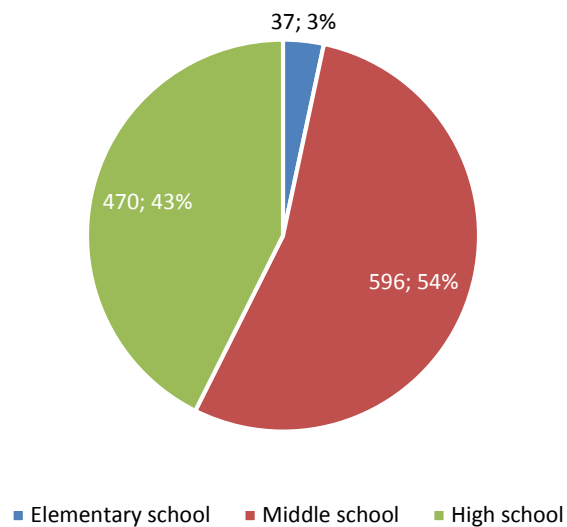
<sup>9</sup> Yopp, D., Sutton, J., and Burroughs, B. (2010). *EMC measures: Teacher survey*. Examining Mathematics Coaching (EMC), Bozeman, MT: Montana State University and Denver, CO: RMC Research Corporation.

- *Job satisfaction* (adapted from the teacher job satisfaction questionnaire, Lester 1984).<sup>10</sup> Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.
- *Perceived impact* (adapted from the BlendEd teacher survey). Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.

## STUDENT SURVEY

In the BlendEd pilot study, a student survey was also administered to students taught by participating teachers. The survey included both Likert-scale items (1 = disagree, 2 = some of the time, 3 = most of the time, and 4 = agree) and one open-ended question asking what students need for success in their BlendEd learning class. A total of 1,238 students answered the survey. As Exhibit 8 shows, the vast majority were middle school students (43%) and high school students (54%).

EXHIBIT 8. STUDENT GROUPS (N = 1,238)

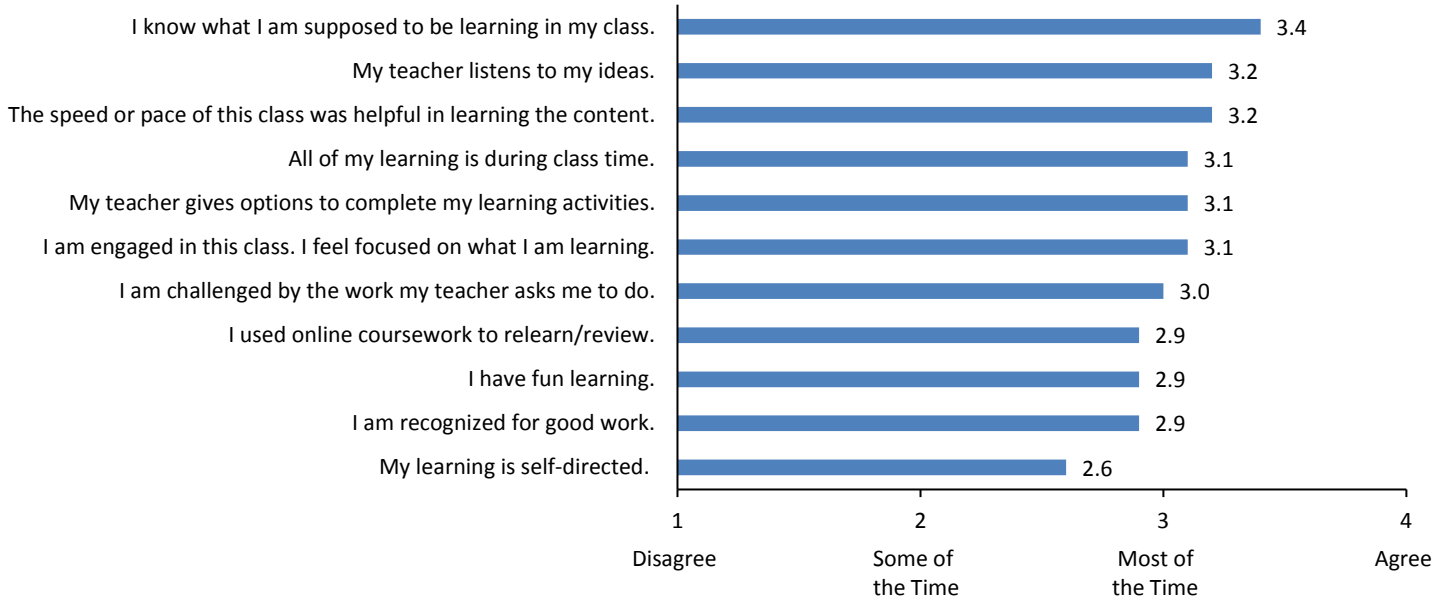


As there are no clearly defined composite variables for these items, the internal consistency test for the student survey was not conducted. RMC Research computed descriptive statistics for the Likert-scale items.

Exhibit 9 shows a summary of student responses for each survey question. Overall, average student ratings indicated that most of the time, they agreed with statements about classroom expectations, teacher attention and class pace, use of classroom instruction time, student choice, engagement, and course challenge. Students were slightly less likely to agree that they use online coursework to relearn/review; they have fun learning; or they are recognized for good work. They reported that sometimes their learning is self-directed in a BlendEd class.

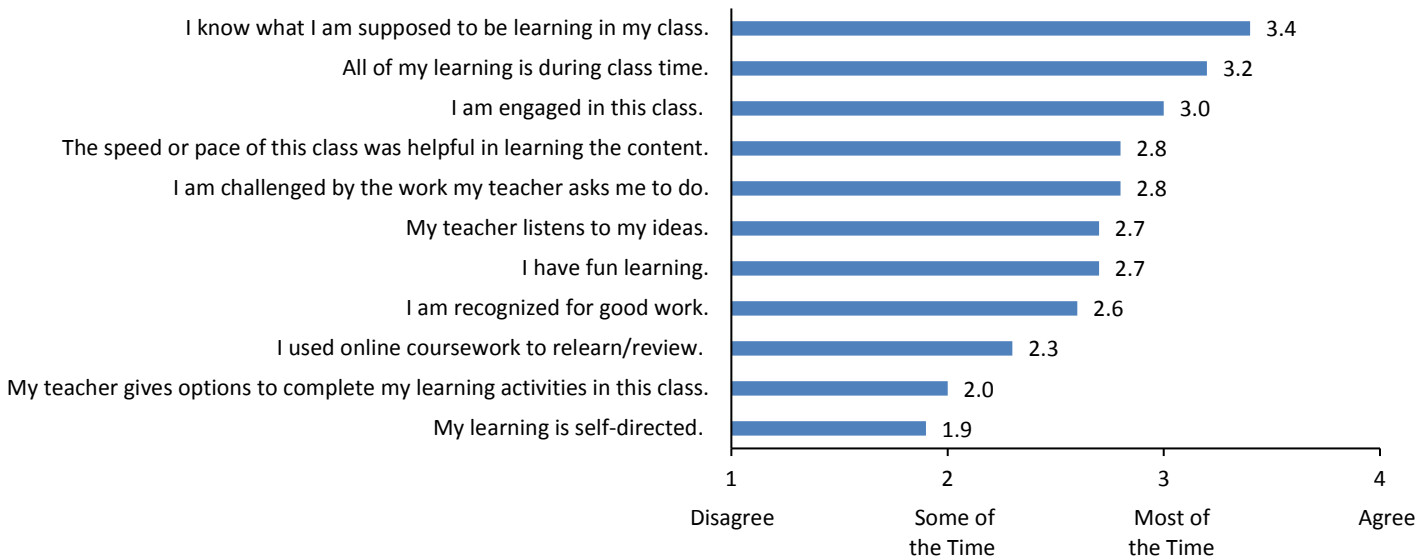
<sup>10</sup> Lester, P. E. (1984). Teacher job satisfaction questionnaire. In P. Lester and L. Bishop (Eds.), *Handbook of tests and measurement in education and the social sciences* (pp. 147–150). Lanham, MD: Scarecrow Press.

**EXHIBIT 9. SUMMARY OF STUDENT SURVEY RESPONSES (N = 1,238)**

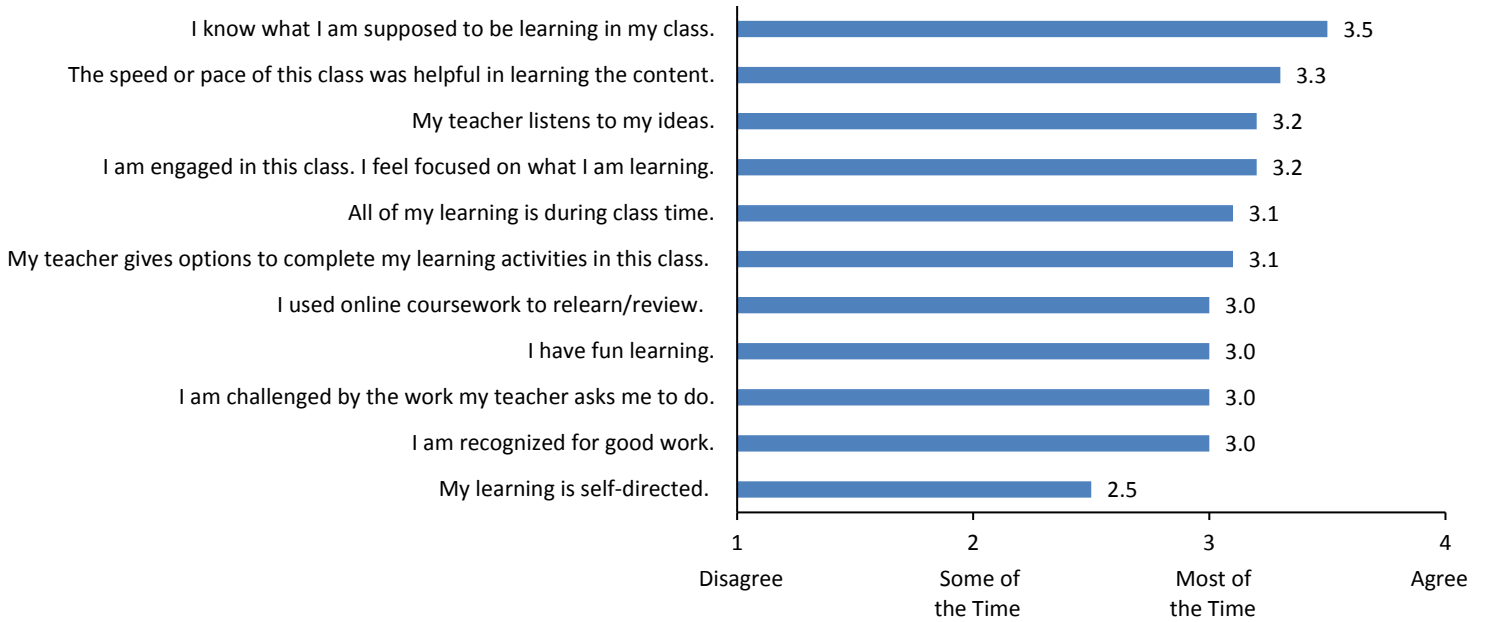


Further analyses by grade level are displayed in Exhibits 10-12. A cross-grade comparison indicates that students have the highest agreement on the statement “I know what I am supposed to be learning in my class” and the lowest agreement on “my learning is self-directed.” As their grade level increases, students seem to have more self-direction in their class. Elementary students and middle school students both agreed that most of the time they are engaged in a BlendEd class and feel focused on what they are learning. The student engagement, however, slightly dropped among high school students.

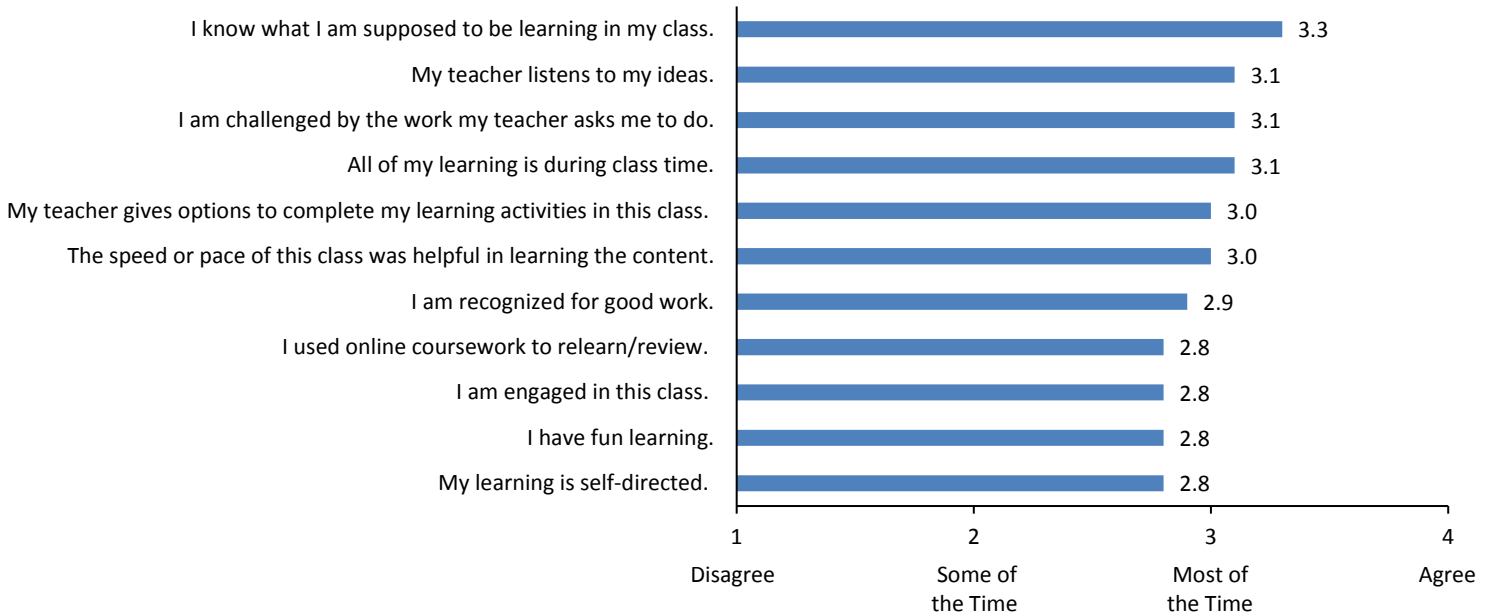
**EXHIBIT 10. SUMMARY OF ELEMENTARY STUDENT SURVEY RESPONSES (N = 37)**



**EXHIBIT 11. SUMMARY OF MIDDLE SCHOOL STUDENT SURVEY RESPONSES (N = 470)**



**EXHIBIT 12. SUMMARY OF HIGH SCHOOL STUDENT SURVEY RESPONSES (N = 596)**



RMC Research reviewed and revised the existing student survey to include more items that measure student academic engagement and perceived impact of BlendEd learning (see Appendix). The revised instrument included the following domains:

- *Demographic information* including participant gender, ethnicity, grade level, and subject areas for BlendEd learning.
- *BlendEd learning experience* (adapted from BlendEd student survey). Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.
- *Academic engagement* (adapted from Wang, Good, Fredericks, & Bachler, 2013).<sup>11</sup> Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.
- *Perceived impact* (adapted from the BlendEd student survey and classroom observation rubric). Items used a 5-point scale where 1 = strongly disagree, 2 = disagree, 3 = neither agree or disagree, 4 = agree, and 5 = strongly agree.

#### **BLENDED PROFESSIONAL DEVELOPMENT EVALUATION FORM**

July 2017, BlendEd learning provided a day-long professional development training to all Cohort 1 teachers, including those who participated in 2016-2017 and new teachers who will be implementing BlendEd classes in 2017-2018. The purpose of the training was to review the 2016-2017 implementation of BlendEd learning in the pilot classrooms, discuss lesson learned, and plan with participants how to teach BlendEd classes in the upcoming school year.

The training started with a whole group and small group discussions about what worked in the pilot year and what teachers wanted to implement/adjust/improve/change. Participants worked in small groups organized by ESU regions to use Canvas, the BlendEd website designated for training and resource sharing to upload their thoughts and share with all participants. Next, attendees were divided into groups of administrators, second year pilot teachers, and new pilot teachers to have more targeted discussions with the BlendEd coaches. During the administrator professional development, participants reviewed their district data compared to statewide data, shared teacher student feedback gathered through classroom observations, and discussed how to support teacher personal learning goals and conduct teacher evaluation. For the veteran BlendEd pilot teachers, the BlendEd coach recapped the BlendEd Instructional Framework, but focused on sharing BlendEd learning resources and research based best practices that teachers can use in their classroom. She also led a discussion with teachers about how to promote student ownership in their own learning. The first-year teachers' session focused on how to get started with BlendEd teaching and learning. The coach helped teachers clarify the definition and characteristics of BlendEd learning and reviewed different BlendEd models. The professional development sessions were organized by four major topics: getting started, designing your online space, designing your offline space, and BlendEd in action. For each topic, participants first watched video demonstrations and then participated in group discussions.

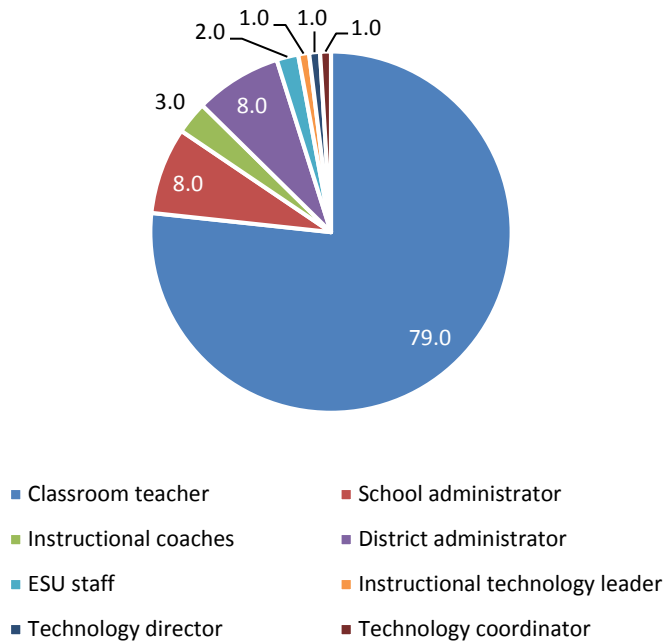
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<sup>11</sup> Wang, X., Good, B., Fredericks, L., & Bachler, S. (2013). JA Personal Finance™ evaluation report. Denver, CO: RMC Research Corporation.

At the end of the professional development, participants were asked to complete an online evaluation form to evaluate their professional development experience. The form included two Likert-scale questions and six open-ended questions. A total of 103 participants responded to the professional development evaluation form. Descriptive analysis was conducted for each Likert-scale question.

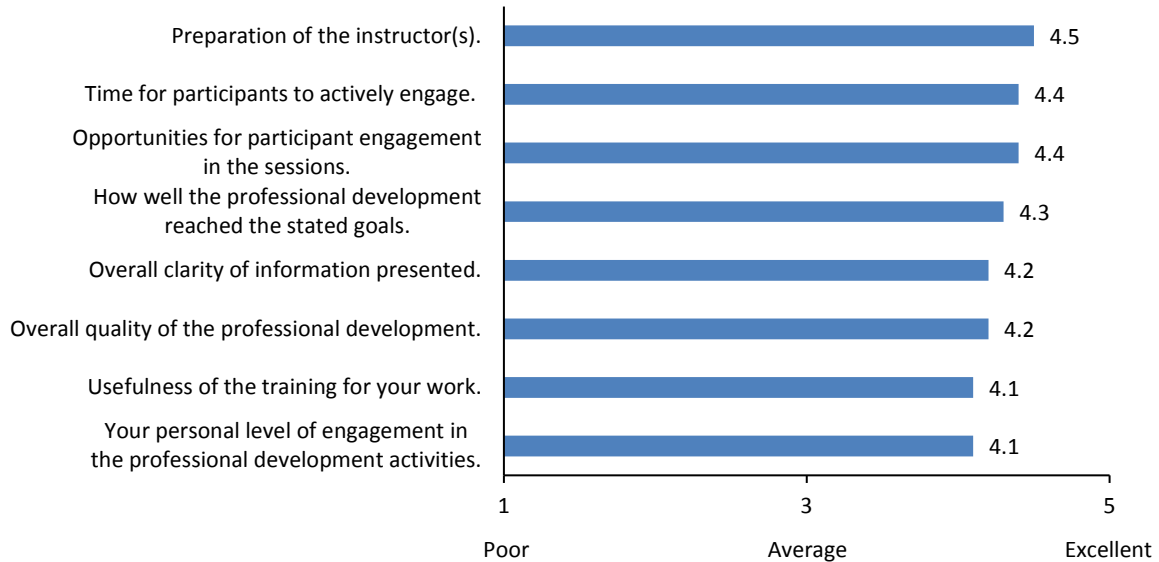
Exhibit 13 indicates that the vast majority of respondents were classroom teachers (79%), followed by school/district level administrators (8% each). Several ESU staff, instructional coaches, and technology staff also responded to the evaluation form.

**EXHIBIT 13. RESPONDENT GROUPS**



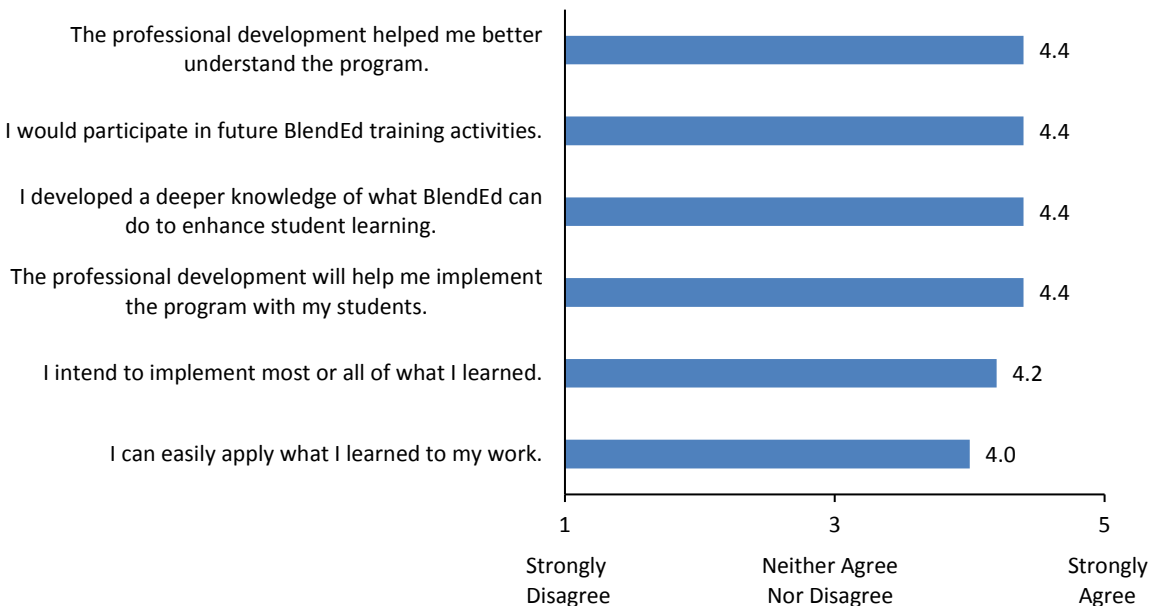
When asked to rate their experience for the day-long BlendEd professional development/training on a five-point scale where 1 = poor, 2 = below average, 3 = average, 4 = above average, and 5 = excellent, respondents agreed that overall the BlendEd training was above average to excellent, suggesting an overall high quality of the professional development. Exhibit 14 shows that respondents gave the highest rating to instructor preparedness. They also agreed they had a good opportunity and sufficient time to engage in the professional development activities. While still above average, lower ratings were given to usefulness of the professional development for their work and personal level of engagement in the professional development.

**EXHIBIT 14. SUMMARY OF BLEND<sup>ED</sup> PROFESSIONAL DEVELOPMENT EVALUATION RATINGS:  
PROGRAM QUALITY (N = 103)**



The evaluation form also asked respondents to rate their take-aways from or the influence of the BlendEd professional development on a five-point scale from 1 = strongly disagree to 5 = strongly agree. Overall, respondents agreed or strongly agreed that participating in the professional development has a positive influence on the BlendEd implementation. Most agreed that the professional development helped them better understand the program and develop a deeper knowledge of what BlendEd can do to enhance student learning. They also indicated strong agreement that the professional development will help them implement the BlendEd program with their students (see Exhibit 15).

**EXHIBIT 15. SUMMARY OF BLEND<sup>ED</sup> PROFESSIONAL DEVELOPMENT EVALUATION RATINGS:  
PROFESSIONAL DEVELOPMENT IMPACT (N = 103)**



Classroom teachers were asked on the evaluation form what they liked best about the professional development experience. Many valued the opportunity to collaborate with peers, both from their own school and from other schools. They particularly enjoyed learning from teachers who are currently using BlendEd about the successes and challenges they have faced. Teachers appreciated the ideas, resources, and information they could take back to their classrooms as they work to implement BlendEd. A sample of teacher responses included the following:

*We had time to work as a school and brainstorm ideas and strategies while still getting help from other schools.*

*I found it very useful to collaborate with other BlendEd veterans about what works for them.*

*I enjoyed learning how I can use this in my classroom and the different things I can implement.*

Teachers noted some key take-aways from their participation in the BlendEd training. Foremost among these was information about student choice/agency in the learning process. Teachers also mentioned they gained a better understanding of BlendEd and how to implement it in the classroom. They learned about new resources and tools to make BlendEd work effectively in their classrooms, how to use hyperdocs/Google docs to organize information for students, and options for grouping students for instruction. Several comments illuminated what teachers found to be helpful:

*The key learning take-aways from my participation in the BlendEd training were figuring out what worked for me during the first year of BlendEd and what I need to implement/improve during my second year.*

*One big key take-away was helping the students self-reflect on their personal learning and goals.*

When asked what, if anything, they would change to improve the professional development activities, more than half of teachers either did not respond or indicated, “nothing.” Some commented that it would have been helpful to have more examples or videos of teachers and students engaging in the learning activities discussed. Others felt that more collaboration time with teachers, particularly those in their own content area, would be useful. Several teachers noted it would have been helpful to have a 2-day session so there was more time to apply what they learned. Additional feedback from participants included the following:

*I would give the second-year teachers much more time to complete the timeline/plan for what to initiate during the school year. I would also share more information with second-year teachers about how to mentor the new BlendEd teachers.*

*While there was good discussion, I would have liked to have had more hands-on opportunities to plan how the information would be implemented in the classroom.*

*I would have appreciated more content-area examples where these can most effectively be used for language arts classrooms.*

Participants used words such as “informative,” “useful,” “practical,” “awesome,” “engaging,” “helpful,” and “worthwhile” when asked what words they would use to describe this professional development experience to colleagues. All of the comments were positive and included sentiments about the professional development providing great resources, opportunities for collaboration, and ideas for integrating instruction. Several participants provided further elaboration:

*[It is] a training that opens up new possibilities in the classroom.*

*Great and valuable information to change your mindset about lecturing in a traditional classroom.*

*Really looking forward to trying this in my classroom.*

Teachers hope that participation in the training will allow them to provide a more engaging learning environment for their students and that students will be more empowered to take ownership of their learning. Some teachers mentioned they would like to be better able to use BlendEd strategies in their classrooms and to share what they learned with other teachers in their schools or districts. Several participants noted they plan to work on differentiating instruction and create lessons geared toward individual students. Teachers hope their involvement in the training and implementation of BlendEd in their classrooms will lead to students being more excited about their learning, more motivated to learn, better able to retain knowledge, and more willing to use technology. Comments from teachers highlighted some of these aspirations:

*I hope to be able to share with other teachers how useful this is to increasing student engagement and success. Ultimately, I am hopeful that I will see my students be more excited about their own learning and learn to be lifelong learners and leaders.*

*I hope this helps me to become the best teacher I can be and also meet the needs of all types of learners.*

Most participants did not indicate that they needed any additional information or support to help them implement the BlendEd program. Several mentioned they would like to visit other schools to watch, listen, and talk with other BlendEd teachers. Some wanted more time to plan for instruction using BlendEd. Others noted they would like support with Canvas, training on online discussion and quiz applications, and assistance with incorporating Moodle with BlendEd. Follow up from mentors and hands-on coaching were also suggested as types of ongoing support that could be provided.

## SUMMARY AND RECOMMENDATIONS

The DE<sup>2</sup>TAILS project has made substantial progress towards achieving objectives and is operating on the proposed timelines.

### FINDINGS

- **The documents for the project provide evidence the program is being implemented in support of proposed goals and objectives.** The documents made available for review show an increasingly sophisticated project being implemented in ways that meet program goals and objectives and support participants.
- **Attendees of the BlendEd summer training reported that the professional development experience has an overall high quality.** Participants agreed the BlendEd training was above average to excellent. They gave the highest rating to instructor preparedness. They also agreed that they had a good opportunity and sufficient time to engage in the professional development activities.
- **Participants also agreed or strongly agreed that what they learned in the BlendEd professional development has a positive influence on the BlendEd implementation.** Most agreed the training helped them better understand the program and develop a deeper knowledge of what BlendEd can do to enhance student learning. They also indicated a strong agreement that the training will help them implement the BlendEd program with their students.
- **Classroom teachers commented that they valued the opportunity to collaborate with peers during the training and appreciated the ideas, resources, and information they could take back to their classrooms as they work to implement BlendEd.** They particularly enjoyed learning from teachers who are currently using BlendEd about the successes and challenges they have faced. Teachers also mentioned they gained a better understanding of BlendEd and how to implement it in the classroom. They learned about new resources and tools to make BlendEd work effectively in their classrooms, how to use hyperdocs/Google docs to organize information for students, and options for grouping students for instruction.
- **When asked what, if anything, they would change to improve the professional development activities, teachers suggested more collaboration and application time using the BlendEd strategies and more examples or videos of teachers and students engaging in BlendEd learning.** Some felt that more collaboration time with teachers, particularly those in their own content area, would be useful. Several teachers also noted that it would have been helpful to have a 2-day session so there was more time to apply what they learned.

### RECOMMENDATIONS

1. **Consider using the project logo consistently across different program components.** There are numerous materials (bulletin board information pieces, presentations, seminar materials, posters, etc.) where the project logo would help to convey that support is provided from ESUCC.
2. **Continue to reflect on the current notions of sustainability and think about ways to institutionalize current program components.** Think about the program pieces that have already

been institutionalized and discuss with project leadership other aspects of the program that can be further institutionalized and maintained over time, with and without additional external funding.

3. **Consider adding teacher names or teacher identification numbers to the BlendEd observation form.** Teacher e-mails were used to keep track of each teacher, yet there were typos in the e-mail address, which made it difficult to do the data match merge.
4. **Consider providing trainings to BlendEd observers to help them document observation information and ratings consistently across all classrooms.** In the current observation data set, some teacher e-mails were missing and coach e-mails were used, therefore, the evaluator was not able to identify which teacher was observed or match their pre/post observation data.
5. **Consider adding a clear timeline for pre/post observations for BlendEd.** Some teachers were observed one time, some twice, six were observed three times, and two were observed four times. As these teachers were observed at different timepoints throughout the year and no clear waves of data collection, the evaluator can compare only the ratings from the first observation and the last observation for each teacher.
6. **Consider providing observer training to make sure they closely follow the observation rubric.** The Lighthouse Observation Rubric has four scale categories: not yet, recoded as 1; little evidence, recoded as 2; some evidence, recoded as 3; and fully integrated, recoded as 4. However, last year's observation data showed coaches also used the following three scoring categories that were not listed in the rubric: very little evidence, a great deal of evidence, and doesn't appear to be present. In the current analysis, RMC Research recoded very little evidence as 1.5, a great deal of evidence as 3.5, and doesn't appear to be present as 1.

## APPENDIX

DE<sup>2</sup>TAILS DOCUMENTS: LISTING OF FILE NAMES BY FOLDER  
BLENDED PROFESSIONAL DEVELOPMENT EVALUATION FORM  
BLENDED STUDENT SURVEY  
BLENDED TEACHER SURVEY

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**DE<sup>2</sup>TAILS DOCUMENTS: LISTING OF FILE NAMES BY FOLDER**

Folder	File Names
AAP/SRS	Focus group meeting – User Feedback – 2017-10-30.docx
BlendEd	<ul style="list-style-type: none"> <li>• 2017 Pilot Cover Letter ESUCC.docx</li> <li>• 20162017 Blended Learning Student Survey (Responses).xlsx</li> <li>• 20162017 Lighthouse Classroom Observation Rubric (Responses).xlsx</li> <li>• 20162017_EFF Blended Learning Survey.pdf</li> <li>• 20162017_EFF_Learning_Pilot_Project 05232017.csv</li> <li>• 20162017_EFF_Learning_Pilot_Project 05232017.csv.xlsx</li> <li>• BlendEd Cohort 1 results 2-page final.pdf</li> <li>• Blended Learning - A look at RMC Surveys.pptx</li> <li>• BlendEd Student Survey.jts.docx</li> <li>• BlendEd Teacher Survey.jts.docx</li> <li>• BlendED Trifold Brochure Cohort 2.pdf</li> <li>• Copy of Blended Pilot Observation Protocol Rubric.docx</li> <li>• Highlander Readiness Survey aligned to Framework - NE.xlsx</li> <li>• Link to and Awesome Table with multiple data views.docx</li> <li>• RMCES Observation Tool.pdf</li> </ul>
Meetings and Communications	<ul style="list-style-type: none"> <li>• DE<sup>2</sup>TAILS Evaluation Design Slides.pptx</li> <li>• Draft Evaluation Tasks and timelines.xlsx</li> <li>• ESUCC Innovation Grant Project Narrative.docx</li> <li>• ECSU Innovative Grant Presentation 4-17-SI2.pptx</li> <li>• ESUCCInnovationGrantProjectNarrative.pdf</li> <li>• IMG_0636.JPG</li> <li>• Innovative Grant Historical Timeline (3-17).docx</li> <li>• Project Plan - Innovation Grant 2016.xlsx</li> <li>• Questions from RMC.docx</li> <li>• Adviser-EAP II Progress Spreadsheet 5.10.17.xlsx</li> <li>• Adviser-EAP II Progress Spreadsheet 5.10.17-2nd.xlsx</li> <li>• Adviser-EAP II Progress Spreadsheet 5.10.17-3rd.xlsx</li> <li>• Adviser-EAP II Progress Spreadsheet 5.10.17-4th.xlsx</li> <li>• Blended_EdReady_052617.docx</li> <li>• Innovation Grant - Bi-Monthly Meetings.docx</li> <li>• Innovation Grant Convening April 10.pdf</li> <li>• Innovation Meeting - 021417.docx</li> <li>• Meet Lane 060217.docx</li> <li>• NDE Innovation Grant Kick-Off Meeting.docx</li> <li>• NE Innovation Grant Invitation to Participate_May 2017_TR_LS.docx</li> <li>• NROC_EdReady Meetings.docx</li> <li>• NROC_NE pilot call notes 4_28_17.docx</li> <li>• SIMPL Meetings.docx</li> <li>• SIMPL_mtg_052617.docx</li> <li>• Technology_SRS_AAP_052517.docx</li> <li>• Untitled spreadsheet.xlsx</li> </ul>
NROC/EdReady	<ul style="list-style-type: none"> <li>• __DRAFT__ NE Webinar Agenda.docx</li> <li>• EdReady Pilot Notes 2017-05-15.docx</li> <li>• EdReady Teachers for IGrant.xlsx</li> <li>• ESUCC IGrant EdReady Webinar July, 2017.pptx</li> <li>• NE Innovative Grant project plan (1).xlsx</li> <li>• NE NROC Teacher Accounts.xlsx</li> <li>• Nebraska_SummerReporting_05_17_2017.xlsx</li> <li>• 2017-07-12 10.04.06 NROC Webinar <ul style="list-style-type: none"> <li>• audio_only.m4a</li> <li>• chat.txt</li> <li>• EdReady Webinar 7-12-2017.mp4 Playback.m3u</li> </ul> </li> </ul>

Folder	File Names	
SIMPL	<ul style="list-style-type: none"> <li>• 5%2F4%2F17ESUPDO.pptx</li> <li>• 5.2.17 ESUCC Pilot Update.pptx</li> <li>• 5.26.17 ESUCC Pilot Update.pptx</li> <li>• ESU 17 SIMPL Overview.pptx</li> <li>• ESU10_SIMPL_2017.docx</li> <li>• Innovative Grant_ SIMPL Meeting .docx</li> <li>• May_June PD Eval.pdf</li> <li>• Presentation copy of SIMPL for AESA.pptx</li> <li>• Rubric Development.pptx</li> <li>• School PD Eval.pdf</li> <li>• Service Planning Responsibilities Chart.docx</li> <li>• SIMPL Matrix Tenplate.xlsx</li> <li>• SIMPLAt-A-Glance.docx</li> <li>• YearOne-TwoPilotTimeline (1).pdf</li> </ul>	<ul style="list-style-type: none"> <li>☐ Ohio <ul style="list-style-type: none"> <li>• ESC-Cost-Savings-spreadsheet_FY2018.xlsx</li> <li>• High-Performing-ESC-Application-Requirements-FY2018-ATR-Edit.pdf</li> <li>• High-Performing-ESC-Cover-Page_FY18.docx</li> </ul> </li> <li>☐ Texas <ul style="list-style-type: none"> <li>• Appendix A Rider 38 Case Study Template PDF Form Fnal.pdf</li> <li>• Rider 35 Data Collection Instructions.docx</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• 5_4_17ESUPDO.pptx</li> <li>• Data Resource Discovery.docx</li> <li>• Data Resources.docx</li> <li>• ESU 16 SIMPL Overview.pptx</li> <li>• Example for WyoSIMPL 16-17.xls.xlsx</li> <li>• Example WyoSIMPL PD Log.xlsx</li> <li>• Master Inventory.xlsx</li> <li>• Pilot Timeline.docx</li> <li>• Rubric Development (Responses).xlsx</li> <li>• SIMPL Advisory Committee 2017-2018.docx</li> <li>• SIMPL Contacts.docx</li> <li>• SIMPL Matrix Template.xlsx</li> <li>• SIMPL Pilot Rubric Development.pptx</li> <li>• Template Powerpoint of Process.pptx</li> <li>• One-Two Pilot Timeline.docx</li> </ul>	<ul style="list-style-type: none"> <li>☐ SIMPL 8 <ul style="list-style-type: none"> <li>• NO FILES IN THIS FOLDER</li> </ul> </li> <li>☐ SIMPL 10 <ul style="list-style-type: none"> <li>• ESU 10 Inventory.xlsx</li> <li>• ESU 10 SIMPL Overview.pptx</li> </ul> </li> <li>☐ SIMPL 17 <ul style="list-style-type: none"> <li>• Copy of ESU 17 Template Powerpoint of Process.pptx</li> <li>• ESU #17 Inventory.xlsx</li> <li>• ESU 17 Data.docx</li> <li>• ESU 17 Template PowerPoint of Process.pptx</li> </ul> </li> </ul>
SIMPL Pilots	<ul style="list-style-type: none"> <li>☐ ESU 7 <ul style="list-style-type: none"> <li>• ESU 7 SIMPL.xlsx</li> </ul> </li> <li>☐ Info for Software Development <ul style="list-style-type: none"> <li>• Data Products.docx</li> <li>• Services Management Web Application.docx</li> <li>• SIMPL - Service Planning Development Agendas.docx</li> <li>• SIMPL Data Store.docx</li> <li>• SIMPL Implementation START HERE.docx</li> </ul> </li> <li>☐ SIMPL 2 <ul style="list-style-type: none"> <li>• ESU2 Inventory.xlsx</li> <li>• OriginalESU2 Template for Services.xlsx</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☐ Archives <ul style="list-style-type: none"> <li>• Copy of Master Inventory.xlsx</li> <li>• ESU #17 SIMPL.xlsx</li> <li>• ESU 17 SIMPL Overview.pptx</li> <li>• Master Inventory.xlsx</li> <li>• Original ESU #17 SIMPL.xlsx</li> <li>• OriginalESU #17 SIMPL.xlsx Template for Services.xlsx</li> </ul> </li> <li>☐ Rubrics <ul style="list-style-type: none"> <li>• SIMPL Rubrics #17.docx</li> </ul> </li> <li>☐ SIMPL Photos <ul style="list-style-type: none"> <li>• Copy of IMG_0366.JPG</li> <li>• Copy of IMG_0370.JPG</li> <li>• IMG_0366.JPG</li> <li>• IMG_0367.JPG</li> <li>• IMG_0370.JPG</li> </ul> </li> </ul>

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Folder	File Names
Technology	<ul style="list-style-type: none"><li data-bbox="391 233 902 289">• 136 Memo re ESUCC NDE data sharing and compliance.pdf</li><li data-bbox="391 296 769 321">• image2017-09-19-110144.pdf</li><li data-bbox="391 327 846 352">• Legal Team Issue Spotting Memo.pdf</li></ul>

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## BlendEd Professional Development Evaluation Form

1. Please indicate your job category

- A. Classroom teacher
- B. School administrator
- C. Instructional coach
- D. District administrator
- E. ESU staff
- F. Other

Please specify \_\_\_\_\_

2. Please thoughtfully rate your experience for the entire BlendEd professional development/training on the following items:

	Poor	Below Average	Average	Above Average	Excellent
a. Overall quality of the professional development experience.					
b. Preparation of the instructor(s).					
c. Overall clarity of information presented in the training.					
d. Usefulness of the training for your work.					
e. Opportunities for participant engagement in the sessions.					
f. Time for participants to actively engage (ask questions, share comments, etc.).					
g. Your personal level of engagement in the professional development activities.					
h. How well the professional development reached the stated goals.					
i. How well you learned from the training.					

3. Please indicate the degree to which you agree or disagree with the following statements, based on your participation in the BlendEd training:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Participating in the BlendEd professional development helped me better understand the program.					
b. I developed a deeper knowledge of what BlendEd can do to enhance student learning.					
c. Participating in the BlendEd professional development will help me implement the program with my students.					
d. I can easily apply what I learned to my work.					
e. I intend to implement most or all of what I learned.					
f. I would participate in future BlendEd training activities.					

4. What did you like best about the professional development experience?

5. What were key learning take-aways from participation in the BlendEd training?

6. What, if anything, would you change to improve the professional development activities?

7. If you were to tell your colleagues about this professional development experience, what words would you use to describe it?

8. What impact do you hope your participation in this training will have on you, other teachers, and students in your class/school/district?

9. What additional information or support, if any, is necessary to help you implement the BlendEd program in your school/district/ESU?

THANK YOU VERY MUCH!

**BlendEd Student Survey**  
**RMC Research Corporation**

**Directions:**

RMC Research Corporation is conducting an evaluation of the BlendEd program to assess the impact of the program on students and teachers. The questions in this survey will ask you about your feedback on the BlendEd lessons you have taken. Additionally, we are interested in any ideas you may have to improve the program.

This is a survey, not a test. There are no “right or wrong” answers. It is important that you answer each question honestly. If you are unsure of an answer, choose the response that is closest to how you feel. The survey will take about 20 minutes to complete. Thank you in advance for completing the survey.

**Please select “Yes I agree to complete the survey” if you agree to participate in this evaluation. The survey is voluntary and we will make every effort to keep the information we collect confidential, and your individual answers will not be reported to anyone.**

**Identifier**

1. Please enter your name and birth date as requested below. This information is for identification purposes only and will not be shared with anyone or any organization, and will not appear in any reports or publications.

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

When were you born? 

<b>Month</b>			<b>Day</b>			<b>Year</b>			

**Demographic information**

2. What kind of school do you go to?
  - Elementary school
  - Middle school
  - High school
  - Other (please specify) \_\_\_\_\_

3. What grade are you in?

- |                               |                               |
|-------------------------------|-------------------------------|
| <input type="checkbox"/> 3rd  | <input type="checkbox"/> 4th  |
| <input type="checkbox"/> 5th  | <input type="checkbox"/> 6th  |
| <input type="checkbox"/> 7th  | <input type="checkbox"/> 8th  |
| <input type="checkbox"/> 9th  | <input type="checkbox"/> 10th |
| <input type="checkbox"/> 11th | <input type="checkbox"/> 12th |

4. What is your gender?     Male         Female         Prefer not to answer

5. How would you describe your ethnic background? (Please check all that apply.)

- White/Caucasian
- Asian/Pacific Islander
- Black/African American
- American Indian/Alaskan Native/Native Hawaiian
- Hispanic/Latino
- Other (please specify) \_\_\_\_\_
- Choose not to answer

6. In what subject area(s) have you experienced BlendEd learning? (Please check all that apply.)

- Math
- Science
- English
- Social studies
- None
- Other (please specify) \_\_\_\_\_

**Student Learning (Pre-Post)**

7. How much do you agree or disagree with each of the following statements about a typical class (pre) or BlendEd learning class (post)? (Please check one box for each statement.)

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
a. I am recognized for good work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My teacher listens to my ideas and responds to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My teacher helps me to feel like I am a part of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My teacher makes it clear what we will be learning in a class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am engaged in the [BlendEd learning (post)] class. I feel focused on my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I use online coursework to learn, relearn/review. (e.g., review a video more than once or use a doc with notes.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. All of my learning is during class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My class content is online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My learning is self-directed. I can choose activities to work on, online or during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Information is presented clearly in BlendEd activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The speed or pace of activities is helpful in learning the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I am challenged by the learning activities/assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Overall, the [BlendEd (post)] class(es) I attend of high quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Academic Engagement

8. How much do you agree or disagree with each of the following statements? (Please check one box for each statement.)

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. I like being at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am interested in the work at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I pay attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Time seems to pass quickly when I am doing schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I like schoolwork best when it is challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel that the school work I am assigned is meaningful and important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I think that the things I am learning in school will be important for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I feel that school is worthwhile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Perceived Impact (Post Only)**

9. The following items focus on how BlendEd learning classes impacted your learning. How much do you agree or disagree with each of the following statements after attending the BlendEd classes? (Please check one box for each statement.)

---

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. I gain knowledge in my blended learning class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I learn to take responsibility for my own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I enjoy using technology to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am comfortable expressing my own ideas on how to look for solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I expect to receive a good grade in my coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am confident that I can be successful in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**(Optional open-ended questions) Post Only**

10. What do you need for success in your BlendEd learning class?

11. What did you like best about BlendEd learning classes?

12. What did you like least about BlendEd learning classes? What would you change?

13. Would you recommend BlendEd learning classes to your friends? Why/Why not?

**Thank you for completing this survey!**

**BlendEd Teacher Survey**  
**RMC Research Corporation**

Dear BlendEd participant:

RMC Research Corporation has contracted with Educational Service Unit Coordinating Council (ESUCC) to conduct an evaluation of the BlendEd program to assess the impact of the program on teaching and learning. The purpose of this study is to document activities undertaken as part of the project and their impact. The results of this evaluation project are expected to provide valuable information at the local, state, and national levels about effective learning programs for K-12 students. In addition, this information will enable participating schools to ensure that the BlendEd program is effective and that they have positive influences on students.

The information you provide as part of the BlendEd activities will be essential to demonstrate its impact and to identify areas for improvement. There is no right or wrong answer to the questions on this survey. You may skip a question if you do not want to answer it. We will make every effort to keep the information we collect confidential, and you will not be identified in any report. The survey should take about 20 minutes to complete.

If at any time (before, during, or after) you have questions about the study, please contact us at RMC Research Corporation at (800) 922-3636. I (or a member of the evaluation team) will be happy to answer any questions you may have. By completing this survey, you indicate that you understand the conditions of this study and voluntarily agree to participate.

Thank you for your help.

Sincerely,

**John Sutton, Evaluation Director**  
**RMC Research Corporation**

**Identifier**

- 1. Please enter your name as requested in the boxes below. This information is requested for identification purposes to minimize duplication of entries. This information will not be accessible to anyone outside of RMC Research, will not be shared with anyone or any organization, and will not appear in any reports or publications. What is your first and last name?

First Name \_\_\_\_\_  
Last Name \_\_\_\_\_

- 2. Please provide a unique identifier code. This information is requested for identification purposes to minimize duplication of entries. This information will not be accessible to anyone outside of RMC Research and will not be shared with anyone or any organization.

Third digit of the year you graduated college (e.g., if 1989 you would enter an 8) \_\_\_\_\_  
Fourth digit of the year you graduated college (e.g., if 1989 you would enter a 9) \_\_\_\_\_  
First digit of the month you were born (e.g., if April you would enter a 0) \_\_\_\_\_  
Second digit of the month you were born (e.g., if April you would enter a 4) \_\_\_\_\_  
First digit of the day you were born (e.g., if the 13th, you would enter a 1) \_\_\_\_\_  
Second digit of the day you were born (e.g., if the 13th, you would enter a 3) \_\_\_\_\_

**Demographic Information**

- 3. Please select the ESU you are from (dropdown menu).
- 4. Please select the district or school at which you are a teaching staff. (dropdown menu)  
If other, please specify the name of your school and district.

\_\_\_\_\_

- 5. What's your role in this school? (Please choose only one.)  
 Classroom teacher  
 Other (please specify) \_\_\_\_\_

- 6. What grade level do you teach? (Please choose all that apply.) (or dropdown menu)  
 3rd                       4th  
 5th                       6th  
 7th                       8th  
 9th                       10th  
 11th                      12th

- 7. What is your gender?     Male             Female             Prefer not to answer

8. How would you describe your ethnic background? (Please check all that apply.)
- White/Caucasian
  - Asian/Pacific Islander
  - Black/African American
  - American Indian/Alaskan Native/Native Hawaiian
  - Hispanic/Latino
  - Other (please specify) \_\_\_\_\_
  - Choose not to answer
9. In what subject area(s) have you taught a blended class? (Please choose all that apply.)
- Math                       Fine Arts
  - Science                       CTE
  - English
  - Social studies
  - Other (please specify) \_\_\_\_\_
10. Including this year, how many years have you taught on a full-time basis in grades K-12? (Or use a drop-down menu listing 0-20 or more.)
- 3 or less years
  - 4-6 years
  - 7-9 years
  - 10-14 years
  - 15 or more years
  - N/A
11. What is the highest degree you hold?
- BA or BS
  - MA, MS or MEd
  - PhD or EdD
  - Other, please specify \_\_\_\_\_
12. At what levels are you certified to teach? (Choose all responses that apply.)
- Early childhood education
  - Elementary education
  - Middle level education
  - Secondary education
  - Not certified at this time

**BlendEd Implementation Fidelity(Post only)**

When you respond to the following items, please answer based on **a typical week** over the past year/semester (we want to be sure that the data we collect reflect what a typical week might involve, rather than capturing an unusual week—such as one filled with student testing).

13. How many days do you use BlendEd learning activities with your students in an average week?

- 0
- 1
- 2
- 3
- 4
- 5

14. On average, how much planning and preparation time did you spend for one complete BlendEd learning lesson?

Minutes \_\_\_\_\_

15. In comparison to no-BlendEd lesson planning, are you spending more, less or same on preparing BlendEd lessons?

- Spending less time preparing BlendEd lessons.
- Spending the same time
- Spending more time. On average, how much more time do you spend per week?  
\_\_\_\_\_minutes

16. During a typical week, how often do you incorporate the following blended strategies during instruction?

	Never	Rarely	Sometimes	Always	N/A
a. Use differentiated learning stations on a fixed schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Provide students with opportunities to take online courses that supplement in-person courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Promote student-to-student collaborations and interactions through BlendEd activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use reinforcement mechanisms, such as wall-mount progress charts and milestone celebrations, to set goals and monitor student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teach students to be accountable for their own learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Use standard-aligned assessments to monitor personal student progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Use student data collected through different sources (e.g., observations, assignments, and/or assessments) to detect student needs and guide instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Promote student voice by allowing students express opinions, advocate for classroom decisions, lead peer groups, develop their own critical questions and/or influence curriculum or instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Encourage students to choose from different types of learning activities (e.g., task-based, tool-based, space-based, or time-based) that meet their specific learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Integrate digital media and technologies in classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Support (Pre and Post)**

17. How would you rate the level of support you received from your school and ESU for each of the following statements?

	Not at All Supported	Somewhat Supported	Moderately Supported	Well Supported	Very Well Supported
a. Working with fellow teachers during the regular school week on classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Collaborating with peer teachers within and outside of the district on classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Learning new things about instructional pedagogy in your present job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Trying out new ideas in teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Attending professional development sessions related to the subject area(s) you teach on BlendEd strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Feeling supported by ESU staff (including instructional coaches and tech coordinators).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Feeling supported by instructional leaders or administrators in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Feeling supported by district personnel/colleagues (e.g. media specialist, instructional coach, curriculum director, or other).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Preparedness (Pre and Post)

18. How would you rate your level of preparedness related to each of the following statements?

	Not at All Prepared	Somewhat Prepared	Moderately Prepared	Well Prepared	Very Well Prepared
a. Provide instruction that meets the state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teach problem-solving strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Sequence instruction to meet instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Select and/or adapt instructional materials to implement your written curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Make connections within a subject area and between subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teach classes for students across a wide range of abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teach students from a variety of ethical/racial backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teach students who have limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teach students who have a learning disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Use a variety of assessment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Use results from student assessment to inform practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Confidence (Pre and Post)

19. How would you rate your level of confidence related to each of the following statements?

	Not at All Confident	Somewhat Confident	Moderately Confident	Very Confident	Extremely Confident
a. In your content knowledge with respect to the subject area(s) that you teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. In your pedagogical content knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In your ability to use computer and/or varied technologies in classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In your ability to craft good questions for your students to promote critical thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. In your ability to adjust your lesson to the proper level for individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. In your ability to use a variety of assessment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. In your ability to establish a learning environment that encourages risk taking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. In your ability to share or demonstrate effective lessons to your peers through classroom observations, shared lesson plans, or videos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. In your ability to help colleagues improve their knowledge and skills related to the BlendEd strategies you teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. In your ability to act as a leader among other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Job satisfaction (Pre and Post)**

20. Please indicate the extent to which you agree or disagree with the following statements

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. I like the people with whom I work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I get along well with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My colleagues stimulate me to do better work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Working conditions in my school are good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I get along well with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My students respect me as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaching provides me the opportunity to help my students learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teaching encourages me to be creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Teaching provides an opportunity to use a variety of skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I receive recognition for my successful teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Leadership

21. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
a. My administrators treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My administrators are effective instructional leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My administrators facilitate communication effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My administrators support me in my work with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My administrators support shared decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My administrators allow me to be an effective instructional leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My administrators are effective in helping us reach our vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My administrators allow me to collaborate with peer teachers or visit model classrooms across the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My administrators provided personalized feedback on how to improve BlendEd learning implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My administrators leverage BlendEd learning to deliver professional development to teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Perceived impact (Post Only)**

22. Please indicate the extent to which you agree or disagree with the following statements.

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With BlendEd instructional strategies, I feel that	Strongly Disagree	Disagree	Neither		Strongly Agree
			Agree or Disagree	Agree	
a. student motivation to learn increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. student engagement increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. student academic achievement increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. student accountability increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Student voice and choice increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. More learning styles were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. more content was taught in a given time (e.g., quarter/semester).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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23. What do you need to implement BlendEd learning in your classroom?

24. How could your BlendEd implementation be improved? What additional supports do you need?

25. If you have any other comments about your experience with BlendEd learning, please include them here.

**Thank you for completing these questions.**



## TLT Special Projects Request 2017-18 - DRAFT

**Contact Person/Affiliate Chair:** Jason Everett, Craig Hicks

**Affiliate:** TLT (Teaching & Learning with Technology)

**Email:** jeverett@esu10.org, chicks@esu13.org

**Phone:** (308) 698-1979, 308-635-3696

**Company:** The Institute for the Study of Knowledge Management in Education (ISKME)

**Product:** OER Commons Hub

**Contact:** Lisa Petrides, CEO, ISKME

**Email:** lisa@iskme.org

**Contact:** Mindy Boland, Senior Product Manager, OER Commons

**Email:** mindy@iskme.org

**Phone:**

**Address:**

**QUOTE:** [Link to Quote](#)

**Project Title:** OER Commons Hub for Nebraska Schools

**Date of Project:** Fall 2017

**Projected cost of project:** \$16,500 (First year one-time costs and fees)

\$1,500 (Annual Maintenance Fee -starting Year 2 and beyond)

\$10,000	One-time fee: Site design and set-up
\$2,500	One-time fee: Standards Integration (per import)
\$2,500	One-time fee: SAML-Based SSO Support
\$500	Annual fee: Ongoing SAML SSO Annual Support
\$1,000	Annual fee: Basic Hub Annual Service Plan

### **Company and Product Background:**

The Institute for the Study of Knowledge Management in Education (ISKME) is an independent, education nonprofit whose mission is to improve the practice of continuous learning, collaboration, and change in the education sector. In 2007, ISKME launched OER Commons, its digital public library and collaboration platform. OER Commons offers a comprehensive infrastructure for curriculum experts and instructors at all levels to identify high-quality OER and collaborate around their adaptation, evaluation, and use to address the needs of teachers and learners.



### **OER Commons Description:**

This platform provides a venue for aggregating, supporting the creation of, and fostering collaboration around the development and implementation of OER which is shared with the wider global audience. It's not a platform for resources that are licensed or have restricted use. The platform also has an authoring tool called "Open Author" which helps the user build Open Educational Resources, lesson plans, and courses (as an individual author or co-authors) — and then publish them, to the benefit of educators and learners everywhere. Additionally, with the ability to create working groups, members can collaborate through group discussions and curate content relevant to the group's focus.

### **Hub Description:**

An OER Commons Hub is a custom branded landing pages on OER Commons where organizations aggregate and manage their resources, collections, and groups, and share information about their OER work. Hubs are organized into sections of like content such as groups, group folders, collections, or professional development tools. Features of the Hub include: Customized Pages, Content Curation, Groups, LTI Integration and Hub Activity Reports.

### **How does project align with goals and mission of ESUCC and NDE?**

#### ESUCC Mission

- Preparation of strategic plans to assure the cost-efficient and equitable delivery of services across the state
- Administration of statewide initiatives and provision of statewide services

#### NDE Strategic Priority:

- Ensure all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
  - Goal 4.1 By 2020, the NDE will develop a statewide digital course and content repository.

**ESUCC Goals:** OER Commons Hub will enhance collaboration across communities of practice around the use of Open Education Resources (OER).

### **ESUCC/NDE Priority Areas:**

#### **AQuESTT Tenets:**

Educational Opportunities and Access  
Educator Effectiveness



## **What is an OER Commons Hub?**

A Hub is a customizable, branded resource center on OER Commons where a network of users can create and share collections, administer groups, and share news and events associated with a project or organization. Projects, districts, states, and open initiatives make use of Hubs to bring groups of educators together to create, organize, and share OER collections that meet their common goals. A Hub would be the right fit for an organization that wishes to curate and collaborate around OER that is shared with the wider OER Commons audience.

## **Content Curation and Library Services**

ISKME works with organizations to design Hubs that resonate with their intended audience and help their organizational goals. Organizations can develop Groups and Collections on their own, adhering to the OER Commons guidelines or can work with ISKME's team of digital librarians to develop content collections. Resources found on their hub have been vetted and reviewed by ISKME's digital librarian staff.

If an organization has an existing collection they would like to add to the Commons and highlight on their Hub, ISKME can provide bulk import workflows.

## **Groups**

Sharing happens between people. Groups provide a connecting point for this sharing, a center where users can gather to discover, recommend and collaborate on resources and ideas. Groups are flexible, in both structure and function. From small-scale study groups to district-wide open curriculum organization and approval systems, our Open Education Experts can help you find or create the group to fit your needs.

## **LTI Integrations**

ISKME has developed an LTI tool that can interface with numerous LMS. The LTI experience can be limited to resources found within a Hub or a Group.

## **Hub Activity Reports**

With a Hub, an organization can track usage. Hub administrators can use data analytics to measure usage across Groups, users, and resources to understand which OER is resonating with their users and which Groups or Members are most active.



**Office Use:**  
Contract sent:  
W-9/W4NA:

Date Received:  
Date Received:



## ISKME Proposal - ESU 13 Nebraska OER Commons Hub

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August 10, 2017

**Submitted to:**

Craig Hicks  
ESU CC Nebraska  
CHicks@esu13.org

**Project Contact:**

Mindy Boland  
Senior Product Manager, OER Commons  
mindy@iskme.org

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### Introduction

ISKME is pleased to be submitting the following proposal to ESU Coordinating Council (ESU CC) Nebraska for an OER Commons Hub with Nebraska Academic Standards and SSO support, designed to enhance collaboration across communities of practice around the use of Open Education Resources (OER).

### Background

The Education Service Unit 13 has requested a quote from ISKME for an OER Commons Hub, with an annual service plan, to support the OER needs of Nebraska. ISKME's OER Commons platform provides an excellent venue for aggregating, supporting the creation of, and fostering collaboration around the development and implementation of OER. There was also interest in ISKME's OER professional development (PD), and we have provided some general information about these offerings below. PD offerings are both face-to-face as well as virtual, and include for example, training for teachers, content creation and curation, as well as train the trainer sessions for existing PD staff in Nebraska.

### ISKME OER Services Offering: OER Commons Hub & Curation Services

OER Commons Hubs are custom branded landing pages on OER Commons where organizations aggregate and manage their resources, collections, and groups, and share information about their OER work. Hubs are organized into sections of like content such as groups, group folders, collections, or professional development tools each of which can be reordered or removed to customize the page.

Examples of hubs and associated collections can be found at on OER Commons at <http://www.oercommons.org/hubs/>.

An OER Commons Hub leverages all of the tools and features found on OER Commons, highlighted according to your organization's interests and needs:

- **Groups and Permissions:** Groups are openly accessible tools for collaboration on OER Commons. Groups can be open to anyone or restricted and allow for users to share and organize OER, as well as to collaborate on the creation of OER. Groups include a threaded discussion board for deeper collaboration around OER.

- **Curated Collections:** Curated Collections include high-value OER, selected by our digital librarians and subject matter experts, centering on a theme or topic.
- **Metadata and Tagging:** OER that is added to OER Commons includes highly structured metadata and tagging tools that help with discoverability and description of OER.
- **OER Authoring Tools:** Users can create OER using the OER Commons authoring tools. Open Author allows for easy import of Google Docs, and can be downloaded in multiple formats. The Lesson and Module builders support a sequenced learning experience with both student- and instructor-facing content.

In addition, Hubs include an analytics dashboard incorporating site metrics that track and generate custom views on content contributions and use.

### **Training Webinar**

Two hours of ISKME facilitated virtual meetings are included in this quote, and provide Hub administrators with an overview of the Hub's administrative tools and functionality.

### **Standards Integration**

Map learning standards or frameworks to existing OER Commons resources; ingest new standards. The four sets of Nebraska state academic standards identified are Science, ELA, Math, and Social Studies. These standards will be formatted to conform to ISKME's standards .csv format by the Nebraska ESU CC team. Once formatted, ISKME developers will import them into both the OER Commons where end users can search by standards across the site. The import process for all standards would be scoped and implemented in a phased approach dependent on the revision cycle of each set. Because a single set of standards conformed to ISKME's format requires the same effort a group of sets of standards, pricing is the same for each delivered set or sets of standards.

### **Feature Requirements**

This feature will include the following activities, done by both the NE ESU team and ISKME respectively:

- NE ESU: Formatting standards into machine readable format with dot notations
- ISKME: Indexing standards on the site
- ISKME: Updating existing evaluation tools to include standards
- ISKME: Update search functionality to support standards
- NE ESU: Provide a Crosswalk of the NE standards to the related national standards. *(optional)*
- ISKME: Map resources to NE standards based on the crosswalk. *(optional)*

### **Single Sign-On**

Per NE ESU CC's request, ISKME would integrate the SAML-based SSO protocols to allow users to log into OER Commons with their statewide portal.

### **Continuation of Services**

Described in Appendix A, the basic service agreement for an OER Commons Hub is included in the estimate above. There are two additional service tiers that ISKME offers, Advanced and Premium, for clients who require additional supports. Clients can upgrade to another service level at any time. The additional charges will be included in the annual invoice.

### Costs

<b>ISKME Service</b>	<b>Fee</b>
OER Commons Hub - Includes Hub Admin Training - Site design and set-up	\$10,000
Nebraska Academic Standards Integration (per import)	\$2,500
SAML-Based SSO Support	\$2,500
Ongoing SAML SSO Annual Support	\$500
Basic Hub Annual Service Plan	\$1,000
<b>Total Cost Estimate</b>	<b>\$16,500</b>

### Proposed Timeline

<b>Week</b>	<b>Hub Production Tasks</b>
Week 1	Finalize agreement, signed by both parties
Week 2	Kick-Off Meeting - Establish meeting schedule, communication plan, and proposed project plan.
Week 3-4	Site Production: <ul style="list-style-type: none"> <li>● Branding and images</li> <li>● Group Set-up</li> <li>● Collection Selection</li> </ul>
Weeks 3-8	SAML SSO Support Integration & Testing
Weeks 4-7	Nebraska Academic Standards Integration
Weeks 7-8	Finalize Site Development
Week 8	Training – Two 1-hour webinars, outlining the administration, tools, and features of the Hub.
Week 8	Site Release

## Appendix A: ISKME Hub Annual Service Plans

ISKME’s annual service agreement plans support the adoption and continuous improvement of hubs through continued hosting, curation, and technical support. ISKME supports service clients in gathering and analyzing user data and stakeholder feedback to identify areas where new collections, groups, and trainings are needed.

### Hub Annual Services Options

	Basic \$1,000	Advanced \$2,500	Premium \$5,000
Hosting	X	X	X
LTI access	X	X	X
Branding permissions	X	X	X
Customer Support	Help center and ticketed support	Dedicated account manager	Premier customer support
Curation	Hub users add content to existing collections.	ISKME creates up to 3 new collections.	ISKME indexes and curates content for up to three collections
Hub members	Up to 100	Up to 1000	Up to 5000
Groups	Up to 5 new groups*	Up to 10 new groups	Up to 20 new groups
Digital Self-paced training materials	X	X	X
Facilitated virtual training sessions	1*	Up to 3	Up to 6

\*5 new groups are in addition to the standard hub set up, which includes 12 initial groups. The five

\*1 facilitated virtual training session is in addition to the standard hub set up, which includes two hosted training sessions. The additional session can be used within the first year or applied toward the second.

## Terms

### Hosting

ISKME provides hosting services and technical support throughout the twelve month period at industry standard service levels. Hosting services include server hosting costs, system administrator services, site monitoring, system reporting, and site backup. System Technical support issues that cause an overall

system failure or a failure in a primary component of the system such as invitation emails, search or framework failures will be responded to immediately.

## LTI Access

The OER Commons LTI tool allows educators to embed OER Commons Hub content within Learning Management Systems (LMS) that supports LTI 1 or 1.1. OER Commons LTI has been fully tested for quality assurance in Moodle, Canvas, Blackboard, EdX, and Schoology.

Hub members will have access to pre-curated content from their Hub Groups, Collections, and content they have saved to their personal My Items library.

## Branding permissions

Branding permissions include the ability to add organizational logos to authored resources and permission to add organizational endorsement to non-authored resources. Branding permissions can be granted to all, or to select hub members. Terms and conditions of permissions should be discussed with hub project manager at the start of the contract.

## Customer Support

- **Help center and ticket support system:** Use our Zendesk Knowledge Center and Support desk for help with features or curation supports. (Response time 48- 72 hours.)
- **Dedicated account manager:** Communicate directly with a designated account manager who can provide direct support, troubleshooting feature issues, and respond to curation requests. (Response time 24-48 hours.)
- **Premier Customer Support:** A dedicated account manager is on-call for virtual or email assistance. (Response time 12-24 hours.)

## Curation

- **Basic Curation:** Select Hub members have permission to add content collections established during the setup phase.
- **Advanced Curation:** ISKME team created new collections for the hub so that hub members can add content to them.
- **Premium Curation:** ISKME team reviews, indexes, and curates content to be added to new or existing collections.

## Hub Members

Hub members have permission to author and curate content for the hub as well participate in hub group discussions, utilize hub LTI tools, and receive email notifications for hub events. Hub membership is limited by the terms of the selected service plan. However, unlimited users have read-only access to hub content, meaning they can view and save hub content from hub collections and groups.

## Groups

Groups are the point through which hub members submit and create OER. Group content can be searched across the hub and can be accessed by group members inside their LMS via LTI. The standard

Hub set-up includes the creation of up to 12 groups. Additional groups can be added in the first, or subsequent years, based on the selected services plan.

### Digital Self-paced training materials

Digital self-paced training materials are a set of resources and training materials that help hub members learn about OER and how to create and use OER through their hub.

### Facilitated virtual training sessions

Facilitated training sessions are led by ISKME staff, hosted virtually via video conference, and are recorded and shared on the Hub. The standard hub setup and implementation package includes three training sessions. These sessions cover Administrative settings, Content Curation, and Content Creation. Additional training sessions can be added to cover Introduction to OER, Advanced Curation Work, Full course creation, and other topics.



## 2015-2018 SPECIAL BUY AGREEMENT

THIS AGREEMENT (this "Agreement") is entered into by and between the Nebraska ESUCC Cooperative Purchasing ("Cooperative"), and Schoology, Inc. ("Contractor"). The Cooperative is an organization founded in 1968 with the purpose of providing the Educational Service Unit (ESU) member school districts ("Members") of Nebraska an opportunity to secure the maximum procurement value through cooperative synergies. The Educational Service Unit Coordinating Council (ESUCC) Advisory group serves as the steering committee for new and future cooperative buys statewide under its direction. A chief executive officer coordinates the statewide purchasing agreement between service units and their school districts and other serviceable entities. The Director manages the program with the guidance of the ESUCC, Advisory Board, and the Fiscal Agent. Nebraska ESUCC Cooperative Purchasing serves 17 ESUs that provide a statewide network of educational opportunities to approximately 249 school districts and more than 300,000 students.

In consideration of mutual covenants, the parties agree as follows:

- 1. Scope of the Contract.** The Contractor shall provide Members the opportunity to purchase the goods and/or services as defined in **Exhibit A**, which is attached hereto and incorporated herein by this reference, upon the terms and conditions and at the prices set forth in this Agreement and its Exhibits.
- 2. Payment Terms/Payment Schedule.** Members shall pay for services rendered and/or for accepted goods on the terms and payment schedule as set forth in **Exhibit B** which is attached hereto and incorporated herein by this reference. Prices listed in Exhibit B shall remain in effect during the term of this Agreement unless agreed otherwise by the parties in writing. All prepaid subscription fees paid by the Cooperative or Members to Contractor in accordance with this Agreement are non-refundable.
- 3. Administrative Fee.** Contractor shall submit to the Cooperative as an administrative fee a sum equal to two percent (2%) of the total subscription fees, excluding annual support and maintenance, paid by the Cooperative, ESUs, and Members in accordance with this Agreement. This fee will be submitted to the Cooperative on a quarterly basis beginning three months from the Effective Date of this Agreement for all applicable transactions completed and paid during said quarter.
- 4. Term.** This Agreement is effective on June 1, 2015 ("Effective Date") and shall continue until 12:00 midnight (CST) on July 31, 2018, unless terminated earlier as provided by this Agreement or by law.
- 5. Governing Law; Designation of Forum.** This Agreement is governed by and construed in accordance with the laws of the State of Nebraska. Any action to enforce this Agreement must be brought in the state or federal courts of the State of Nebraska. Mandatory and exclusive venue for any disputes shall be in Brown County, Nebraska.

**6. Termination.**

- A. The Cooperative may terminate this Agreement in whole or part if funding from federal, state, or other sources for the Cooperative or its Members is not obtained and continued at levels sufficient to allow for purchase of the good and/or services in the indicated quantities or term. The Cooperative shall notify the Contractor as soon as practicable if funds to meet the Cooperative's or Members' obligations become unavailable. The determination of the Cooperative as to the insufficiency of funds is conclusive.
- B. Each party may terminate this Agreement if the other party breaches or is in default of any material obligation hereunder which default is incapable of cure, or which, being capable of cure, has not been cured within 30 days after receipt of written notice of such default or such additional cure period as the nondefaulting party may authorize in writing.
- C. Each party may terminate this Agreement by written notice if federal or state laws or rules are modified or interpreted in a way that the services are no longer allowable or appropriate for purchase under this contract or are no longer eligible for the funding proposed for payments authorized by this contract.
- D. The Cooperative may terminate this Agreement, in whole or in part, by written notice to the Contractor and may regard the Contractor in default of this Agreement if the Contractor becomes:
  - (1) Insolvent;
  - (2) Makes a general assignment for the benefit of creditors;
  - (3) Files a voluntary petition of bankruptcy;
  - (4) Suffers or permits the appointment of a receiver for its business or assets;
  - (5) Becomes subject to any proceeding under any bankruptcy or insolvency law, whether domestic or foreign; or
  - (6) Has wound up or liquidated, voluntarily or otherwise.
- E. The Cooperative may terminate this Agreement, in whole or in part, immediately, without notice, if the Contractor is debarred or suspended from performing services on any public contracts.
- F. The parties may terminate this Agreement without cause by mutual written consent or by either party with a minimum of 90 days written notice.
- G. Upon the termination for any reason or expiration of this Agreement, the Contractor promptly must return to the Cooperative all papers, materials and other property of the Cooperative then in its possession.
- H. Any provision of this Agreement which by its nature is intended by the parties to survive termination of this Agreement shall survive such termination for any reason or expiration of this Agreement, including without limitation Sections 2, 3, 5, 6.G, 6.H, 7, 13, 17, 18.B, 19-26 and 29-34.

**7. Indemnification.**

- A. The Contractor hereby waives and agrees to indemnify and save harmless the Cooperative and the ESUs and their officials, agents, employees, and volunteers (hereinafter collectively referred to as "Cooperative Indemnities"), against any and all third party claims of injuries, death, damage to property, liabilities, judgments, costs and expenses ("Claims") which may otherwise accrue against Contractor Indemnities to the extent such Claim results from (i) Contractor's material breach of this Agreement or (ii) the gross negligence, willful misconduct or fraud of Contractor in connection with its performance under this Agreement. .
- B. The Cooperative hereby waives and agrees to indemnify and save harmless the Contractor and its officials, agents, employees, and volunteers (hereinafter collectively referred to as "Contractor Indemnities" and, together with the Cooperative Indemnities, the "Indemnities"), against any and all third party Claims which may otherwise accrue against Contractor Indemnities to the extent such Claim results from the Cooperative's or any ESU's or Member's (i) material breach of this Agreement or (ii) use of the Schoology System.
- C. The indemnifying party, as applicable ("Indemnitor"), shall, at his or her own expense, appear, defend and pay all reasonable charges of attorneys and all reasonable costs and other expenses arising therefrom or incurred in connection therewith.
- D. If any judgment shall be rendered against the Indemnities in any such third party Claim, the Indemnitor shall, at his or her own expense, satisfy and discharge the same in accordance with this Section 7.
- E. Any performance bond or insurance protection required by this contract, or otherwise provided by the Indemnitor, shall in no way limit the responsibility to indemnify and save harmless and defend the Indemnities as herein provided.
- F. The Contractor's obligation to indemnify and save harmless any Indemnities will survive the expiration or termination of this Agreement by either party for any reason.

**8. Insurance.** Contractor shall secure and keep in force during the term of this Agreement the following insurance coverages from insurance companies or government self-insurance pools authorized to do business in Nebraska:

- A. Commercial general liability, including premises or operations, contractual, and products or completed operations coverages (if applicable), with minimum liability limits of \$1,000,000 per person and \$5,000,000 per occurrence; and
- B. If applicable, workers compensation coverage meeting all statutory requirements.

The Contractor shall furnish a certificate of insurance to the undersigned Cooperative representative prior to commencement of this Agreement. Failure to provide insurance as required in this agreement is a material breach of contract entitling the Cooperative to terminate this Agreement immediately.

9. **Public Records.** The Contractor acknowledges that the Cooperative must comply with NEB. REV. STAT. § 84-712 through § 84-713 and release public records as defined law upon request, which may include this Agreement and all records created and maintained in relation to this Agreement.
10. **Publicity.** The Cooperative does not endorse the goods or services of the Contractor. Except for listing the Cooperative as a client during the term of this Agreement, news releases or other publicity concerning this Agreement must not be made by the Contractor without the prior written approval of the Cooperative.
11. **Drug/Alcohol/Tobacco/Weapons Free Workplace.** The Contractor and all subcontractors, if any, shall not manufacture, sell, distribute, dispense, possess or use controlled substances or marijuana, as defined by Nebraska law, during the performance of this Agreement while on Cooperative, ESU, or Member premises or at Cooperative, ESU, or Member related functions. The Contractor and all subcontractors, if any, shall not possess any weapon, as defined by Nebraska law and the federal "Drug-Free Schools Act," on Cooperative, ESU, or Member property or at Cooperative, ESU, or Member related functions. The Contractor and all subcontractors, if any, also shall adhere to all Cooperative, ESU, and Member policies and regulations that prohibit the possession, distribution, sale, dispensation, or use of any alcohol or tobacco products while on Cooperative, ESU, or Member premises or at Cooperative, ESU, or Member related functions. Failure to comply with this provision may be considered a material breach. The Cooperative may suspend or terminate the Contractor, subcontractor, or both if it violates these laws, regulations, or policies or this provision.
12. **Nondiscrimination.** The Contractor and all subcontractors, if any, shall not discriminate against any employee or applicant who is to be employed for performance of this Agreement with respect to his or her hire, tenure, terms, conditions, or privileges of employment, because of his race, color, religion, sex, disability, or national origin.
13. **Independent Contractor.** Contractor is an independent contractor under this contract and is not a Cooperative, ESU, or Member employee for any purpose. The Contractor retains sole and absolute discretion in the manner and means of carrying out Contractor's activities and responsibilities under this Agreement, except to the extent specified in this Agreement.
14. **Employment Eligibility Verification.** The Contractor shall use a federal immigration verification system to determine the work eligibility status of employees hired on or after October 1, 2009 and who are physically performing services within the State of Nebraska. If the Contractor employs or contracts with any subcontractor in connection with this Agreement, the Contractor shall include a provision in the contract requiring the subcontractor to use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska.
15. **Taxpayer Identification.** Contractor's federal employer identification number is: 26-0808340.
16. **Sales Tax.** The Cooperative, ESUs, and Members are exempt from sales tax and shall not pay any sales tax under this Agreement. The Cooperative, ESUs and/or Members

will provide the Contractor with applicable sales tax exemption certificates upon written request.

17. **Notice.** Each party giving any Notice ("Notice") under this Agreement must give written Notice by personal delivery, registered or certified Mail (in each case, return receipt requested and postage prepaid), or nationally recognized overnight courier (with all fees prepaid.) Notice shall be sent to the following addressees at the following addresses:

Cooperative: Nebraska ESUCC Cooperative Purchasing  
Attn: Craig Peterson  
1292 East 4<sup>th</sup> Street  
Ainsworth, NE 69210

With copy to:

Steve Williams, Legal Counsel  
Harding & Shultz, P.C., L.L.O.  
P.O. Box 82028  
Lincoln, NE 68501-2028

Contractor: Schoology  
Attn: Contracts  
115 W 30<sup>th</sup> Street, 10<sup>th</sup> Floor  
New York, NY 10001  
billing@schoology.com

Notice is effective only if the party giving the Notice has complied with this section.

18. **Warranties and Specifications; Disclaimer.**

A. Contractor warrants to the Cooperative that: (i) Contractor will comply with all applicable laws, rules and regulations, and (b) the learning management system provided by the Contractor (the "Schoology System") will perform substantially in accordance with its specifications. In the event the Schoology System fails to conform to these warranties, Contractor will use its best efforts to correct the Schoology System. If Contractor is unable to correct the error after using its best efforts, Contractor will refund the unused subscription fees paid by the Cooperative, as depreciated over the term of this Agreement on a straight line basis, and terminate this Agreement. The limited warranties provided in this Section are void if the failure of Schoology System results from (x) use of the Schoology System in connection with software or hardware not compatible with the Schoology System or not meeting the technical specifications provided by Contractor; (y) improper or inadequate maintenance of the Cooperative's or any Member's equipment or software; or (z) inadequate Internet connectivity or bandwidth. The Cooperative or the Member is responsible for the results obtained and decisions made from its use of the Schoology System. The Schoology System may include open source software components and use of such components may be subject to additional terms and conditions.

B. EXCEPT FOR THE EXPRESS LIMITED WARRANTY PROVIDED IN THIS SECTION 18, TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, THE SCHOOLGY SYSTEM IS PROVIDED "AS-IS" WITHOUT WARRANTY OF ANY KIND,

EITHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR USE, QUALITY, PRODUCTIVENESS OR CAPACITY, OR THAT THE OPERATION OF THE SOFTWARE INCLUDED WITHIN THE SCHOOLGY SYSTEM WILL BE ERROR FREE. EXCEPT AS PROVIDED HEREIN, THE ENTIRE RISK AND LIABILITY ARISING OUT OF THE USE OF THE SCHOOLGY SYSTEM REMAINS WITH THE COOPERATIVE, ESU AND MEMBERS INCLUDING, BUT NOT LIMITED TO, WHEN THE COOPERATIVE'S OR ANY ESU'S OR MEMBER'S PRACTICES ARE INCONSISTENT WITH *THE STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTING* (1999) BY THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. WITHOUT LIMITING THE FOREGOING, THERE IS NO WARRANTY FOR PERFORMANCE ISSUES (I) CAUSED BY FACTORS OUTSIDE OF CONTRACTOR'S REASONABLE CONTROL; OR (II) THAT RESULTED FROM ANY ACTION OR INACTION OF THE COOPERATIVE, OR SUBSCRIBER'S THIRD PARTIES; OR (C) RESULTING FROM SCHEDULED MAINTENANCE PERIODS.

**19. Confidentiality.**

**A. Definition of Confidential Information.** Confidential Information means all confidential information disclosed by the Cooperative to Contractor, whether orally or in writing, that is designated as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances of disclosure ("Confidential Information"). Confidential Information shall also include Cooperative Data and Personally Identifiable Information.

**B. Cooperative Data.** Cooperative Data includes all Personally Identifiable Information and other information that is not intentionally made generally available by Cooperative on public websites or publications, including but not limited to business, administrative and financial data, intellectual property, and student and personnel data and metadata.

**C. Personally Identifiable Information.** Personally Identifiable Information means any of the following: personal identifiers such as name, address, phone number, date of birth, Social Security number, and student or personnel identification number; "personal information" as used in Neb. Rev. Stat. § 84-712.05; personally identifiable information contained in student education records as that term is defined in the Family Educational Rights and Privacy Act, 20 USC 1232g; "protected health information" as that term is defined in the Health Insurance Portability and Accountability Act, 45 CFR Part 160.103; nonpublic personal information as that term is defined in the Gramm-Leach-Bliley Financial Modernization Act of 1999, 15 USC 6809; credit and debit card numbers and/or access codes and other cardholder data and sensitive authentication data as those terms are defined in the Payment Card Industry Data Security Standards; other financial account numbers, access codes, driver's license numbers; and state- or federal-identification numbers such as passport, visa or state identity card numbers.

**D. Protection of Confidential Information.** Contractor will protect the Confidential Information using the same degree of care that it uses to protect the confidentiality of its own Confidential Information (but in no event less than reasonable care). Contractor shall not disclose or use any Confidential Information of the Cooperative for any purpose outside the scope of this Agreement and will not disclose or share such Confidential

Information with any third party without the prior written consent of Cooperative, except for the purpose of performing its obligations under this Agreement or as required by law. Contractor must use best practices to limit access to Confidential Information of Cooperative to those of its employees and contractors who need such access for purposes consistent with this Agreement and who have signed confidentiality agreements with Contractor no less restrictive than the confidentiality terms of this Agreement. Contractor will ensure that employees and subcontractors who perform work under this Agreement have read, understood, and, received appropriate instruction as to how to comply with the Confidential Information protection provisions of this Agreement. If Contractor will have access to "education records" for Cooperative's students as defined under the Family Educational Rights and Privacy Act (FERPA), Contractor acknowledges that for the purposes of this Agreement it will be designated as a "school official" with "legitimate educational interests" in the education records, as those terms have been defined under FERPA and its implementing regulations, and Contractor agrees to abide by the FERPA limitations and requirements imposed on school officials. Contractor will use the Education records only for the purpose of fulfilling its duties under this Agreement for Cooperative's and its User's benefit, and will not share such data with or disclose it to any third party except as provided for in this Agreement, required by law, or authorized in writing by the appropriate party.

**E. Exclusions.** Confidential Information excludes information that: (i) is or becomes generally known to the public without breach of any obligation owed to Cooperative, (ii) was known to the Contractor prior to its disclosure by the Cooperative without breach of any obligation owed to the Cooperative, (iii) is received from a third party without breach of any obligation owed to Cooperative, or (iv) was independently developed by the Contractor without use or access to the Confidential Information. Notwithstanding any of the foregoing, the Contractor may disclose Confidential Information to the extent required by law or court order, but will provide Cooperative with advance notice to seek a protective order.

**F. Security Breach.**

(i) **Response.** Promptly upon becoming aware of a Security Breach (an event in which Confidential Information is exposed to unauthorized disclosure, access, alteration, or use), or of circumstances that are reasonably likely to have resulted in unauthorized access to or disclosure or use of Confidential Information, Contractor will notify Cooperative, fully investigate the incident, and reasonably cooperate with Cooperative's investigation of and response to the incident. Except as otherwise required by law, Contractor will not provide notice of the incident directly to individuals whose Personally Identifiable Information was involved or regulatory agencies, without prior written permission from Cooperative.

(ii) **Liability.** In addition to any other remedies available to Cooperative under law or equity, Contractor will reimburse Cooperative in full for all costs reasonably incurred by Cooperative in investigation and remediation of any Security Breach to the extent caused by Contractor or its subcontractors, including but not limited to providing notification to individuals whose Personally Identifiable Information was compromised and to regulatory agencies or other entities as required by law or contract; providing one year's credit monitoring to the affected individuals if the Personally Identifiable Information exposed during the breach could be used to commit financial identity theft; and the payment of reasonable legal fees, audit costs, fines, and other fees imposed against Cooperative as a result of the Security Breach.

**G. Response to Legal Orders, Demands or Requests for Confidential Information.** Except as otherwise expressly prohibited by law, Contractor will:

- (i) promptly notify Cooperative of any subpoenas, warrants, or other legal orders, demands or requests received by Contractor seeking District Data;
- (ii) consult with Cooperative regarding its response;
- (iii) cooperate with Cooperative's reasonable requests in connection with efforts by Cooperative to intervene and quash or modify the legal order, demand or request; and
- (iv) upon Cooperative's reasonable request, provide Cooperative with a copy of its response.

If Cooperative receives a subpoena, warrant, or other legal order, demand (including requests pursuant to the Nebraska law or requests seeking Confidential Information maintained by Contractor), Cooperative will promptly provide a copy of the request to Contractor. Contractor will promptly supply Cooperative with copies of records or information required for Cooperative to respond, and will cooperate with Cooperative's reasonable requests in connection with its response.

**20. Proprietary Rights.**

Notwithstanding anything to the contrary set forth in this Agreement (including the Exhibits hereto), the Schoology System is owned and copyrighted by Contractor and offered through a subscription, not sold, to the Cooperative, ESU or Members. All right, title, and interest in and to all images, source code, updates, enhancements, modifications, and improvements contained in or related to the Schoology System, along with all intellectual property rights related thereto, shall remain with Contractor, regardless of the source giving rise to the intellectual property and despite any modifications or adaptations made for the benefit of the Cooperative, ESUs or Members. The "Schoology" trademark is protected by United States and international trademark laws and treaties, as well as other intellectual property laws. The Cooperative, ESUs and Members are not granted any license to use any of Contractor's trade or service marks and Contractor retains all right, title, and interest in its trade and service marks. The Cooperative agrees that Contractor may use, without restriction or royalty obligation, any comments, suggestions or contributions provided by the Cooperative, ESUs and Members with respect to the Schoology System during the course of the Cooperative's, ESUs' and Members' use of the Schoology System. The Cooperative, ESUs and Members hereby grants and assigns to Contractor any intellectual property rights that the such party may incidentally obtain or have with respect to any such comments, suggestions or contributions.

**21. Limitation of Liability.** EXCEPT TO THE EXTENT THE FOLLOWING LIABILITY LIMITATION IS PROHIBITED BY APPLICABLE LAW, IN NO EVENT WILL A PARTY BE LIABLE TO ANOTHER PARTY FOR, NOR SHALL THE MEASURE OF DAMAGES INCLUDE, ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, PUNITIVE OR SPECIAL DAMAGES OR EXPENSES OF ANY KIND WHATSOEVER, IN EACH CASE ARISING OUT OF OR RELATING TO ITS ACTS OR OMISSIONS OR OTHERWISE ARISING FROM THIS AGREEMENT, INCLUDING, WITHOUT LIMITATION, DAMAGES FOR LOST PROFITS, LOST OPPORTUNITY, LOST SAVINGS, LOSS OF GOODWILL, LOST BUSINESS, LOSS OF ANTICIPATED BENEFITS, BUSINESS INTERRUPTION,

LOSS OF BUSINESS INFORMATION, LOSS OF OR DAMAGE TO DATA, OR COMPUTER FAILURE OR MALFUNCTION, EXCEPT IN THE LIMITED SITUATIONS EXPRESSLY PROVIDED IN THIS SECTION 21. A PARTY'S ENTIRE LIABILITY UNDER THIS AGREEMENT SHALL BE LIMITED TO THE AMOUNT ACTUALLY PAID OR PAYABLE BY THE COOPERATIVE, ESU OR MEMBER FOR THE SERVICES PROVIDED HEREUNDER IN THE TWELVE (12) MONTHS PRECEDING THE INCIDENT GIVING RISE TO LIABILITY. The foregoing limitations of liability shall not apply, however, to liability of a Party arising from (a) defect or deficiency caused by willful misconduct or fraud on the part of such Party; or (b) amounts payable to third parties as a result of such Party's indemnification obligations under this Agreement. The limitations of liability set forth in this Section 21 shall apply even if the breaching party has been advised of the possibility of such damages in connection with this Agreement.

22. **Entire Agreement.** The Agreement is the complete and exclusive expression of the parties' agreement on the matters contained in this Agreement. All prior and contemporaneous negotiations and agreements between the parties on the matters contained in this Agreement are expressly merged into and superseded by this Agreement.
23. **Amendments and Modifications.** The parties may amend or modify this Agreement only by a signed, written agreement by both parties that identifies itself as an amendment or modification to this Agreement. No other alternations in the terms of this agreement shall be valid or binding.
24. **Waivers.** The parties may waive any provision in this Agreement only by a writing executed by the party or parties against whom the waiver is sought to be enforced. No failure or delay: (1) In exercising any right or remedy, or (2) In requiring the satisfaction of any condition under this Agreement, and (3) No act, omission, or course of dealing between the parties operates as a waiver or estoppel of any right, remedy or condition. A waiver made in writing on one occasion is effective only in that instance and only for the purpose stated. A waiver once given is not to be construed as a waiver on any future occasion or against any other Person.
25. **Severability.** If any provision of this Agreement is determined to be unenforceable, the remaining provisions of this Agreement remain in full force, if the essential terms and conditions of this Agreement for each party remain enforceable.
26. **Counterparts.** The parties may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The signatures of all of the parties need not appear on the same counterpart, and delivery of an executed counterpart signature page by facsimile or other electronic means is as effective as executing and delivering this Agreement in the presence of the other parties to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each party to the other parties. In proving this Agreement, a party must produce or account only for the executed counterpart of the party to be charged.
27. **Force Majeure.** Neither party shall be liable for any loss or damage suffered by the other party, directly or indirectly, as a result of the non performing party's failure to perform, or delay in performing, any of its obligations contained in this contract (except any obligations to make payments for services rendered or accepted goods received

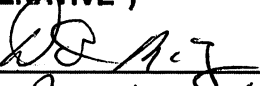
before the failure to perform or the delay in performance), where such failure or delay is caused by circumstances beyond the non-performing party's reasonable control or which make performance commercially impracticable, including but not limited to fire, flood, storm or other natural disaster, explosion, accident, war, riot, civil disorder, government regulations or restrictions of any kind or any acts of any government, alien enemy, judicial action, power failure, acts of God, or other natural circumstances. This Force Majeure provision excludes economic hardship, changes in market conditions, and insufficiency of funds on the part of the non-performing party.

28. **Assignment.** This Agreement binds the parties and their respective successors and permitted assignees. A party shall not assign or otherwise dispose of this Agreement or any duty, right, or responsibility contemplated in this Agreement to any other person without the previous written consent of the non-assigning party; provided, however, that a party may assign this Agreement in connection with a merger, acquisition, divestiture, sale of business, reorganization or similar corporate transaction of such party without the prior written consent of the non-assigning party.
29. **Subcontractors.** The Contractor will retain all responsibility for the performance of its obligations under this Agreement, regardless of whether or not the Contractor uses subcontractors to perform any such obligations. The Contractor shall be the sole point of contact with the Cooperative with regard to all matters covered by this Agreement.
30. **Captions.** The descriptive headings of the Articles, Sections and subsections of this Agreement are for convenience only, do not constitute a part of this Agreement, and do not affect this Agreement's construction or interpretation.
31. **Rights and Remedies Cumulative.** Any enumeration of a party's rights and remedies set forth in this Agreement is not exhaustive. A party's exercise of any right or remedy under this Agreement does not preclude the exercise of any other right or remedy. All of the parties' rights and remedies are cumulative and are in addition to any other right or remedy set forth in this Agreement, any other agreement between the parties, or which may now or subsequently exist at law or in equity, by statute or otherwise.
32. **Relationship Among Parties.** This Agreement creates no relationship of joint venture, partnership, limited partnership, agency, or employer-employee between the parties, and the parties acknowledge that no other facts or relations exist that would create any such relationship between them. Neither party has any right or authority to assume or to create any obligation or responsibility on behalf of the other party except as may from time to time be provided by written instrument signed by both parties.
33. **Rules of Construction.** The parties hereto have each been represented by counsel, or had the opportunity to be represented, during the negotiation and execution of this Agreement, and therefore waive application of any law or rule of construction providing that ambiguities in the contract will be construed against the party drafting such contract.
34. **Attachments.** Attachments to this Agreement include the following:

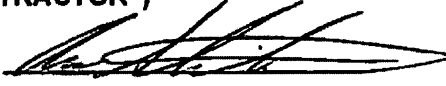
Exhibit A – Scope of Good or Services to be provided to Cooperative  
Exhibit B – Payment Terms & Schedule

**IN WITNESS WHEREOF**, each of the Cooperative and Contractor has caused this Agreement to be executed as of the Effective Date by its duly authorized representative.

**Nebraska ESUCC Cooperative Purchasing  
("COOPERATIVE")**

By:   
Name: David M. Ludwig  
Title: Executive Director  
Date: 6-8-15

**Schoology, Inc.  
("CONTRACTOR")**

By:   
Name: Amar Shrivastava  
Title: VP of Finance and Admin  
Date: June 1, 2015

**EXHIBIT "A"**

**SCOPE OF GOODS OR SERVICES TO BE PROVIDED TO MEMBERS**

See attached document entitled "Project Team and Implementation Plan"

## Project Team and Implementation Plan

The following table identifies and describes the different roles and included services that will support your Schoolology implementation process, as well how each role fits in to the overall project workflow.

### Team Roles

- Project Specialist (PS):
  - Product Subject Matter Expert (SME)
- Implementation Engineer (IE):
  - Technical SME
- Professional Development Assistant (PDA):
  - Training Coordinator
- Account Manager (AM):
  - Long-term relationship manager

### Project Workflow Overview



### Services Included

- Kickoff Call led by Schoolology team.
- Regular status calls and communication with Project Specialist.
- Assistance from Project Specialist with Enterprise Configuration.
- Custom Branding of your Schoolology site.
- Domain Customization of Schoolology landing page to your domain or subdomain.
- Data Consolidation of free Schoolology user data.
- Technical Planning Call between Implementation Engineer and equivalent at your organization to create a Data Population timeline if needed.
- Assistance from Implementation Engineer with Data Population provisioning of users, courses, and enrollments if needed.
- Assistance with User Authentication via Single Sign-On.
- Schoolology Enterprise Administration Training delivered by Project Specialist.
- Assistance with all aspects of the implementation process guidance, documentation, and other non-hands-on help.
- Guidance and Best Practices for migrating data from existing LMS into Schoolology.
- Professional Development delivered via Open Enrollment Courses: 2 attendees, 4 hours of training each.
- Standard Support from Schoolology Client Advisors.

## **EXHIBIT "B"**

### **1. Payment Terms/ Payment Schedule**

- A. Members will pay Contractor for all undisputed amounts for the goods and/or services identified in Exhibit A and provided by Contractor under this Agreement within thirty (30) days of receipt of invoice, provided that goods/services have been accepted by the Member as hereinafter provided.
- B. The procedure for billing and payment for services or products and deliverables shall be as specified in this exhibit.

### **2. Acceptance of Services or Products:**

- A. The Contractor shall deliver any goods, perform any services or both in accordance with the mutually agreed schedule as set forth in any RFP, purchase order issued by the Cooperative, ESU, or Member and accepted by Contractor, or this Agreement (whichever is later).
- B. Unless otherwise agreed to by the parties, the Contractor shall provide written notification of completion of any deliveries, or performances of services or both, to the Member ("Delivery Notice").
- C. Members shall have sixty (60) days from the date of receipt of the Delivery Notice to provide the Contractor with written notification of acceptance or rejection due to failure of the Schoology System to conform the requirements of this Agreement.
- D. If the Member issues a rejection notice, the Contractor shall as quickly as is practicable, correct or replace all such non-conformities at its expense. The Cooperative shall not unreasonably withhold or delay its acceptance or rejection.

### **3. Title and Risk of Loss:**

- A. Title and risk of loss for goods shall remain with the Contractor until goods are accepted by the Member, ESU, or Cooperative.
- B. Insurance during shipment and until the goods are accepted by the Cooperative, ESU, or Member is the responsibility of the Contractor.

See attached document entitled "Education Service Unit Coordinating Council Pricing Schedule"

## Education Service Unit Coordinating Council Pricing Schedule

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Schoolology offers a complete cloud-based solution so all hardware, database, maintenance and priority support costs are included in the pricing. Education Service Unit Coordinating Council (ESUCC) member organizations will not incur costs associated with system upgrades or releases that improve current features. The discount percentage is applied to enterprise services based on the established partnership between Schoolology and ESUCC member organizations. Discount percentages are not standard pricing and pertain only to this agreement. This agreement is only valid for the 2015-2016 school year. Subscription price may be subject to change without notice.

**Schoolology will provide ESUCC member organizations the following discounted annual subscription cost structure:**

\*\$4,200 annual subscription fee for districts or schools w/ less than 600 students

\*\$7 per student annual subscription fee for districts or schools w/ 600-5,000 students

\*15% off list price for districts or schools w/ 5,001+ students, please inquire with Schoolology for pricing

**Schoolology will provide ESUCC member organizations the following discounted implementation/training cost structure:**

\*\$2,500 implementation/training fee (one-time cost) for districts or schools w/ less than 2,000 students

\*\$5,500 implementation/training fee (one-time cost) for districts or schools w/ less than 2,001-5,000 students

\*15% off list price for districts or schools w/ 5,001+ students, please inquire with Schoolology for implementation/training pricing

**All district adults (admin, teachers, parents) are included at no additional fee.**

Requirements for discount pricing:

- i. Full school or district implementation
- ii. District or school is not an existing Schoolology subscriber

## Implementation Information

Schoolology has a systematically structured approach to effectively integrate our software into the workflow of districts. Our professional and experienced team will work step-by-step with ESUCC districts through the Project Management, Implementation and Training phases of the project to ensure a smooth installation.

Implementation Specialists from Schoolology will start implementation on or around the contract award date to meet the district's implementation and training schedule. Schoolology will work with each district to design the most efficient and structured implementation methodology for the LMS project. Simultaneously, Schoolology will be working towards the go-live launch which will be completed prior to a district's start date to allow for testing and trial runs. System Admins, School Admins, Educators, Students, and Parents will all have access to the system upon the go-live launch.

Throughout the implementation of the District System, it will be Schoolology's mission to outline the resources that the district will need to successfully implement the solution and achieve the districts desired results.

Schoolology's implementation plan is a phased approach that covers planning, implementation, training, and support. Schoolology will work closely with each district to fully integrate Schoolology across all levels of the institution. There are standard pieces involved in all implementations. Kick-off calls, branding, logins and consulting are part of every implementation.

# Technology Committee Update

*Scott Isaacson*

November 14, 2017

## Work Priorities

1. Develop AAP and SRS next-phase design work
2. Complete single sign-on (SSO) software and app launch portal software updates
3. Integrate additional applications with the SSO framework
4. Consolidate server hardware at Nebraska Hall
5. Invent future data ecosystem features

## DE<sup>2</sup>TAILS Project Plan

A link to the live project plan is available here:

<https://app.smartsheet.com/b/publish?EQBCT=0b7ad9d3aaa1499b8cbf9009b62ad07c>

## Technology Infrastructure

### Data Privacy and Security Policies

Based on initial discussions, the legal team has drafted a scope of work and issue memo listing legal items for consideration as policy development begins. Dave and Scott met with the legal team in September to review this document and refine the scope of policy development work to be accomplished during 2017-2018. The team is beginning with the foundation of policy development with the question of which entity(ies) own data hosted by the ESUCC - school districts, NDE, ESUs, ESUCC. The answer to this question determines responsibilities and liabilities and determines the direction of our policies and procedures.

The Future Ready Council Data and Privacy team has developed near-term goals of assessing needs and gaps in data privacy and security and then developing resources and supports to address those. These may take the form of template policies, best practice documents and professional development opportunities to address areas of focus.

### Hosting Infrastructure

The NOC hosting and sustainability work group is evaluating options for future hosting needs. Options for hosting include an in-state approach cooperating among ESUs or commercial providers. The work group has examined and estimated the OpenStack platform, are talking with Microsoft (Azure) and with Amazon (AWS) in December, collecting additional information on hosting costs and features to form a recommendation.

Hosting work has been transferred away from a number of older servers, and these are ready to be removed from the Nebraska Hall data center soon. One virtual server is remaining and after that is migrated hardware will be removed and consolidated to one equipment rack from the current 2. This transition is planned during the Christmas break.

## **Single Sign-On (SSO) and App Launch Portal**

As of November 14th, 222 districts and ESUs are listed in the production single sign-on framework. The Innovation grant includes work to enhance the portal and single sign-on experience. SAS Curriculum Pathways (a free resource) and EdReady are software resources being connected with the framework now. The uPortal app launch portal is in full production. The application launch service will be transferred to another software solution to improve long-term cost and sustainability, while maintaining the functionality of the current uPortal solution.

## **SRS and AAP**

The SRS software has completed the ADVISER certification process with NDE in the staging environment with live district data. Next, a few districts will be selected to begin publishing data in the production ADVISER environment with 2 or 3 districts' live data. When those districts are in operation with ADVISER, the remaining districts will be scheduled. Next, focus will be on modernizing software further to incorporate and accomplish the 5-year plan being developed by the SRS advisory committee. A new feature will be introduced which will allow a user of SRS to enter the state ID of a new student and automatically populate student and parent data from the ADVISER data store. This raises the quality of data and reduces workload because data need only be entered once in the SIS, used there and in SRS without re-entering it.

## **BlendEd and NROC/EdReady**

Work continues with pilot districts in the use of BlendEd strategies and the NROC EdReady software. Beth Kabes and Nancy Movall will provide details in their reports.

## **SIMPL**

The version 1 web application is live. Pilot ESUs meet regularly and additional ESUs have joined these meetings to collaborate on the process of service planning and implementation. Additional enhancements to processes and the software are in progress.

## **ADVISER**

As of November 1st, 131 districts were publishing 2017-2018 data into the ADVISER data store. This is increasing rapidly/daily as updated SIS software is installed and publishing is turned on. Secret and key credentials for publishing data are available for all Nebraska districts with a certified vendor. Up to 15 districts are estimated to be with a vendor who does not plan to become certified and are in transition to one of the certified vendors.

Project goals for the 2017-2018 year are:

- Have all EAP 2 Districts with certified vendor publishing by October 15, 2017
- Have all districts publishing by December 1, 2017.
- Have up to 2 or more Ed-Fi workdays at each ESU
- All districts and appropriate staff members can successfully view the Dashboard by February, 2018

- All districts have done a data check and review utilizing the ADVISER Validation site and other tools that are available. They have addressed any errors/issues by June 1, 2018.

## Council for a Future Ready Nebraska

The full council will meet in Lincoln on October 19th. The council, involving about 30 people from a broad cross-section of NDE, ESU, school district and external partner representatives. From the prior work and outcomes of the October meeting, a draft statewide digital learning plan will be produced and released for broad review.

From the vision document: “The Future Ready Nebraska Council provides intellectual and practical insights toward the development of Nebraska’s Digital Learning comprehensive plan for PK-12. This digital learning plan will build a coherent long-term strategy that sets directions and priorities, supports innovation, and provides resources to enable Nebraska educators and students to benefit fully from digital-age teaching and learning.”

The Future Ready framework is helpful in discussing technology planning and useful for the council to discuss priorities in 7 areas:

- Curriculum, Instruction, and Assessment
- Use of Space and Time
- Robust Infrastructure
- Data and Privacy
- Community Partnerships
- Personalized Professional Learning
- Budget and Resources

## Learning Management Systems

The Schoology and Blackboard pricing contracts will expire in 2018 and Canvas is not currently under contract with the ESUCC. The LMS market has changed since those contracts were put in place 3 years ago. Some large and small districts have chosen not to adopt or discontinue a traditional LMS and are meeting a set of LMS-related needs using other software. For these reasons a working group similar to the one convened in 2014 should be brought together to study district and ESU needs in this area. Dave, Dean Folkers and Scott are discussing this need and planning to bring together a group soon, aligned with the Future Ready council's work.



## Committee Report

**PROJECT NAME:** BlendEd and Distance Ed

**PROJECT DIRECTOR:** Beth Kabes

**REPORT PERIOD:** November, 2017

**COMMITTEE REPORT:**

BlendEd Committee meet on Fridays at 9 a.m. over zoom throughout the month of October. Discussion items include:

[October 27, 2017 - iNACOL recap](#)

[October 20, 2017 - OER, Admin Reception, Proposals](#)

[October 13, 2017 - NDLA, OER, uPortal, IGrant, Zoom tips](#)

[October 6, 2017 - VFT, OER, Regional meetings, Admin Recep.](#)

[September 29, 2017 - VFT Planning](#)

**BlendEd Pilot:**

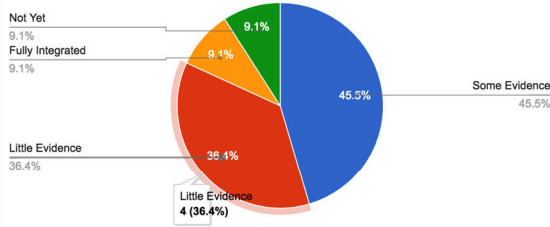
- Pilot school visits continue this fall.
- Visited in October are: OPS – Wilson Focus Middle School, Minden PS – CL Jones Middle School, OPS – A. Davis Middle School, OPS – A. Buffett Middle School

Awesome Table (with interactive controls, using Google Sheets)

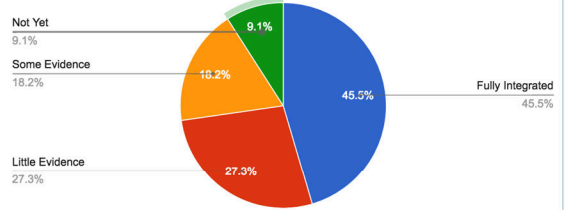
Timestamp 02/10/2017 31/10/2017 ESU: District:

11

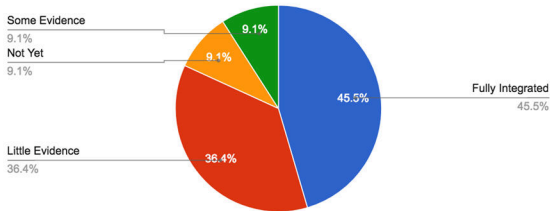
**Teacher to Student Interactions [The teacher provides immediate and specific feedback to individual students to improve their understanding.]**



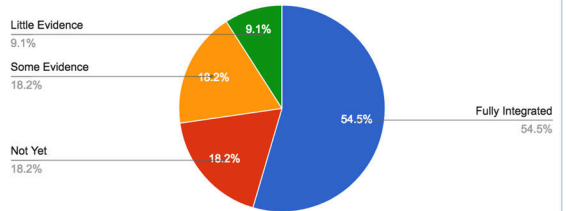
**Student to Screen Interactions [Technology is used to facilitate the learning objectives / outcomes.]**



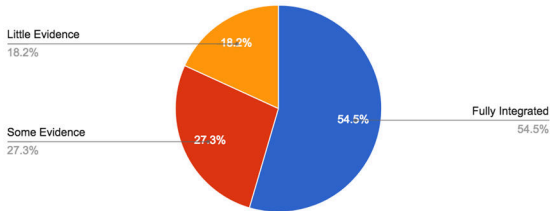
**Instruction [The modality, or type, of instruction is differentiated based on student needs, or ability.]**



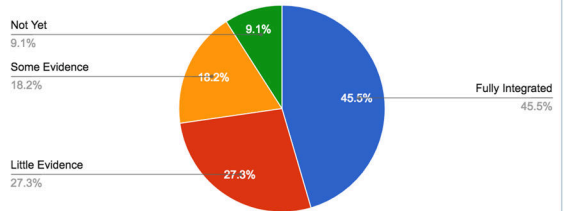
**Instruction [The teacher spends the majority of the observed instructional time working with small groups.]**



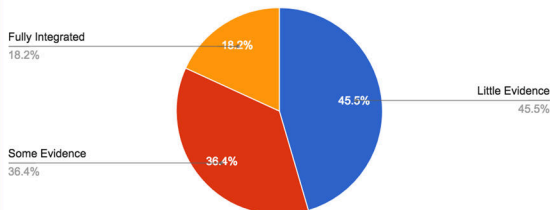
**Student Learning Experience [Students are actively engaged with the content for the majority of the lesson.]**



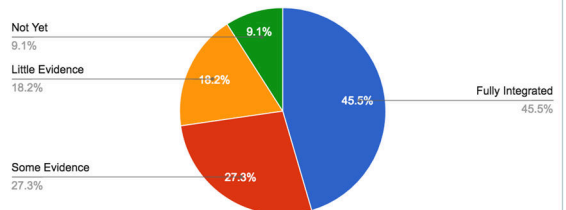
**Student Learning Experience [Students progress through learning tasks or lessons without waiting for the teacher or each other.]**



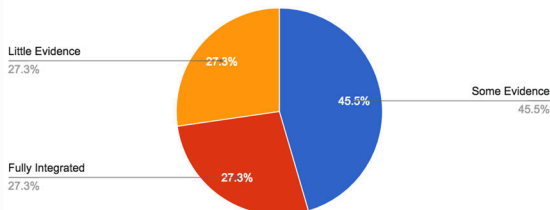
**Student Learning Experience [Students have a voice and choice in the classroom.]**



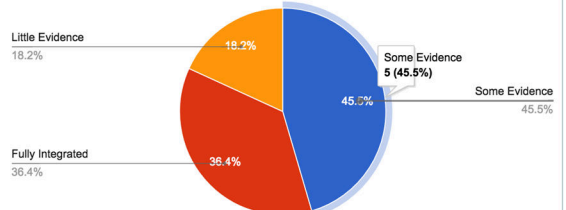
**Student Learning Experience [Students create (solutions, knowledge products, tools, resources).]**



**Classroom Culture [Classroom space is designed and used creatively for multipurpose assignments and groupings.]**



**Classroom Culture [Teachers implement routines and procedures for efficiently guiding students through digital and non-digital work time.]**



- Statewide Webinars for sharing and learning with teachers in the pilot from 3:45 – 4:15 CT the last Tuesday of each month.
  - Shara Johnson from ESU2 and Crystal Hurt from ESU10 are developing videos to share with the teachers on LMS usage (providing a Canvas and Schoology view)
  - October 24, Assignments in an LMS
  - November 28, Assessments in an LMS
- ESU Coaches Monthly Meetings 1<sup>st</sup> Monday of each month
  - November 6, 2017 Notes
- BlendEd Pilot Administrator reception, November 2 at Fall Ed Tech in Kearney.
  - Information shared at the reception
- Cohort 2 – 2018-2020
  - Applications are due January 15
  - BlendEd Pilot website: [bit.ly/neblend](http://bit.ly/neblend)
- Dates for training for Cohort 2
  - March 14 = Cohort 2 Kick Off in Kearney
  - March 15 = Cohort 2 Kick Off in Lincoln
  - March 16 = BlendEd Coaches Training in Lincoln (available to any ESU staff)
- Met with Crete Public School leaders on November 2 to promote Cohort 2.
- Met with Grand Island Northwest Technology and Curriculum leaders on November 6 to promote Cohort 2.
- Met with BetterLesson.com on November 6 to discuss potential coaching opportunities for Cohort 1 and ESU staff.

### **Promotion and Professional Development of BlendEd**

- Presented to Iowa Technology Association Conference on October 16 in Des Moines on coaching a blended teacher.
- Presented a panel of BlendEd Pilot teachers, technology coaches and leaders at Fall Education Technology Conference on November 3 in Kearney.
- Presented to Nebraska Ag Education Teachers on November 4 in Grand Island.
- Presenting a joint session with Jon Cerny from Bancroft-Rosalie at Education Conference in Omaha in November (NASB)

### **DISTANCE EDUCATION:**

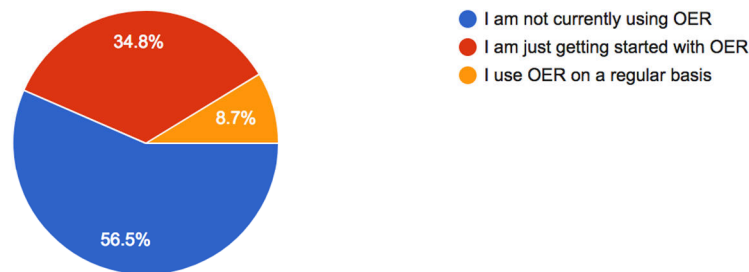
- Results of VFT Content Provider Workshop Evaluation on November 7 in Lincoln.
- October 24 meeting of Distance Learning Coordinators via zoom.
- Meeting at TLT meeting on November 16 in Omaha.

## ESUPDO

- OER Presentation by Craig Hicks at Fall Education Technology Conference on November 3 in Kearney.
  - Included a survey for schools to submit needs and interest in OER.

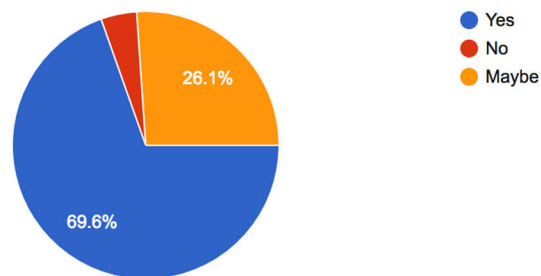
What is your current level of use of Open Educational Resources (OER)?

23 responses



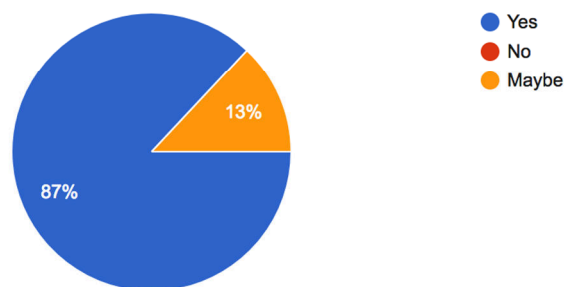
Would you use a statewide site for curation, collaboration, and sharing Open Educational Resources?

23 responses



Would it be helpful to have a site (example OER Commons) in a single sign on portal environment? See Image Below

23 responses



Please share any comments/interests you have related to creating a statewide platform for collaborating, sharing and curating Open Educational Resources.

7 responses

I develop so much of my material on my own, I don't know if a commons would be something I would use.

Who will be in charge of the content?

Use Xtra Math daily. Most other things I use on a regular basis are not openly licensed.

A statewide platform would help educators to collect possible resources and select the ones to best fit their curriculum.

I would like to work with a group of like teachers to curate materials.

Great initiative indeed

As a teacher in a small community with 7 preps each day, I fear the amount of time it would take me to look through resources and tweak them to my preferences. It could be really helpful. I just can't really say without knowing anything about it and not spending anytime looking at my area of content. Business teachers have access to the MBA research center through the state and this is fabulous material. It makes me wonder about duplicating resources. Thank you for the information - I will follow up with my ESU!

## **AESA**

- OER Affinity Group – member of the planning committee. Next meeting is: November 15, 2017
- Blended and Personalized Learning Affinity Group – co leader of the group. Next meeting: December 13, 2017



**PROJECT NAME:** BlendEd Projects – Instructional Materials  
**PROJECT DIRECTOR:** Rhonda Eis  
**REPORT PERIOD:** November 2017

**TLT Affiliate Report**

TLT will have a training on November 15<sup>th</sup> at ESU 3 facilitated by Julee Sauer (ESU 3) and Eileen Barks (ESU 2) on Instructional Models. Participants will develop support materials during the afternoon worktime. The goal of the training is to create instructional technology supports for Marzano and Danielson Instructional Frameworks.

On November 16<sup>th</sup>, TLT will spend the day in the 6 identified work groups. Affiliate members identified their area of interest and/or expertise following the last TLT meeting. Members will have time to work in three of the six groups. BlendED Learning or Training; OER or Emerging Technology; Distance Learning or Digital Citizenship.

**Learn360 Report**

**New Marketing** – A new google group has been created for marketing Learning360. The goal for this group will be to increase awareness of Learn360, offer tips that are specific for our Nebraska users. The marketing staff at Learn360 will also provide some material for me to share with audience. The starting audience for this group comes from the Marshall Memo google group that consists of ESU staff, district administration and/or district curriculum staff.

**User Summary – 2017**

Total Active Users	28,926
New Users Created	1,253

**Learn360 Usage – Quarter Report for August to mid-November – Comparison 2017 to 2016**

State Usage Statistics	Aug 1 – Nov 13, 2016	Aug 1 – Nov 13, 2017	Usage Increase
Logins	26,941	34,171	21%
Searches	31,911	33,817	6%
Core Video Views	109,873	119,902	8%
Non-Video Views: images, audio files, articles, activities, worksheets, and interactives	609	1,760	65%
Custom Content Views	2,102	11,450	82%