

**Digital Resource Website  
Design and Organization of  
21<sup>st</sup> Century Business  
Forums**

**Response to RFQ EDD262572**

November 13, 2006

**EDVANTIA™**  
Partners in education. Focused on results.

November 13, 2006

Ms. Krista Ferrell  
Department of Administration  
Purchasing Division  
Post Office Box 50130  
Charleston, West Virginia 25305-0130

Re: Edvantia, Inc. (formerly Appalachia Educational Laboratory Inc.) Proposal for  
Quotation Number EDD262572

Dear Ms. Ferrell:

Edvantia is pleased to submit this response to the request for quotation number EDD262572 to provide the agency with digital resource website design and organization of 21<sup>st</sup> century business forums.

We believe that we are uniquely qualified to complete the 17 tasks outlined on page 8 of the RFQ. Included in the attached response are details outlining Edvantia's prior experience in the five requirements outlined in the RFQ and the required cost proposal. As instructed in the RFQ, the cost proposal includes an hourly rate computed to include all incidentals such as travel or other reimbursable expenses.

If you desire further information or clarification regarding any aspect of Edvantia's proposal, please contact me (304-347-1896 or [doris.redfield@edvantia.org](mailto:doris.redfield@edvantia.org))

Sincerely,



Doris Redfield, Ph.D.  
President and Chief Executive Officer

Enclosure





State of West Virginia  
 Department of Administration  
 Purchasing Division  
 2019 Washington Street East  
 Post Office Box 50130  
 Charleston, WV 25305-0130

# Request for Quotation

RFQ NUMBER  
**EDD262572**

PAGE  
**1**

ADDRESS CORRESPONDENCE TO ATTENTION OF  
**KRISTA FERRELL  
 304-558-2596**

VENDOR

RFQ COPY  
 TYPE NAME/ADDRESS HERE

SHIP TO

DEPARTMENT OF EDUCATION  
 BUILDING 6  
 1900 KANAWHA BOULEVARD, EAST  
 CHARLESTON, WV  
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DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
10/29/2006				
BID OPENING DATE: 11/14/2006		BID OPENING TIME 01:30PM		

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
				ADDENDUM NO. 4		
				THIS ADDENDUM IS ISSUED TO REVISE THE BID OPENING DATE.		
				BID OPENING DATE IS EXTENDED TO: 11/14/2006		
				BID OPENING TIME REMAINS: 1:30 PM		
				***** END ADDENDUM NO. 4 *****		
0001	1	EA		924-10		
				CONSULTING, EDUCATIONAL		
				***** THIS IS THE END OF RFQ EDD262572 ***** TOTAL:		

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE *Kristina J. Lewis* TELEPHONE 304-347-0431 DATE 11-13-06  
 TITLE Director, Business Operations FEIN 55-0484812 ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



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DATE PRINTED 10/23/2006	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
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BID OPENING DATE: 11/07/2006 BID OPENING TIME: 01:30PM

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
ADDENDUM NO. 3						
<p>THIS ADDENDUM IS ISSUED TO ANSWER QUESTIONS RECEIVED PRIOR TO THE OCTOBER 17, 2006 DEADLINE FOR TECHNICAL QUESTIONS. QUESTIONS CONCERNING BID SUBMISSION WILL STILL BE ANSWERED AND MAY BE SUBMITTED IN ANY FORMAT TO KRISTA FERRELL IN THE WEST VIRGINIA PURCHASING DIVISION AT 304-558-2596 (PHONE), 304-558-4115 (FAX) OR EMAIL AT KFERRELL@WVADMIN.GOV. ALSO TO ADD REVISED SPECIFICATION PAGES 8-12.</p> <p>THE BID OPENING DATE IS EXTENDED TO ALLOW VENDORS AN OPPORTUNITY TO INCORPORATE THESE ANSWERS INTO THEIR BID RESPONSES.</p> <p>BID OPENING DATE IS EXTENDED TO: 11/07/2006            BID OPENING TIME REMAINS: 1:30 PM</p> <p>***** END ADDENDUM NO. 3 *****</p>						
0001	1	EA		924-10		
CONSULTING, EDUCATIONAL						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Christina Lewis</i>	TELEPHONE 304-347-0431	DATE 11-13-06
TITLE Director, Business Operations	FEIN 55-0484812	ADDRESS CHANGES TO BE NOTED ABOVE

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**Addendum No. 3**  
**Answers to Technical Questions**

002

**Question:** Is a proposal required in addition to the number of hours?

**Answer:** No *Please refer to revised specifications for requirements.*

**Question:** What finished products are required?

**Answer:** Finished products include, but are not limited to:

- 1) Additional web-based resources to be added to the 21<sup>st</sup> Century Digital Resource
- 2) 21<sup>st</sup> Century Digital Resource CD
- 3) 21<sup>st</sup> Century Digital Resource web-based professional development course
- 4) National Board of Professional Teaching Standards web-based professional development course
- 5) 21<sup>st</sup> Century Digital Resource surveys and evaluations
- 6) Assist WVDE in the organization and promotion of the 21<sup>st</sup> Century Business Forums
- 7) Assist WVDE in the design of 21<sup>st</sup> Century model classrooms for 2006-2007

**Question:** Please explain exactly what is required for items #4 and #6.

**Answer:** Products for the 21<sup>st</sup> Century Digital Resource and the National Board Professional Teaching Standards web-based professional development include materials designed with, but no limited to:

- 1.) Audio/video technologies
- 2.) Flash
- 3.) Photoshop
- 4.) Web development
- 5.) Other technologies/software as needed

**Question:** Will the consultant be expected to be present in Charleston for the entire 500 hours or only periodically?

**Answer:** *Please see revised specifications for requirements.*

**Question:** Will the consultant be expected to attend every business forum? If so, where are the forums being held-various locations in WV-or-all locally in Charleston?

**Answer:** The consultant will not only need to attend each forum, but will need to make contacts and coordinate and facilitate each forum. The forum sites will be direct billed to the WVDE and are tentatively planned at the following locations: Charleston, Morgantown, Flatwoods, Beckley, etc.

**Question:** Since this is educational consulting services, what format will the deliverables be presented-collaborative meetings, documentation, actual technical development or a combination?

**Answer:** The format would be a combination of all of these.

**Question:** National Board Professional Teaching Standards course materials: In what form are these materials provided? Does NBPTS provide full web applications that would require integration in the WVDE's existing server environment? Or are these materials provided in database form for use in a custom application to be developed by the successful bidder? Or are these materials provide in the form of document files (such as Word or pdf) that the end user will access through a web based application developed by the successful bidder?

**Answer:** NBPTS course documents (currently in both Word and pdf formats) developed by West Virginia educators are currently located on the WVLeans-Desire to Learn (D2L) course management platform <http://wvlearns.k12.wv.us/>. The successful bidder will assist with the development of a new full complement of National Board documents, discussions, and materials to be determined by a design team to be hosted on D2L in the format of a course. We want to emphasize that the intended scope of this RFQ will be the development of new resources continuing from those already existing. Additional information regarding the NBPTS can be found at their site at <http://www.nbpts.org>.

**Question:** In what way does the work outlined in this RFQ relate to the material located at <http://wvde.state.wv.us/21stcenturydigitalresource/>. Will this new work replace or add to and enhance this existing site?

**Answer:** This work will add to and enhance the content currently located at <http://wvde.state.wv.us/21stcenturydigitalresource/>.

**Question:** Is the site referenced in question 2 the "21<sup>st</sup> Century orientation course? Or is the course something else? And if so, is there an online example of the course we can examine?

**Answer:** The site referenced in question 2, <http://wvde.state.wv.us/21stcenturydigitalresource/> is the site from which the course will be developed. There is currently no course, it will be the result of this RFQ.

**Question:** In what server environment (i.e. Coldfusion, ASP, PHP, .NET, etc) will the work be required to operate?

**Answer:** All work is static content to be placed on the D2L platform or on the website, <http://wvde.state.wv.us/21stcenturydigitalresource/>.

**Question:** The term "21<sup>st</sup> Century" is used repeatedly in the RFQ seems to refer to a specific title of a program or initiative. We have found a number of websites (i.e. [www.21learn.org](http://www.21learn.org) and [www.21centuryskills.org](http://www.21centuryskills.org) and many others) that seem to utilize this phrase in the title of their programs/initiatives. All refer to education, but it is unclear what relationship between many of these sites is and whether they are, in turn, part of a larger, single program/initiative. Is there a website that details the root of the "21<sup>st</sup> Century" program/initiative being utilized by the WVDE that you can provide us?

**Answer:** Reference the following site: <http://www.21centuryskills.org/>

NEED

An entity is needed to serve as a consultant for the West Virginia Department of Education to serve as a digital resource website designer and organizer of 21<sup>st</sup> Century business forums beginning October 2, 2006 and ending June 30, 2007.

1. Assist WVDE in the continued development of 21st century web-based resource materials; co-design effective instructional strategies and technology-based resources that complement/extend the WVDE 21<sup>st</sup> Century Digital Resource
2. Create alternative learning designs for online delivery of the 21st Century orientation course: CD, website and a web-based professional development course.
3. Facilitate the adaptation of National Board Professional Teaching Standards course materials to an asynchronous Web-based environment.
4. Co-design and create pedagogically sound course materials that require the integration of technology with instruction in online environments including multimedia authoring tools such as Flash™, Photoshop™, streaming media, audio/video technologies and other related software.
5. Assist in the analysis of learning goals, learners, and learning context for course design and evaluation.
6. Participate in the co-production of course materials that require the integration of technology with instruction including Web development, multimedia authoring tools, streaming media audio/video technologies and ensuring appropriate evaluation methods are included.
7. Participate in establishing course development schedules.
8. Employ effective time management strategies while working on multiple course development projects simultaneously.
9. Integrate all course elements and provide attention to detail and quality assurance in the development of electronic course materials
10. Assist WVDE in defining appropriate instructional strategies & philosophies in the preparation of courses & course redesign.
11. Provide knowledge & skills in instructional design, assessment, adult learning theories, instructional principles & practice.
12. Analyze existing instructional materials to identify potential areas for design modification using new technologies
13. Work collaboratively with WVDE staff & development teams to develop/promote a variety of support services
14. Assist WVDE development teams in the design of effective web-based instructional strategies in collaboration with content specialists and technical support.
15. Assist WVDE development teams in the design of effective web-based WVDE 21<sup>st</sup> Century Digital Resource surveys and evaluations
16. Assist WVDE in the promotion and organization of 21<sup>st</sup> Century business forums
17. Assist WVDE in the design of 21<sup>st</sup> Century model classrooms for 2006-07.



Requirements

Prior Experience

1. Development of 21<sup>st</sup> Century web-based coursework addressing the following topics: 21<sup>st</sup> century skills, tools and assessment and their integration within the existing classroom curriculum through an online collaborative environment. Vendor must provide the resume (or equivalent) of the current staff developer of the 21st Century web-based course. In addition as proof of the vendor's capability to provide the service outlined above, the vendor must be able to provide a link to the web-based course.
2. Design and delivery of 21<sup>st</sup> Century skills, tools and assessment professional development in multiple settings with teachers, administrators and district/state educators.
3. Develop and deliver baseline and summative surveys assessing knowledge of 21<sup>st</sup> century skills, tools and assessments for students, teachers and parents. Vendor must provide a sample of a previously used survey which meets the above criteria as documentation of their being qualified to meet this mandatory.
4. Develop and deliver local, state and national presentations regarding 21<sup>st</sup> century skills, tools and assessments utilizing recent innovations in web technologies.
5. Promotion and organization of 21<sup>st</sup> Century business forums. Vendor must provide a list of at least five (5) clients for whom 21st century business forums have been conducted. List must include business forum name and a current phone number and contact name for each forum.

Verification of Qualifications

The West Virginia Department of Education plans to hire a consultant who currently possesses experience and knowledge of the 21st Century Skills Tools and Assessments **It is preferred the vendor submit verifiable proof of their qualifications with their bid response. If not, the agency reserves the right to request this information after the bid opening and the vendor must provide requested information within 48 hours. Failure to provide current educational qualifications may result in disqualification of the vendor's bid.**

Funding

Position contingent upon receipt of Benedum Foundation funding.

Cost Proposal

Vendors are asked to submit rates, as outlined in the attached Bid Sheet, computed to include all incidentals such as travel or other reimbursable expenses. No additional expenses shall be paid except to the extent they are included in one of the rates on the attached Bid Sheet.

Travel

It is anticipated the vendor may be called upon to meet face-to-face with Department personnel for purposes of discussion regarding the project as it evolves. Thus, each vendor should determine an all-inclusive (including meals, incidentals, mileage costs, etc ) hourly rate for travel from their location to Charleston. The vendor should take the following into consideration when calculating this amount. The number of face-to-face meetings is estimated to be 15 all-day (8 hour) meetings with the vendor returning home each night (i.e. no overnight stays ) In addition we will estimate that 5 additional all-day meetings will involve one night overnight stay, thus incurring the additional expense of one night's lodging. Please develop and insert these rates and complete the appropriate section of the bid page. Note that the estimated number of meetings are to be used for evaluation purposes only, and the rate as bid will be established as a result of the contract.



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 Department of Administration  
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 Post Office Box 50130  
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RFQ NUMBER  
 EDD262572

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ADDRESS CORRESPONDENCE TO ATTENTION OF  
 KRISTA FERRELL  
 304-558-2596

RFQ COPY  
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VENDOR

SHIP TO

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 BUILDING 6  
 1900 KANAWHA BOULEVARD, EAST  
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DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS		
10/20/2006						
BID OPENING DATE: 11/02/2006		BID OPENING TIME 01:30PM				
LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	EA		924-10		
ADDENDUM NO. 2 THIS ADDENDUM IS ISSUED TO EXTEND THE BID OPENING DATE. TECHNICAL QUESTIONS SUBMITTED BEFORE THE OCTOBER 17, 2006 DEADLINE ARE BEING ANSWERED AND WILL BE ISSUED IN AN ADDENDUM AT A LATER DATE. BID OPENING DATE IS EXTENDED TO: 11/2/2006 BID OPENING TIME REMAINS: 1:30 PM ***** END ADDENDUM NO. 2 ***** CONSULTING, EDUCATIONAL ***** THIS IS THE END OF RFQ EDD262572 ***** TOTAL						
SEE REVERSE SIDE FOR TERMS AND CONDITIONS						
SIGNATURE <i>Krista J. Lewis</i>			TELEPHONE 304-347-0431		DATE 11-13-06	
TITLE Director, Business Operations			FEIN 55-0484812		ADDRESS CHANGES TO BE NOTED ABOVE	

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



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DATE PRINTED 10/12/2006	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
BID OPENING DATE: 10/19/2006		BID OPENING TIME 01:30PM		

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	EA		924-10		
<p style="text-align: center;">ADDENDUM NO. 1</p> <p>THIS ADDENDUM IS ISSUED TO SET A PERIOD FOR TECHNICAL QUESTIONS FOR THIS RFQ. TECHNICAL QUESTIONS MUST BE SUBMITTED IN WRITING TO KRISTA FERRELL IN THE WEST VIRGINIA PURCHASING DIVISION VIA FAX AT 304-558-4115 OR VIA EMAIL AT KFERRELL@WVADMIN.GOV. DEADLINE FOR TECHNICAL QUESTIONS IS 10/17/2006 AT 5PM. QUESTIONS RECEIVED PRIOR TO THIS DATE WILL BE ANSWERED BY ADDENDUM. QUESTIONS CONCERNING BID SUBMISSION MAY BE SUBMITTED AT ANY TIME AND IN ANY FORMAT.</p> <p>ALSO TO EXTEND THE BID OPENING DATE TO ALLOW FOR THE INCORPORATION OF THE ANSWERS INTO THE VENDORS BID RESPONSES.</p> <p>BID OPENING DATE IS EXTENDED TO: 10/26/2006          BID OPENING TIME REMAINS: 1:30 PM</p> <p>***** END ADDENDUM NO. 1 *****</p> <p>CONSULTING, EDUCATIONAL</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Christina J. Lewis</i>	TELEPHONE 304-347-0431	DATE 11-13-06
TITLE Director of Business Operations	FEIN 55-0484812	ADDRESS CHANGES TO BE NOTED ABOVE

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 Charleston, WV 25301

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DATE PRINTED 10/05/2006	TERMS OF SALE	SHIP VIA	FOB:	FREIGHT TERMS
BID OPENING DATE: 10/19/2006		BID OPENING TIME 01:30PM		

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	EA		924-10		
CONSULTING, EDUCATIONAL  REQUEST FOR QUOTATION OPEN END CONTRACT  THE WEST VIRGINIA PURCHASING DIVISION FOR THE AGENCY, THE WEST VIRGINIA DEPARTMENT OF EDUCATION, IS SOLICITING BIDS FOR AN OPEN END CONTRACT TO PROVIDE THE AGENCY WITH DIGITAL RESOURCE WEBSITE DESIGN AND ORGANIZATION OF 21ST CENTURY BUSINESS FORUMS ENDING JUNE 30, 2007 PER THE ATTACHED SPECIFICATIONS.  EXHIBIT 3  LIFE OF CONTRACT: THIS CONTRACT BECOMES EFFECTIVE ON UPON AWARD AND EXTENDS FOR A PERIOD OF ONE (1) YEAR OR UNTIL SUCH "REASONABLE TIME" THEREAFTER AS IS NECESSARY TO OBTAIN A NEW CONTRACT OR RENEW THE ORIGINAL CONTRACT. THE "REASONABLE TIME" PERIOD SHALL NOT EXCEED TWELVE (12) MONTHS. DURING THIS "REASONABLE TIME" THE VENDOR MAY TERMINATE THIS CONTRACT FOR ANY REASON UPON GIVING THE DIRECTOR OF PURCHASING 30 DAYS WRITTEN NOTICE.  UNLESS SPECIFIC PROVISIONS ARE STIPULATED ELSEWHERE IN THIS CONTRACT DOCUMENT, THE TERMS, CONDITIONS AND PRICING SET HEREIN ARE FIRM FOR THE LIFE OF THE CONTRACT.						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Kristina Lewis</i>	TELEPHONE 304-347-0431	DATE 11-13-06
TITLE Director of Business	FERN 55-0484812	ADDRESS CHANGES TO BE NOTED ABOVE

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10/05/2006				
BID OPENING DATE: 10/19/2006		BID OPENING TIME: 01:30PM		

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>RENEWAL: THIS CONTRACT MAY BE RENEWED UPON THE MUTUAL WRITTEN CONSENT OF THE SPENDING UNIT AND VENDOR, SUBMITTED TO THE DIRECTOR OF PURCHASING THIRTY (30) DAYS PRIOR TO THE EXPIRATION DATE. SUCH RENEWAL SHALL BE IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE ORIGINAL CONTRACT AND SHALL BE LIMITED TO TWO (2) ONE (1) YEAR PERIODS.</p> <p>CANCELLATION: THE DIRECTOR OF PURCHASING RESERVES THE RIGHT TO CANCEL THIS CONTRACT IMMEDIATELY UPON WRITTEN NOTICE TO THE VENDOR IF THE COMMODITIES AND/OR SERVICE SUPPLIED ARE OF AN INFERIOR QUALITY OR DO NOT CONFORM TO THE SPECIFICATIONS OF THE BID AND CONTRACT HEREIN.</p> <p>OPEN MARKET CLAUSE: THE DIRECTOR OF PURCHASING MAY AUTHORIZE A SPENDING UNIT TO PURCHASE ON THE OPEN MARKET, WITHOUT THE FILING OF A REQUISITION OR COST ESTIMATE, ITEMS SPECIFIED ON THIS CONTRACT FOR IMMEDIATE DELIVERY IN EMERGENCIES DUE TO UNFORESEEN CAUSES (INCLUDING BUT NOT LIMITED TO DELAYS IN TRANSPORTATION OR AN UNANTICIPATED INCREASE IN THE VOLUME OF WORK.)</p> <p>QUANTITIES: QUANTITIES LISTED IN THE REQUISITION ARE APPROXIMATIONS ONLY, BASED ON ESTIMATES SUPPLIED BY THE STATE SPENDING UNIT. IT IS UNDERSTOOD AND AGREED THAT THE CONTRACT SHALL COVER THE QUANTITIES ACTUALLY ORDERED FOR DELIVERY DURING THE TERM OF THE CONTRACT, WHETHER MORE OR LESS THAN THE QUANTITIES SHOWN.</p> <p>BANKRUPTCY: IN THE EVENT THE VENDOR/CONTRACTOR FILES FOR BANKRUPTCY PROTECTION, THIS CONTRACT IS AUTOMATICALLY NULL AND VOID, AND IS TERMINATED WITHOUT FURTHER ORDER.</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS			
SIGNATURE <i>Christina J Lewis</i>	TELEPHONE 304-347-0431	DATE 11-13-06	
TITLE Director of Business Operations	55-0484812	ADDRESS CHANGES TO BE NOTED ABOVE	

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<p>THE TERMS AND CONDITIONS CONTAINED IN THIS CONTRACT SHALL SUPERSEDE ANY AND ALL SUBSEQUENT TERMS AND CONDITIONS WHICH MAY APPEAR ON ANY ATTACHED PRINTED DOCUMENTS SUCH AS PRICE LISTS, ORDER FORMS, SALES AGREEMENTS OR MAINTENANCE AGREEMENTS, INCLUDING ANY ELECTRONIC MEDIUM SUCH AS CD-ROM.</p> <p>REV. 04/11/2001</p> <p style="text-align: center;">VENDOR PREFERENCE CERTIFICATE</p> <p>CERTIFICATION AND APPLICATION* IS HEREBY MADE FOR PREFERENCE IN ACCORDANCE WITH WEST VIRGINIA CODE, 5A-3-37 (DOES NOT APPLY TO CONSTRUCTION CONTRACTS).</p> <p>A. APPLICATION IS MADE FOR 2.5% PREFERENCE FOR THE REASON CHECKED:</p> <p>( ) BIDDER IS AN INDIVIDUAL RESIDENT VENDOR AND HAS RESIDED CONTINUOUSLY IN WEST VIRGINIA FOR FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION; OR</p> <p><input checked="" type="checkbox"/> BIDDER IS A PARTNERSHIP, ASSOCIATION OR CORPORATION RESIDENT VENDOR AND HAS MAINTAINED ITS HEAD-QUARTERS OR PRINCIPAL PLACE OF BUSINESS CONTINUOUSLY IN WEST VIRGINIA FOR FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION; OR 80% OF THE OWNERSHIP INTEREST OF BIDDER IS HELD BY ANOTHER INDIVIDUAL, PARTNERSHIP, ASSOCIATION OR CORPORATION RESIDENT VENDOR WHO HAS MAINTAINED ITS HEADQUARTERS OR PRINCIPAL PLACE OF BUSINESS CONTINUOUSLY IN WEST VIRGINIA FOR FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION; OR</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS.

SIGNATURE <i>Christina J. Luro</i>	TELEPHONE 304-347-0431	DATE 11-13-06
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BID OPENING DATE:		BID OPENING TIME		01:30PM

LINE	QUANTITY	UOP	CAT NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>( ) BIDDER IS A CORPORATION NONRESIDENT VENDOR WHICH HAS AN AFFILIATE OR SUBSIDIARY WHICH EMPLOYS A MINIMUM OF ONE HUNDRED STATE RESIDENTS AND WHICH HAS MAINTAINED ITS HEADQUARTERS OR PRINCIPAL PLACE OF BUSINESS WITHIN WEST VIRGINIA CONTINUOUSLY FOR THE FOUR (4) YEARS IMMEDIATELY PRECEDING THE DATE OF THIS CERTIFICATION.</p> <p>B. APPLICATION IS MADE FOR 2.5% PREFERENCE FOR THE REASON CHECKED:</p> <p>(X) BIDDER IS A RESIDENT VENDOR WHO CERTIFIES THAT, DURING THE LIFE OF THE CONTRACT, ON AVERAGE AT LEAST 75% OF THE EMPLOYEES WORKING ON THE PROJECT BEING BID ARE RESIDENTS OF WEST VIRGINIA WHO HAVE RESIDED IN THE STATE CONTINUOUSLY FOR THE TWO YEARS IMMEDIATELY PRECEDING SUBMISSION OF THIS BID;</p> <p>OR</p> <p>( ) BIDDER IS A NONRESIDENT VENDOR EMPLOYING A MINIMUM OF ONE HUNDRED STATE RESIDENTS OR IS A NONRESIDENT VENDOR WITH AN AFFILIATE OR SUBSIDIARY WHICH MAINTAINS ITS HEADQUARTERS OR PRINCIPAL PLACE OF BUSINESS WITHIN WEST VIRGINIA EMPLOYING A MINIMUM OF ONE HUNDRED STATE RESIDENTS WHO CERTIFIES THAT, DURING THE LIFE OF THE CONTRACT, ON AVERAGE AT LEAST 75% OF THE EMPLOYEES OR BIDDERS' AFFILIATE'S OR SUBSIDIARY'S EMPLOYEES ARE RESIDENTS OF WEST VIRGINIA WHO HAVE RESIDED IN THE STATE CONTINUOUSLY FOR THE TWO YEARS IMMEDIATELY PRECEDING SUBMISSION OF THIS BID.</p> <p>BIDDER UNDERSTANDS IF THE SECRETARY OF TAX &amp; REVENUE DETERMINES THAT A BIDDER RECEIVING PREFERENCE HAS FAILED TO CONTINUE TO MEET THE REQUIREMENTS FOR SUCH PREFERENCE, THE SECRETARY MAY ORDER THE DIRECTOR OF PURCHASING TO: (A) RESCIND THE CONTRACT OR PURCHASE</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Christina J. Lewis</i>	TELEPHONE 304-347-0431	DATE 11-13-06
TITLE Director of Business Operations	FEIN 55-0484812	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'





State of West Virginia  
 Department of Administration  
 Purchasing Division  
 2019 Washington Street East  
 Post Office Box 50130  
 Charleston, WV 25305-0130

# Request for Quotation

RFQ NUMBER:  
 EDD262572

PAGE:  
 5

ADDRESS CORRESPONDENCE TO ATTENTION OF:  
 KRISTA FERRELL  
 304-558-2596

RFQ COPY  
 TYPE NAME/ADDRESS HERE

Edvantia, Inc.  
 1031 Quarrier Street  
 Charleston, WV 25301

DEPARTMENT OF EDUCATION  
 BUILDING 6  
 1900 KANAWHA BOULEVARD, EAST  
 CHARLESTON, WV  
 25305-0330

VENDOR

SHIP TO

DATE PRINTED 10/05/2006	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
BID OPENING DATE: 10/19/2006		BID OPENING TIME 01:30PM		

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>ORDER ISSUED; OR (B) ASSESS A PENALTY AGAINST SUCH BIDDER IN AN AMOUNT NOT TO EXCEED 5% OF THE BID AMOUNT AND THAT SUCH PENALTY WILL BE PAID TO THE CONTRACTING AGENCY OR DEDUCTED FROM ANY UNPAID BALANCE ON THE CONTRACT OR PURCHASE ORDER.</p> <p>BY SUBMISSION OF THIS CERTIFICATE, BIDDER AGREES TO DISCLOSE ANY REASONABLY REQUESTED INFORMATION TO THE PURCHASING DIVISION AND AUTHORIZES THE DEPARTMENT OF TAX AND REVENUE TO DISCLOSE TO THE DIRECTOR OF PURCHASING APPROPRIATE INFORMATION VERIFYING THAT BIDDER HAS PAID THE REQUIRED BUSINESS TAXES, PROVIDED THAT SUCH INFORMATION DOES NOT CONTAIN THE AMOUNTS OF TAXES PAID NOR ANY OTHER INFORMATION DEEMED BY THE TAX COMMISSIONER TO BE CONFIDENTIAL.</p> <p>UNDER PENALTY OF LAW FOR FALSE SWEARING (WEST VIRGINIA CODE 61-5-3), BIDDER HEREBY CERTIFIES THAT THIS CERTIFICATE IS TRUE AND ACCURATE IN ALL RESPECTS; AND THAT IF A CONTRACT IS ISSUED TO BIDDER AND IF ANYTHING CONTAINED WITHIN THIS CERTIFICATE CHANGES DURING THE TERM OF THE CONTRACT, BIDDER WILL NOTIFY THE PURCHASING DIVISION IN WRITING IMMEDIATELY.</p> <p>BIDDER: Edvantia, Inc.</p> <p>DATE: 11-13-06</p> <p>SIGNED: <i>Christina J Lewis</i></p> <p>TITLE: Director of Business Operations</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS		
SIGNATURE <i>Christina J Lewis</i>	TELEPHONE 304-347-0431	DATE 11-13-06
TITLE Director of Business Operations	FEDIN 55-0484812	ADDRESS CHANGES TO BE NOTED ABOVE

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 Charleston, WV 25301

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DEPARTMENT OF EDUCATION  
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 CHARLESTON, WV  
 25305-0330

DATE PRINTED 10/05/2006	TERMS OF SALE 10/19/2006	SHIP VIA	F.O.B.	FREIGHT TERMS
BID OPENING DATE:		BID OPENING TIME		01:30PM

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>* CHECK ANY COMBINATION OF PREFERENCE IN EITHER "A" OR "B", OR BOTH "A" AND "B" WHICH YOU ARE ENTITLED TO RECEIVE. YOU MAY REQUEST UP TO THE MAXIMUM 5% PREFERENCE FOR BOTH "A" AND "B". (REV. 12/00)</p> <p style="text-align: center;">NOTICE</p> <p>A SIGNED BID MUST BE SUBMITTED TO:</p> <p style="text-align: center;">DEPARTMENT OF ADMINISTRATION          PURCHASING DIVISION          BUILDING 15          2019 WASHINGTON STREET, EAST          CHARLESTON, WV 25305-0130</p> <p>THE BID SHOULD CONTAIN THIS INFORMATION ON THE FACE OF THE ENVELOPE OR THE BID MAY NOT BE CONSIDERED:</p> <p>SEALED BID</p> <p>BUYER: 21</p> <p>RFQ NO.: EDD262572</p> <p>BID OPENING DATE: 10/19/2006</p> <p>BID OPENING TIME: 1:30 PM</p>						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Christina J. Lewis</i>	TELEPHONE 304-347-0431	DATE 11-13-06
TITLE Director of Business Operations	55-0484812	ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



State of West Virginia  
 Department of Administration  
 Purchasing Division  
 2019 Washington Street East  
 Post Office Box 50130  
 Charleston, WV 25305-0130

# Request for Quotation

RFQ NUMBER  
 EDD262572

PAGE  
 7

ADDRESS CORRESPONDENCE TO ATTENTION OF:  
 KRISTA FERRELL  
 304-558-2596

RFQ COPY  
 TYPE NAME/ADDRESS HERE

VENDOR

Edvantia, Inc.  
 1031 Quarrier Street  
 Charleston, WV 25301

SHIP TO

DEPARTMENT OF EDUCATION  
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 CHARLESTON, WV  
 25305-0330

DATE PRINTED 10/05/2006	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
BID OPENING DATE: 10/19/2006		BID OPENING TIME		01:30PM

LINE	QUANTITY	UOP	CAT NO	ITEM NUMBER	UNIT PRICE	AMOUNT
PLEASE PROVIDE A FAX NUMBER IN CASE IT IS NECESSARY TO CONTACT YOU REGARDING YOUR BID: 304-347-0487						
CONTACT PERSON (PLEASE PRINT CLEARLY) Technical Questions: Kimberly Hambrick, Director of Corporate Development Financial Questions: Chris Lewis, Director of Business Operations						
***** THIS IS THE END OF RFQ EDD262572 ***** TOTAL						

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE: *Christina J Lewis* TELEPHONE: 304-347-0431 DATE: 11-13-06

TITLE: Director of Business Operations 55-0484812 ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

NEED

An entity is needed to serve as a consultant for the West Virginia Department of Education to serve as a digital resource website designer and organizer of 21<sup>st</sup> Century business forums beginning October 2, 2006 and ending June 30, 2007

1. Assist WVDE in the continued development of 21st century web-based resource materials; co-design effective instructional strategies and technology-based resources that complement/extend the WVDE 21<sup>st</sup> Century Digital Resource.
  2. Create alternative learning designs for online delivery of the 21st Century orientation course: CD, website and a web-based professional development course
  3. Facilitate the adaptation of National Board Professional Teaching Standards course materials to an asynchronous Web-based environment.
  4. Co-design and create pedagogically sound course materials that require the integration of technology with instruction in online environments including multimedia authoring tools such as Flash<sup>TM</sup>, Photoshop<sup>TM</sup>, streaming media, audio/video technologies and other related software.
  5. Assist in the analysis of learning goals, learners, and learning context for course design and evaluation.
  6. Participate in the co-production of course materials that require the integration of technology with instruction including Web development, multimedia authoring tools, streaming media audio/video technologies and ensuring appropriate evaluation methods are included
  7. Participate in establishing course development schedules.
  8. Employ effective time management strategies while working on multiple course development projects simultaneously
  9. Integrate all course elements and provide attention to detail and quality assurance in the development of electronic course materials.
  10. Assist WVDE in defining appropriate instructional strategies & philosophies in the preparation of courses & course redesign.
  11. Provide knowledge & skills in instructional design, assessment, adult learning theories, instructional principles & practice
  12. Analyze existing instructional materials to identify potential areas for design modification using new technologies.
  13. Work collaboratively with WVDE staff & development teams to develop/promote a variety of support services
  14. Assist WVDE development teams in the design of effective web-based instructional strategies in collaboration with content specialists and technical support.
  15. Assist WVDE development teams in the design of effective web-based WVDE 21<sup>st</sup> Century Digital Resource surveys and evaluations.
  16. Assist WVDE in the promotion and organization of 21<sup>st</sup> Century business forums.
  17. Assist WVDE in the design of 21<sup>st</sup> Century model classrooms for 2006-07.
-

## Requirements

### Prior Experience

1. Development of 21<sup>st</sup> Century web-based coursework addressing the following topics: 21<sup>st</sup> century skills, tools and assessment and their integration within the existing classroom curriculum through an online collaborative environment.
2. Design and delivery of 21<sup>st</sup> Century skills, tools and assessment professional development in multiple settings with teachers, administrators and district/state educators
3. Develop and deliver baseline and summative surveys assessing knowledge of 21<sup>st</sup> century skills, tools and assessments for students, teachers and parents.
4. Develop and deliver local, state and national presentations regarding 21<sup>st</sup> century skills, tools and assessments utilizing recent innovations in web technologies
5. Promotion and organization of 21<sup>st</sup> Century business forums.

### Funding

Position contingent upon receipt of Benedum Foundation funding.

### Cost Proposal

Vendors are asked to submit an hourly rate computed to include all incidentals such as travel or other reimbursable expenses.

# Technical Proposal

Edvantia is uniquely suited to serve as a consultant for the West Virginia Department of Education in the capacity of offering Web and instructional design services as well as business forum planning and convocation

Founded in 1966, Edvantia, Inc. (formerly AEL) is a private, nonprofit, 501(c)(3) corporation governed by a five-member board of directors and led by a president/CEO. Headquartered in Charleston, West Virginia, with a branch office in Nashville, Tennessee, Edvantia delivers education services to the private sector and government agencies at the federal, state, and local levels. These services, which comply with NCLB and its requirements for scientifically based research, include intensive product and program evaluation, research reviews, rigorous research design (including randomized control trials) and implementation, technical assistance, and award-winning professional development programs.

Edvantia operates the Appalachia Regional Comprehensive Center, which serves Kentucky, North Carolina, Tennessee, Virginia, and West Virginia, and the National Science Foundation's Coalfield Rural Systemic Initiative, which serves portions of Virginia and West Virginia. In 2006, Edvantia was awarded a grant to operate a Parental Information Resource Center in West Virginia. From 1966 to 2006 Edvantia held the federal contract to operate the Regional Educational Laboratory serving Kentucky, Tennessee, Virginia, and West Virginia. Edvantia held the now-completed contracts for the ERIC Clearinghouse on Rural Education and Small Schools, the Eisenhower Regional Consortium for Mathematics and Science Education (serving Kentucky, Tennessee, Virginia, and West Virginia), and the Region IV Comprehensive Center (serving the same states and the Carolinas). Clients in the private sector include LeapFrog Enterprises Inc., AccuNet/AP, Texas Instruments, and Harcourt Inc., among others.

Over the past 5 years, Edvantia has efficiently managed more than \$100 million in contract revenue from an array of sources—state departments of education, foundations, school districts, education publishers, the U.S. Department of Education and other federal agencies, and individual schools in 21 states nationwide. Edvantia consistently meets performance and delivery requirements.

As an experienced provider of third-party evaluation services, Edvantia provides policymaker audiences with unbiased information to improve decision making. Comments from national, state, and local clients indicate that Edvantia is viewed as providing objective, reliable research and evaluation services as well as professional development and technical assistance services based on the best available evidence.

Edvantia has consistently met the performance and delivery requirements of clients such as the U.S. Department of Education, state and local agencies, and business customers. No contract has resulted in termination for default of performance, nor have any civil actions been presented regarding Edvantia as a contractor. Edvantia has never been debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any federal agency.

Examinations of Edvantia's contract records by federal, state, and local auditors have verified the accuracy of claims for expenditures, as well as the legitimacy of its cost accumulating systems. Policies for contractual, fiscal, and personnel matters are established by

the Edvantia Board of Directors and operationalized through written administrative guidelines. As required by corporation bylaws, presentations of Edvantia's activities and financial reports are provided at each quarterly meeting of the Board, and a certified audit is conducted at the end of each fiscal year. In annual reports to the Board, an independent auditing firm has reported no material weaknesses in Edvantia's internal control structure and no irregularities in amounts that would be considered material in relation to the financial statements as presented.

## Specific Experience

Edvantia proposes to accomplish the consulting services outlined in the Request for Quotation by having Dr. John D. Ross, Senior R&D Specialist at Edvantia, manage the work with support from staff specialists with expertise in Web design, professional development, evaluation and assessment, and convening and facilitating meetings. His resume may be found in Appendix A.

To support Edvantia's response to the request for quotation, please consider the following descriptions of prior experience:

**Development of 21<sup>st</sup> Century Web-based coursework.** Dr. Ross participated in the original forums sponsored by the Partnership for 21<sup>st</sup> Century Skills that led to the development of the Teaching and Learning Skills document, *Learning for the 21<sup>st</sup> Century: A Report and MILE Guide for 21<sup>st</sup> Century Skills*. As the Director of Technology for two national contracts Edvantia held with the U.S. Department of Education, Dr. Ross continues to attend and present at state and national meetings and conferences related to technology integration and 21<sup>st</sup> Century Skills. As the director of the Institute for the Advancement of Emerging Technologies in Education at Edvantia, Dr. Ross routinely worked with a national advisory board of technology researchers, practitioners, and educators and organized the delivery of an annual, national conference on technology and assessment.

Dr. Ross is an experienced instructional designer who has developed and delivered both face-to-face and online instruction and has managed the development of two Web-based courses, the *Principal Connections Online* series, housed on Edvantia's e-learning platform ([www.epd.edvantia.org](http://www.epd.edvantia.org)), that specifically address 21<sup>st</sup> Century skills as they relate to teaching, learning, and school management. These two courses were developed with input from state technology directors or their designees from five states across the southeast and include videos of classrooms, teacher interviews, and principal interviews from 15 exemplary schools as identified by state technology leaders.

In addition to these online courses, Dr. Ross was the content expert for the development of Edvantia's Administrators Guide to Technology Leadership (AGTL), launched in 2002. AGTL was a series of nine online course modules that focused on helping building-level administrators develop and implement a vision for technology integration through modeling effective technology planning and practice. The courses were originally delivered by the T.H.E. Institute to administrators across the country. In 2003, through a grant from the Bill & Melinda Gates Foundation, the courses were licensed by FloridaLeaders.net and delivered to more than



1,200 administrators in the Sunshine State for 2 years. An independent review of the grant (Cooley, 2004) indicated that principals who participated in the FloridaLeaders net program consistently rated Administrators Guide to Technology Leadership as one of the three most effective resources on the Web site: it was the only professional development resource to sustain this rating over time.

A guest account has been created for staff from the West Virginia Department of Education to review the Principal Connections courses. Here's how to login

1. visit [www.epd.edvantia.org](http://www.epd.edvantia.org) using any standard Web browser
2. use the following login information:
  - a. Username = WVDOE
  - b. Password (case sensitive) = Guest

**Design and delivery of 21<sup>st</sup> Century professional development.** Edvantia has 40 years of experience at providing high-quality professional development and technical assistance to educators at the school, district, and state levels. This assistance has covered a wide range of topics, such as school improvement, leadership development, school culture, integrating technology, and effective classroom instruction and assessment practices. During the past 5 years, Edvantia added the development and delivery of online professional development by leveraging its extensive experience in high-quality professional development and capitalizing on the advances in information and communication technologies. By 2007, more than 10,000 educators across the nation will have experienced one or more of Edvantia's online courses. A sample of the role groups that have and will participate in Edvantia's online courses includes regular and special education teachers in Reading First elementary schools in Tennessee and Georgia, teacher leaders and principals receiving leadership training in Alabama, and principals in Florida who have developed technology integration skills. Every level and role of educator possible has participated in Edvantia's face-to-face professional development over the past four decades.

Online courses at Edvantia are developed by a team of content, instruction, and technology experts. Dr. Ross is routinely involved in the development of online courses at Edvantia. These courses are developed according to guidelines based on standards from such organizations as the National Staff Development Council and possess components of effective professional development as determined through a review of research on face-to-face and online professional development. These internal guidelines were developed by a staff workgroup led by Dr. Ross. All Edvantia products and publications are also subjected to a rigorous quality assurance process. On large projects, staff technical writers and editors are part of the product development team, where they assist researchers, evaluators, and professional development specialists. All products and publications follow Edvantia's Product Quality Assurance Process. Products requiring external review as part of this process must meet the U.S. Department of Education's Quality Assurance Surveillance Protocol (QASP).

**Develop and deliver baseline and summative surveys, tools, and assessments related to 21<sup>st</sup> Century Skills.** When he directed the Institute for the Advancement of Emerging

Technologies in Education, Dr. Ross was responsible for organizing and often facilitating a national conference on the role of technology for supporting assessment in education. This 5-year conference series held in conjunction with national education organizations (e.g., National School Boards Association, American Educational Research Association, Council of Chief State School Officers) involved experts from across the nation who helped to share best practices and experiences and to identify needs and trends in assessment and technology. Featured presenters for the series included Dr. Eva Baker from the National Center for Research on Evaluation, Standards, and Student Testing, Dr. Chris Dede, Harvard Graduate School of Education, Dr. Jim Pellegrino, University of Illinois at Chicago, and representatives of states leading the technology and assessment efforts across the nation, including Oregon, Virginia, Texas, and West Virginia.

Edvantia has provided training, consulting, research, and evaluation services to thousands of education practitioners, officials, and product and service providers nationwide. Edvantia's research and evaluation staff have 40 years of experience developing and delivering assessment and evaluation instruments including surveys, focus group interviews, and customized evaluations. These services have been provided to school, district, state, and national efforts. Among these is the 21<sup>st</sup> Century implementation rubric developed by Dr. Ross and colleagues for Edvantia's Instruction and Learning Appraisal (ILA). Based on a review of research in areas related to Edvantia's school improvement framework, the rubric is currently being piloted in the 16 high schools that make up West Virginia's 21<sup>st</sup> Century High Schools that Work network. This rubric is being used to gather baseline data on technology integration efforts related to effective teaching, purposeful student assessment, school-family-community relationships, and other areas.

Edvantia staff have a great deal of survey research expertise and are adept at managing survey sampling, coverage, measurement, and nonresponse errors—all of which are important components of survey research (Dillman, 2000). Surveys are standardized instruments that help ensure reliability, generalizability, and validity. Most questions are closed-ended, meaning that response options are provided; some open-ended questions may be included, to offer respondents the opportunity to express their opinions or suggestions. Advantages of using surveys are numerous; they gather a wealth of information (attitudes, values, beliefs, and behaviors) from a large number of respondents, permit generalization using only a sample of a given population; can demonstrate psychometric properties (i.e., reliability, validity), can determine statistical significances, are easy to administer, and are cost effective. Conversely, surveys also depend on truthfulness and accuracy of self-reported data, focus on the individual as the unit of analysis, may result in nongeneralizable findings if nonrespondents differ in some way from respondents, and may not provide a sufficiently insightful level of analysis.

Edvantia has specific expertise in creating and validating psychometrically sound survey instruments. Three such surveys include the Continuous School Improvement Questionnaire (CSIQ), the Measure of School Capacity for Improvement (MSCI), and the Perceptions Of School Culture (POSC). Each has been fully pilot tested, field-tested, validated, and normed in large-scale national studies to assure their utility and precision in measuring the perceptions of professional staff about their schools' strengths and weaknesses. Psychometric measures included reliability (internal and test-retest) and validity (content, construct, and concurrent). Sample surveys may be found in Appendix B.

**Develop and deliver local, state, and national presentations regarding 21<sup>st</sup> Century skills, tools, and assessments.** Dr. Ross is an experienced classroom teacher, professional development provider, and presenter, who has presented at state, national, and international meetings and conferences on issues related to technology. His presentation venues include state technology conferences, such as Florida, Kentucky, and Virginia. He has also presented at national conferences including the American Association of School Administrators (AASA), American Educational Research Association (AERA), Association for Supervision and Curriculum Development (ASCD), Consortium for School Networking (CoSN), National Conference on Large-Scale Assessment sponsored by the Council of Chief State School Officers (CCSSO); National Educational Computing Conference (NECC), and the National School Boards Association (NSBA T+L). His international presentations include the Association for the Advancement of Computing in Education (AACE), the Association for Communications and Technology (AECT), and the World Conference on Educational Multimedia, Hypermedia & Telecommunications (ED-MEDIA). Dr. Ross has also been an invited presenter for live and virtual events from organizations such as the Software and Information Industry Association (SIIA) and the Heller Reports.

**Promotion and organization of 21<sup>st</sup> Century business forums.** Edvantia staff are experienced at organizing, administering, and facilitating local, regional, and national forums on diverse topics. Edvantia staff have routinely organized and administered multiday leadership forums and professional development events related to topics such as technology integration or school improvement for the states within its region. Examples include work performed for the West Virginia Closing the Achievement Gap Liaisons (CAGS), the Virginia Technical Assistance Program specialists, and the Tennessee Exemplary Educators.

From January 2005 to May 2006, the state of West Virginia contracted with Edvantia to provide job-embedded, long-term professional development to the CAGs. Edvantia provided professional development on the specific skills and strategies listed in the WVDE job description for CAGs, including needs assessment analysis, improvement planning, curriculum alignment, and organizational strategies to create schools that are high-performing learning centers. On occasion, Edvantia provided other activities in response to state requests.

From 2001 to 2005, Edvantia provided training to external facilitators working in Virginia schools receiving CSR grants. The program from 2003-2005 was called the Technical Assistance Providers (TAPs) program. TAPs were members of their school leadership teams; other team members were the principal, a division representative, lead teacher, and teacher/program coordinator. TAPs participated in Edvantia training designed to build their capacity as school improvement specialists and in training for school leadership teams. Edvantia provided and managed a Web site where TAPs documented their school visits according to a protocol. The TAPs used a menu to select which topic was addressed. They logged how many hours were spent, who they met with, what they did, the results of their efforts, and next steps. The program director prepared for each face-to-face meeting by using these data to graph how many visits were made and how many hours were spent in areas such as using data or curriculum alignment. The Web site also provided a central location where TAPs could upload documents.

that provided detailed information about school visits and programs. Edvantia also maintained an active Listserv.

To bolster school reform efforts in low-performing schools, the Tennessee Department of Education established the Tennessee Exemplary Educators program in 2001. Exemplary Educators assist low-performing schools and school systems improve student performance. Generally, these specialists have been assigned to schools that serve predominantly economically disadvantaged students. Since the program's establishment, Edvantia has designed and delivered more than 200 hours of highly specialized professional development annually to as many as 120 Exemplary Educators who work with administrators and staff to identify critical needs and implement positive changes. In 2002, Edvantia collected baseline data from the 5,000 teachers and administrators involved in the program and used this data to guide improvements in the program and to help determine its effectiveness. A third-party evaluation of Edvantia training yielded highly positive responses from clients

Edvantia staff also routinely develop and facilitate day-long institutes in conjunction with state or national meetings, such as conferences by the National Center for Family Literacy or the Council of Chief State School Officers. Edvantia staff are also experienced in the development and delivery of virtual meetings supported by online presentations, document sharing and creation, and interactive polling and communications. Staff with the Appalachia Regional Comprehensive Center (ARCC) at Edvantia participate in monthly virtual meetings as well as periodic virtual meetings with board members or partner organizations. As the Director of Technology for the ARCC, Dr. Ross has helped staff at Edvantia and partner organizations better understand and experience information and communication technologies that can support work from a distance.

### **Client References**

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Executive Director of School Improvement

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Nancy.loy@ed.gov

## Resources

Cooley, F. E. (2004). *FloridaLeaders.net summative evaluation project*. Report prepared for the Florida Department of Education, Tallahassee, FL: Cooley & Company.

Dillman, D. A. (2000) *Mail and internet surveys. The tailored design method (2nd ed.)*. New York: John Wiley & Sons.

# Cost Proposal

## Cost Proposal

As instructed in the RFQ, Edvantia is providing the hourly rate calculated for this work. The rate includes travel and all other expenses except as noted in addendum 3. Please note that the hourly rate is calculated based on the expertise of various staff needed to accomplish the work and does not reflect just one individual. Edvantia acknowledges that the projected figure of 500 hours for this project is an estimate and the actual hours worked will depend on the scope of each activity. Edvantia estimates 82.5 hours are required to create and post an online survey for a single population, with this figure including associate and senior-level research staff, support, and editors and proofreaders who ensure adherence to quality assurance standards. Finally, developing an online course that equates to three graduate credits requires significantly more time than a course that lasts one hour. Upon successful engagement, Edvantia is prepared to provide estimates for time and personnel for all required activities and events.

It is important to note the hourly rate does not include the costs for two services that may become necessary depending on the project:

1. On-location video recording and editing by a third party. Edvantia staff are fully experienced in creating storyboards, finding and managing video shoots, obtaining all required permissions and consent from adults and students, and guiding and reviewing the editing process. The hourly rate can be used to support the work of Department video staff as well as external video crews, but the costs for these additional personnel are not included in this budget.
2. Programming of interactive multimedia interfaces for CDs through the use of languages such as C++ or software applications such as Authorware. The hourly rate does include the creation of resource CDs that may use text, graphic, or video-based resources. Staff at Edvantia do have experience in developing more sophisticated CD environments and can guide Department staff in decisions about appropriate types of software for highly interactive CDs as well as determining return on investment for these resources.



**Price Quotations:**

008

The price(s) quoted in the bidder's proposal will not be subject to any increase and will be considered firm for the life of the contract.

Any anticipated overhead, support staff, travel expenses, indirect costing of expenses or any other reimbursable expenses must be incorporated into the vendor's fee. No separate payments for these types of expenses will be made, and they shall be considered the sole responsibility of the vendor.

**BID SHEET**

**Vendor Name:** Edvantia, Inc.  
1031 Quarrier Street  
**Vendor Address:** Charleston, WV 25301  
  
  
**Vendor Phone:** 304-347-0400

**Hourly rate for the completion of tasks described in the attached RFQ.**

500\* hours x \$ 89.21 rate = \$ 44,605.00  
Meeting rate: 20 x 8 hours a day x \$152.00 HOURLY rate = \$24,320.00  
Overnight lodging add-on: 5 nights x \$115.00 lodging rate = \$ 575.00  
TOTAL = \$69,500.00

NOTE: Any anticipated travel expenses will need to be accounted for and included in the determination of the above rate

\* The hours established above are only an estimation of the quantity expected and are to be used for evaluation purposes only. The actual number of hours will vary and thus the contract shall be considered open-ended. The rates will be established as a result of the bid submitted, and will be considered firm during the life of the contract.

009

# AFFIDAVIT

**West Virginia Code §5A-3-10a states:**

No contract or renewal of any contract may be awarded by the state or any of its political subdivisions to any vendor or prospective vendor when the vendor or prospective vendor or a related party to the vendor or prospective vendor is a debtor and the debt owned is an amount greater than one thousand dollars in the aggregate.

**DEFINITIONS:**

"Debt" means any assessment, premium, penalty, fine, tax or other amount of money owed to the state or any of its political subdivisions because of a judgment, fine, permit violation, license assessment, defaulted workers' compensation premium, penalty or other assessment presently delinquent or due and required to be paid to the state or any of its political subdivisions, including any interest or additional penalties accrued thereon

"Debtor" means any individual, corporation, partnership, association, limited liability company or any other form or business association owing a debt to the state or any of its political subdivisions.

"Political subdivision" means any county commission; municipality; county board of education; any instrumentality established by a county or municipality; any separate corporation or instrumentality established by one or more counties or municipalities, as permitted by law; or any public body charged by law with the performance of a government function or whose jurisdiction is coextensive with one or more counties or municipalities

"Related party" means a party, whether an individual, corporation, partnership, association, limited liability company or any other form or business association or other entity whatsoever, related to any vendor by blood, marriage, ownership or contract through which the party has a relationship of ownership or other interest with the vendor so that the party will actually or by effect receive or control a portion of the benefit, profit or other consideration from performance of a vendor contract with the party receiving an amount that meets or exceeds five percent of the total contract amount.

**EXCEPTION:**

The prohibition of this section does not apply where a vendor has contested any tax administered pursuant to chapter eleven of this code, workers' compensation premium, permit fee or environmental fee or assessment and the matter has not become final or where the vendor has entered into a payment plan or agreement and the vendor is not in default of any of the provisions of such plan or agreement.

**LICENSING:**

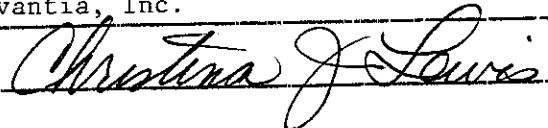
The vendor must be licensed in accordance with any and all state requirements to do business with the state of West Virginia.

**CONFIDENTIALITY:**

The vendor agrees that he or she will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the agency's policies, procedures and rules. Vendors should visit [www.state.wv.us/admin/purchase/privacy](http://www.state.wv.us/admin/purchase/privacy) for the Notice of Agency Confidentiality Policies.

Under penalty of law for false swearing (West Virginia Code, §61-5-3), it is hereby certified that the vendor acknowledges the information in this said affidavit and are in compliance with the requirements as stated

Vendor's Name: Edvantia, Inc.

Authorized Signature:  Date: November 13, 2006

**Appendix A: Resume**

## **John Douglas Ross, Ph.D.**

### ***Professional Experience***

**Edvantia**, Charleston, West Virginia 1999 to present  
Senior R&D Specialist, Instructional Technology  
Director of Technology, Appalachia Regional Comprehensive Center

Researcher, writer, presenter, and multimedia designer specializing in educational technology and K-12 school improvement for a not-for-profit educational corporation. Frequent presenter at regional and national conferences and contributing member to national leadership groups, such as the Partnership for 21st Century Skills. Numerous stand-alone and Web-based multimedia credits as instructional designer, content expert, media developer, and project manager. Coordinated the development of instructional design standards that became corporate policy and corporate-wide distance-learning environment called ePD at Edvantia.

**Virginia Tech**, Blacksburg, Virginia 1996 to 1999  
Instructor and Teaching Assistant

Teaching assistant and instructor for "History and Analysis of Musical Styles," a sophomore-level required course designed to provide music majors with critical analysis skills based on the tradition of Western Art Music. Instructional designer for technology-supported instructional program for Department of English, as well as teaching assistant for Faculty Development Institute.

**Longwood College**, Farmville, Virginia Fall 1997  
Developer and Instructor, Web-based course: MUSC 349: Marching Band Methods

Developed curriculum and designed all associated Web pages, graphics, and animations for distance-based course that provided necessary skills for undergraduate music education majors. Course covered all aspects of designing and implementing the modern high school marching band program.

**York High School**, Yorktown, Virginia 1989 to 1996  
Director of Bands

Organized and taught all aspects of marching, concert, and jazz bands in a program that expanded from 45 to 120 students over 7 years. Numerous individual and program awards include *DownBeat Magazine's* "Most Outstanding Classical Instrumental Ensemble" and Grand Champion of both the Shenandoah Apple Blossom Festival and Toronto Fiesta-val. Nominated "Teacher of the Year," 1996.

**Clute Intermediate School**, Brazosport I.S.D., Clute, Texas 1986-1989  
Director of Bands

Taught symphonic, concert, and beginning bands in a program that was developed from 70 to more than 200 participants in a school of 600 students. Created and taught Jazz Ensemble

### ***Education***

**Virginia Tech**, Blacksburg, Virginia 1996-1999  
*Ph.D., Curriculum and Instruction, Instructional Technology*. College of Human Resources and Education  
Dissertation: "Regulating Hypermedia: Self-Regulation Learning Strategies in a Hypermedia Environment"

**University of Texas at Austin**, Austin, Texas 1985-1986  
*Master of Music in Music Education*  
Thesis: "Evaluating Aural Music Skills Courseware"

**University of South Carolina**, Columbia, South Carolina 1981-1985  
*Bachelor of Music Education, Magna Cum Laude*  
Outstanding senior for academic and extracurricular excellence. Dean's list every semester. Academic and music scholarships every semester. Member: Mortar Board Pi Sigma Alpha national honor society, Phi Mu Alpha Sinfonia professional men's music fraternity, Pi Kappa Lambda national honorary music fraternity.

### ***Guest Panelist and Invited Presentations***

Software & Information Industry Association. *Guidelines for Software Implementation: What Works and What Doesn't*. Invited panelist at the Florida Educational Technology Conference (FETC), March 24, 2006.

American Education Corporation. *Scientific-Based Research in the Real World. Practical Practices*. Invited panelist at the National Educational Computing Conference (NECC), June 28, 2005.

Software & Information Industry Association. *Guidelines from Vendors and Customers for Successful Implementation*. Moderator for panel at the SIIA Ed Tech Industry Summit, May 25, 2005.

*How Are Schools Coping with Data-Driven Decision-Making Mandates and What Are the Opportunities for You?* Invited panelist for virtual roundtable sponsored by the *Heller Reports* (16 April 2004). Transcript available at <http://www.hellerreports.com/roundtables/content/041604.aspx?Id=37>

Software & Information Industry Association. *What is the Real Impact of Technology in the Classroom? An Industry Perspective*. Invited panelist at the Florida Educational Technology Conference (FETC), January 22, 2004.

*Technology Horizons. New and Emerging Technologies in Education*. Invited presentation at the Council of Chief State School Officers (CCSSO) Mega-SCASS, New Orleans, LA January, 25, 2003.

### ***Selected Presentations and Publications***

Ross, J., Cennamo, K., & Ertmer, P (scheduled release 2007). *Developing competency: A standards-based approach to technology integration*. Belmont, CA: Thomson Learning (textbook in press).

Angius, S., Cox, T, Harsh, S, & Ross, J. (2006). *Instruction and learning appraisal*. Presentation at the national conference of the Association for Supervision and Curriculum Development (ASCD), Chicago, IL.

AEL. (2004). *Are you ready for classroom formative assessments aligned with state standards ...online?* Moderator for full-day pre-session to the National Conference on Large-Scale Assessment sponsored by the Council for Chief State School Officers, San Antonio, TX, June 18, 2005

Ross, J., & Zeisler, A. (2005). *Determining your TCO: Introduction to the revised K12 Total Cost of Ownership Calculator*. Presentation at the annual Florida Educational Technology Conference (FETC), Orlando, FL, January 26-29, 2005

AEL. (2004). *Technology for assessment: Tackling the policy issues*. Moderator for full-day pre-session to the National Conference on Large-Scale Assessment sponsored by the Council for Chief State School Officers, Boston, MA, June 19, 2004.

Corallo, C., & Ross, J. (2004). *Data Connections: Using data to create lessons and assessments matched to SOLs*. Presentation at the 10<sup>th</sup> annual Educational Technology Leadership Conference sponsored by the Virginia Department of Education, Roanoke, VA, December 1-3, 2004.

Ross, J. (2004) *Online professional development developing high-quality teachers online. Results of statewide professional development*. Presentation at the 10<sup>th</sup> annual Educational Technology Leadership Conference sponsored by the Virginia Department of Education, Roanoke, VA, December 1-3, 2004.

Ross, J. D., & Pollock, H. (2004). *Training leaders online: The Florida experience*. Presentation at the 9<sup>th</sup> annual K-12 School Networking Conference for the Consortium for School Networking (CoSN), Alexandria, VA March 4, 2004.

- Ross, J., Thigpin, C., Cavalluzzo, L., Guzman, J., & Patterson, L. (2004). *Reading teachers first. Statewide implementation of ePD*. Paper presented at the e-Learn World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education sponsored by the Association for the Advancement of Computing in Education (AACE), Arlington, VA, November 1-5, 2004.
- AEL. (2003). *Educational technology plan for Virginia*. Charleston, WV: Author. (Wrote reviews of literature sections)
- Redfield, D., McGraw, T., & Ross, J. (2003). *Toward a national research agenda for improving the intelligence of assessment through technology*. Full-day professional development session at the annual meeting of the American Educational Research Association, Chicago, IL, April 23, 2003
- Ross, J. D. (2003). *Data-based decision making: Research based tools for schools*. Presentation at the American Association of School Administrators (AASA) Rural and Small School Leaders Conference, Park City, UT. July 15, 2003.
- Ross, J. D., Sheinker, J., & Redfield, D. (2003). *Data-based decision making: Resources for educators*. Presentation at the Large-Scale Assessment Conference sponsored by the Council of Chief State School Officers (CCSSO), San Antonio, TX. June 23, 2003.
- Cennamo, K., Ross, J. D., & Rogers, C. (2002). Evolution of a Web-enhanced course incorporating strategies for self-regulation. *Educause Quarterly*, 25(1), 28-33
- McGraw, T. M., & Ross, J. D. (2002). *Using imperceptible digital watermarking to transform educational media*. Presentation at the annual meeting of the Association for Educational Communications and Technology (AECT), Dallas, TX. November 14, 2002.
- McGraw, T. M., & Ross, J. D. (2002). *Introduction to the Institute for the Advancement of Emerging Technologies in Education (IAETE)*. Presentation at the Florida Educational Technology Conference, Orlando, FL, March 6-8, 2002.
- Ross, J. D. (2002). *K-12 TCO calculator*. Presentation at the annual meeting of the National School Boards Association (NSBA) Technology + Learning Conference, Dallas, TX. November 14, 2002
- Ross, J. D., & Hambrick, K. (2002). *Technology's potential to support assessments that empower student learning. A research synthesis*. (Unpublished white paper.) Charleston, WV: AEL.
- Ross, J. D., & Zeisler, A. (2002). *K-12 TCO Calculator*. Presentation at the 7<sup>th</sup> Annual K-12 School Networking Conference for the Consortium for School Networking (CoSN), February 27, 2002. Alexandria, VA.

- McGraw, T. M., & Ross, J. D. (2001) Paper and pixels in search of the ultimate textbook *Insight, 1*(1).
- McGraw, T. M., Ross, J. D., Greenspan, S., Weimer, D., Basso, A., & Gregg, S. (2001) Combining telephony and interactive television to facilitate effective communication between schools and families. *Insight, 1*(1).
- McGraw, T. M., Ross, J. D., & Whaley, S. C. (2001). *Connecting textbooks and the Internet, Transforming educational media through imperceptible digital watermarking*. Paper presented at the World Conference on Educational Multimedia, Hypermedia & Telecommunications (ED-MEDIA), Tampere, Finland, June 27, 2001
- Ross, J. D. (2001). The Knowledge Loom: Weaving together best practices and research. *Knowledge Quest, 29*(5), 43-44.
- Ross, J. D., McGraw, T. M., & Burdette, K. (2001) *Toward an effective use of technology in education: A summary of research*. Charleston, WV: AEL.
- Cennamo, K., & Ross, J. D. (2000) *The effectiveness of web-based supports for self-regulation*. Paper presented at the Association for Educational Communications & Technology (AECT) International Conference, Denver, Colorado. October 26-28, 2000.
- Cennamo, K., & Ross, J. D. (2000). *Strategies to support self-directed learning in a Web-based course* Presented at the annual meeting of American Educational Research Association (AERA), New Orleans, LA. April 27, 2000.
- Cennamo, K., & Ross, J. D. (2000). *Strategies to support self-directed learning in a Web-based course* Presented at DEC2000, Austin, TX. January 27, 2000
- McGraw, T. M., & Ross, J. D. (2000) *Distance-based and distributed learning: A decision tool for education leaders*. Poster session presented at WebNet 2000 World Conference on the World-Wide Web and Internet, San Antonio, TX. November 1, 2000.
- McGraw, T. M., & Ross, J. D. (2000) *Distance-based and distributed learning: A decision tool for education leaders* Charleston, WV: AEL, Inc.
- McGraw, T. M., Ross, J. D., Blair, B., Hambrick, K. & Bradley, K. (2000). *Educational software use: The 2000 report*. Charleston, WV: AEL, Inc.
- Ross, J. D. (2000) *Learning strategies for online learners: Using theory to design Web-based instruction*. Presented at Kentucky Teaching and Learning Conference, Lexington, KY. February 3, 2000
- McGraw, T. M., Blair, B., & Ross, J. D. (1999) *Educational software use: Results from a 1999 regional survey* Charleston, WV: AEL, Inc.



Ross, J. D. (1999). *Regulating hypermedia. Self-regulation learning strategies in a hypermedia environment*. Presented at Eastern Educational Research Association (EERA), Hilton Head, SC. February 24, 1999

### ***Multimedia and Web-Based Projects***

#### *Administrators Guide to Technology Leadership* (2000)

Nine online course modules designed to support building-level administrators with issues concerning technology integration. Incorporates Principal Connections CD-ROM Delivered by FloridaLeaders.net to more than 1,200 principals per year across the state

- Project manager
- Instructional designer
- Sole content developer
- Media programmer

#### *Comprehensive Literacy Program* (2003)

A series of Web-based professional development modules designed specifically to assist K-3 teachers in implementing a scientifically based reading program that will enable all students to read well by the end of the third grade. Developed for the Tennessee Department of Education's Reading First initiative and delivered to more than 1,300 teachers across the state beginning January 2004

- Project manager
- Instructional designer
- Media programmer

#### *Data-Based Decision Making: Resources for Educators* (2003)

[<http://www.ael.org/dbdm/>]

This Web tool provides guidance through the steps of data-based decision-making processes to support school improvement. Includes explanations, examples, real school stories, and a searchable, annotated bibliography of tools and resources that can help schools build effective data-based decision making systems. Conducted pilot study, training sessions with state-level administrators, and a field test across 21 states

- Database & Web programmer
- Graphic designer

#### *K-12 Educational Technology System Total Cost of Ownership Calculator* (2002)

[<http://www.iaete.org/tco/>]

Web-based calculator designed to support school leaders who must make critical decisions about technology purchases and to calculate approximate costs for implementing a school's 5-year technology plan.

- Database & Web programmer
- Graphic designer

*Knowledge Loom* Technology Leadership Spotlight (2000) [<http://www.knowledgeloom.org>]  
Web content featuring resources, school stories, and an expert panel on technology integration for school administrators. Operated by the LAB at Brown for the U.S. Department of Education.

- Sole content developer

*Principal Connections: A Guide to Technology Leadership* (2000)

CD-ROM designed to help school leaders promote technology integration throughout teaching, learning, and school management. Used in more than 30 states, with whole-scale adoption by the states of Florida, New Jersey, and North Carolina.

- Lead content developer

## Appendix B: Sample Surveys and Rubrics

# Continuous School Improvement Questionnaire (CSIQ)<sup>TM</sup>

# Continuous School Improvement Questionnaire (CSIQ)™

School Name: \_\_\_\_\_ District Name: \_\_\_\_\_

**Directions:**

Please fill in the six digits of your "Identification Number" in the spaces to the right. This number ensures anonymity and is easy to generate. It consists of the two digits of your birth month (i.e., January = 01, October = 10) and the last four digits of your Social Security Number (SSN). This identification number will be used by the researchers only to match your responses on the instruments you complete (should your school use more than one Edvantia instrument or use this instrument again in the future). This number will not be shared outside of Edvantia, and no individuals will be identified in any reports that may be generated using the data you provide.

Identification Number	
____	____
____	____
Birth Month	Last 4 digits of SSN

Please respond to the survey individually and do not discuss or share your responses with any other survey recipient until all of the surveys have been completed and returned. Please ensure that you consider the options carefully before selecting your responses and that you can complete the survey without interruption. If you are asked to complete more than one survey at a time, please do not compare your responses on the different surveys.

Read each item and then rate the extent to which you believe it is true for your school. Using a scale of 1 to 6, with a '1' indicating that the behavior is "Not present" and a "6" indicating the behavior is "Present to a high degree," completely fill in the appropriate bubble.

Like this: ● Not this: ☒ ☑

Not Present		Present to some extent		Present to a high degree
①	②	③	④	⑤
				⑥

- |    |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|
| 1  | Classroom practice—what is taught and what is tested—is tied to schoolwide goals . . . . .  | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 2  | Assessment data are used to improve student performance . . . . .   | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 3  | Multiple channels of communication keep segments of the school community well informed . . . . .                                  | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 4  | The school administration believes in shared leadership . . . . .   | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 5  | Schoolwide goals for student learning motivate teachers to provide good instruction . . . . .                                     | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 6  | Teachers use a variety of instructional practices . . . . .   | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 7  | During classroom observations, the principal seeks evidence that learning activities are part of the written curriculum . . . . . | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 8  | Teachers are searching for ways to improve their teaching . . . . .   | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 9  | The principal's leadership style is characterized by "delegating power to" rather than "exercising power over" . . . . .          | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 10 | Teachers question established instructional procedures for the purpose of improving student learning . . . . .                    | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 11 | The assessment program is based on standards or clear criteria for student performance . . . . .                                  | ① | ② | ③ | ④ | ⑤ | ⑥ |
| 12 | School goals focus on results for students . . . . .  | ① | ② | ③ | ④ | ⑤ | ⑥ |

	Not Present	Present to some extent	Present to a high degree
13 Teachers help students develop a feeling of being able to control their own futures . . . . .	①	②	③ ④ ⑤ ⑥
14 Decisions regarding use of resources—time, money, space, etc —are made by reference to how well they contribute to schoolwide goals . . . . .	①	②	③ ④ ⑤ ⑥
15 Our school community frequently talks about ways to improve student assessment . . . . .	①	②	③ ④ ⑤ ⑥
16 The school is proactive in interpreting assessment results for members of the community . . . . .	①	②	③ ④ ⑤ ⑥
17 There is evidence that the rigor of the curriculum enhances student learning	①	②	③ ④ ⑤ ⑥
18 The use of assessment data is addressed before assessment procedures are established . . . . .	①	②	③ ④ ⑤ ⑥
19 Opportunities are provided for teachers to develop leadership skills . . . . .	①	②	③ ④ ⑤ ⑥
20 Teachers are striving to improve their own effectiveness . . . . .	①	②	③ ④ ⑤ ⑥
21 School goals focus attention on priorities . . . . .	①	②	③ ④ ⑤ ⑥
22 Both teachers and school administrators support instructional experimentation . . . . .	①	②	③ ④ ⑤ ⑥
23 Mistakes are viewed as opportunities for learning rather than failures . . . . .	①	②	③ ④ ⑤ ⑥
24 Teachers incorporate opportunities for higher-order thinking . . . . .	①	②	③ ④ ⑤ ⑥
25 Teachers use instructional practices that stimulate curiosity . . . . .	①	②	③ ④ ⑤ ⑥
26 There are periodic reviews of curriculum maps done cooperatively by teachers and principals . . . . .	①	②	③ ④ ⑤ ⑥
27 Teachers collaboratively interpret assessment results . . . . .	①	②	③ ④ ⑤ ⑥
28 Students interact frequently during the learning process . . . . .	①	②	③ ④ ⑤ ⑥
29 Teachers, administrators, parents, and students work as a team to foster learning at this school . . . . .	①	②	③ ④ ⑤ ⑥
30 The goals of this school are referred to frequently in conversations around this school . . . . .	①	②	③ ④ ⑤ ⑥
31 Teachers have the resources needed to teach the curriculum for their grades/courses . . . . .	①	②	③ ④ ⑤ ⑥
32 Teachers engage students in problem-based learning. . . . .	①	②	③ ④ ⑤ ⑥
33 Parents feel positive about our school . . . . .	①	②	③ ④ ⑤ ⑥
34 There is a procedure in place for validating the rigor of the curriculum . . . . .	①	②	③ ④ ⑤ ⑥
35 The principal does more listening than telling . . . . .	①	②	③ ④ ⑤ ⑥
36 The school works with community groups to improve learning. . . . .	①	②	③ ④ ⑤ ⑥
37 Teachers seek feedback from other teachers to improve their teaching . . . . .	①	②	③ ④ ⑤ ⑥
38 The principal listens to all points of view . . . . .	①	②	③ ④ ⑤ ⑥
39 The principal strives for meaningful community involvement in our school . . . . .	①	②	③ ④ ⑤ ⑥
40 Parents receive curriculum maps for their children’s grades/courses . . . . .	①	②	③ ④ ⑤ ⑥

		Not Present		Present to some extent		Present to a high degree
41	Periodically, new goals are adopted to replace old goals . . . . .	①	②	③	④	⑤ ⑥
42	School staff work actively to stay informed about the community . . . . .	①	②	③	④	⑤ ⑥
43	All students are considered capable of learning . . . . .	①	②	③	④	⑤ ⑥
44	Teachers in this school are open to innovation. . . . .	①	②	③	④	⑤ ⑥
45	Individuals continually look for ways to improve their own performance . . . . .	①	②	③	④	⑤ ⑥
46	School leaders use input from others in seeking solutions . . . . .	①	②	③	④	⑤ ⑥
47	Students that I teach have mastered the prerequisite skills for the grade/ course following mine. . . . .	①	②	③	④	⑤ ⑥
48	Lesson plans are cross-referenced to the curriculum map by the principal . . . . .	①	②	③	④	⑤ ⑥
49	Students are challenged to think critically . . . . .	①	②	③	④	⑤ ⑥
50	The purpose of the assessment program is communicated to parents . . . . .	①	②	③	④	⑤ ⑥
51	The principal monitors the curriculum alignment process . . . . .	①	②	③	④	⑤ ⑥
52	Teachers review student achievement data with principals to determine curricular areas for increased emphasis . . . . .	①	②	③	④	⑤ ⑥
53	Instructional methods promote student motivation . . . . .	①	②	③	④	⑤ ⑥
54	The school intentionally selects just a few goals on which to focus . . . . .	①	②	③	④	⑤ ⑥
55	School goals are reassessed annually . . . . .	①	②	③	④	⑤ ⑥
56	School leaders facilitate others in seeking solutions to problems, rather than prescribing solutions . . . . .	①	②	③	④	⑤ ⑥
57	School staff engage parents as partners in their children's education . . . . .	①	②	③	④	⑤ ⑥
58	Assessment of student learning is directed to improving (rather than just monitoring) student performance . . . . .	①	②	③	④	⑤ ⑥
59	School leadership is proactive in communicating assessment results to parents . . . . .	①	②	③	④	⑤ ⑥
60	Teachers provide opportunities for students to reflect on their learning . . . . .	①	②	③	④	⑤ ⑥
61	School leaders provide adequate support to carry out ideas. . . . .	①	②	③	④	⑤ ⑥
62	Instructional practices enable students to engage in self-directed learning . . . . .	①	②	③	④	⑤ ⑥
63	Teachers interpret student assessment results for parents . . . . .	①	②	③	④	⑤ ⑥
64	Teachers have time to reflect on their teaching . . . . .	①	②	③	④	⑤ ⑥
65	Members of the community are well informed about the school . . . . .	①	②	③	④	⑤ ⑥
66	Members of the community who are not parents are also involved in the school . . . . .	①	②	③	④	⑤ ⑥
67	Groups have been established at this school to participate in shared decision making . . . . .	①	②	③	④	⑤ ⑥
68	Administrators include teachers in the decision-making process . . . . .	①	②	③	④	⑤ ⑥
69	School goals are stated so that they provide guides for action to those who provide instruction . . . . .	①	②	③	④	⑤ ⑥
70	In this school parents are valued as members of a learning community. . . . .	①	②	③	④	⑤ ⑥

## Descriptive Information

1. What is your role in the school?

- Counselor
- Librarian/Media Specialist
- Principal/Assistant Principal
- Regular Classroom Teacher
- Special Education Teacher
- Other \_\_\_\_\_

2. Which category best describes the degree and credits you have?

- Bachelor's
- Bachelor's + 15
- Bachelor's + 30 or more
- Master's
- Master's + 15
- Master's + 30 or more
- Education Specialist
- Doctorate
- Other \_\_\_\_\_

3. Gender

- Female                       Male

4. Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a
- Native Hawaiian or other Pacific Islander
- White
- Biracial/Multiracial
- Other \_\_\_\_\_

**For Questions 5 – 8, use the bubbles to indicate the *number of years* you have taught or worked in each indicated area. Please use two digits; if fewer than 10 years bubble in "0" on the first line and mark the number of years on the second line. *Please count any part of a year as one year; if this is your first year please indicate 1 year***

<b>Example:</b> 9 years     ● 1 2 3 4 5 6 7 8 9 0 1 2 3 4 5 6 7 8 ●
--

Counting this year **how many years** have you taught (or worked)

5. in **any** school?                      0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9
6. in **this** school?                      0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9
7. your **current subject**?              0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9
8. your **current grade**?                0 1 2 3 4 5 6 7 8 9  
    0 1 2 3 4 5 6 7 8 9

9. **(A)** Please fill in the appropriate bubble for **each subject you currently teach**. Choose all that apply. **(B)** Indicate the subject(s) you are **certified to teach**. Choose all that apply

- | <b>(A)</b><br>Subject(s) I<br>currently teach   | <b>(B)</b><br>I am certified<br>to teach |
|---|--|
| <input type="radio"/> Not Applicable (N/A)      | <input type="radio"/>                    |
| <input type="radio"/> I teach all subjects      | <input type="radio"/>                    |
| <input type="radio"/> Title I                   | <input type="radio"/>                    |
| <input type="radio"/> Art                       | <input type="radio"/>                    |
| <input type="radio"/> English                   | <input type="radio"/>                    |
| <input type="radio"/> Geography                 | <input type="radio"/>                    |
| <input type="radio"/> History                   | <input type="radio"/>                    |
| <input type="radio"/> Math                      | <input type="radio"/>                    |
| <input type="radio"/> Music                     | <input type="radio"/>                    |
| <input type="radio"/> Physical Education/Health | <input type="radio"/>                    |
| <input type="radio"/> Reading/Language Arts     | <input type="radio"/>                    |
| <input type="radio"/> Science                   | <input type="radio"/>                    |
| <input type="radio"/> Social Studies            | <input type="radio"/>                    |
| <input type="radio"/> Other _____               | <input type="radio"/>                    |

10. **(A)** Please fill in the appropriate bubble for **each grade you currently teach**. Choose all that apply. **(B)** Indicate the grade(s) you are **certified to teach**. Choose all that apply

- | <b>(A)</b><br>Grade(s) I<br>currently teach | <b>(B)</b><br>I am certified<br>to teach |
|---|--|
| <input type="radio"/> Not Applicable (N/A)  | <input type="radio"/>                    |
| <input type="radio"/> Pre K                 | <input type="radio"/>                    |
| <input type="radio"/> K                     | <input type="radio"/>                    |
| <input type="radio"/> 1                     | <input type="radio"/>                    |
| <input type="radio"/> 2                     | <input type="radio"/>                    |
| <input type="radio"/> 3                     | <input type="radio"/>                    |
| <input type="radio"/> 4                     | <input type="radio"/>                    |
| <input type="radio"/> 5                     | <input type="radio"/>                    |
| <input type="radio"/> 6                     | <input type="radio"/>                    |
| <input type="radio"/> 7                     | <input type="radio"/>                    |
| <input type="radio"/> 8                     | <input type="radio"/>                    |
| <input type="radio"/> 9                     | <input type="radio"/>                    |
| <input type="radio"/> 10                    | <input type="radio"/>                    |
| <input type="radio"/> 11                    | <input type="radio"/>                    |
| <input type="radio"/> 12                    | <input type="radio"/>                    |

Thank you for completing this survey



# Measure of School Capacity for Improvement (MSCI)™

# Measure of School Capacity for Improvement (MSCI)™

School Name: \_\_\_\_\_ District Name: \_\_\_\_\_

**Directions:**

Please fill in the six digits of your "Identification Number" in the spaces to the right. This number ensures anonymity and is easy to generate. It consists of the two digits of your birth month (i.e., January = 01, October = 10) and the last four digits of your Social Security Number (SSN). This identification number will be used by the researchers only to match your responses on the instruments you complete (should your school use more than one Edvantia instrument or use this instrument again in the future). This number will not be shared outside of Edvantia, and no individuals will be identified in any reports that may be generated using the data you provide.

Identification Number					
Birth Month		Last 4 digits of SSN			

Please respond to the survey individually and do not discuss or share your responses with any other survey recipient until all of the surveys have been completed and returned. Please ensure that you consider the options carefully before selecting your responses and that you can complete the survey without interruption. If you are asked to complete more than one survey at a time, please do not compare your responses on the different surveys.

Using a scale of 1-6, with a "1" indicating "Not at all true" and a "6" indicating "Completely true," completely fill in the bubble that represents how true that item is for your school.

Like this: ● Not this: ☒ ☑

Not at all true	Not very true	A little true	Somewhat true	Mostly true	Completely true
①	②	③	④	⑤	⑥

**For items 1-5,** please read each item and rate *the extent to which it is true for your school.*

**At this school:**

- 1 Curriculum is coordinated **across** the different grade levels . . . . . ① ② ③ ④ ⑤ ⑥
- 2 The instructional materials students have allow teachers to teach to their objectives . . . . . ① ② ③ ④ ⑤ ⑥
- 3 Our professional development is supported by other initiatives for improving the school . . . . . ① ② ③ ④ ⑤ ⑥
- 4 Curriculum is coordinated **within** the different grade levels . . . . . ① ② ③ ④ ⑤ ⑥
- 5 I have the materials I need to teach my students well . . . . . ① ② ③ ④ ⑤ ⑥

**For items 6-28,** please read each item and then rate *the extent to which it is true for the professional staff at your school.*

**Professional staff at this school:**

- 6 Use flexible classroom grouping methods. . . . . ① ② ③ ④ ⑤ ⑥
- 7 Believe that students here have what it takes to learn this year's material . . . ① ② ③ ④ ⑤ ⑥
- 8 Persist even if a child doesn't seem to want to learn. . . . . ① ② ③ ④ ⑤ ⑥
- 9 Modify individual students' assignments to groups based on assessments of their performance. . . . . ① ② ③ ④ ⑤ ⑥

**Professional staff at this school:**

- 10 Believe that most students here are capable of performing at the national average . . . . . (1) (2) (3) (4) (5) (6)
- 11 Use a variety of classroom grouping methods. . . . . (1) (2) (3) (4) (5) (6)
- 12 Expect that every child is capable of learning . . . . . (1) (2) (3) (4) (5) (6)
- 13 Have high expectations for students . . . . . (1) (2) (3) (4) (5) (6)
- 14 Use a variety of assessment techniques to accommodate diverse learners. . . . . (1) (2) (3) (4) (5) (6)
- 15 Have adequate equipment (e.g., computers, maps, lab materials) in their classrooms to teach to their objectives . . . . . (1) (2) (3) (4) (5) (6)
- 16 Are successful at getting through to students who have difficulty learning . . . . . (1) (2) (3) (4) (5) (6)
- 17 Use a variety of materials to accommodate students' different learning rates . . . . . (1) (2) (3) (4) (5) (6)
- 18 Believe that most students here will perform at about the national average in terms of academic achievement . . . . . (1) (2) (3) (4) (5) (6)
- 19 Believe they will be successful in motivating their students . . . . . (1) (2) (3) (4) (5) (6)
- 20 Understand how students differ in their approaches to learning . . . . . (1) (2) (3) (4) (5) (6)
- 21 Expect students to perform at or above grade level by the end of this year . . . . . (1) (2) (3) (4) (5) (6)
- 22 Believe that their students are motivated to learn . . . . . (1) (2) (3) (4) (5) (6)
- 23 Provide varied learning environments to accommodate diverse learners. . . . . (1) (2) (3) (4) (5) (6)
- 24 Think that their students will work hard this year. . . . . (1) (2) (3) (4) (5) (6)
- 25 Are skilled at handling students' disciplinary problems . . . . . (1) (2) (3) (4) (5) (6)
- 26 Expect most students to perform above the national average in terms of academic achievement . . . . . (1) (2) (3) (4) (5) (6)
- 27 Differentiate instruction to promote student achievement. . . . . (1) (2) (3) (4) (5) (6)
- 28 Believe that most students are able to master basic skills. . . . . (1) (2) (3) (4) (5) (6)

Using a scale of 1-6 for your ratings, with a "1" indicating "Never true" and a "6" indicating "Always true," completely fill in the bubble that represents your response

Never true	Very rarely true	Rarely true	Sometimes true	Frequently true	Always true
(1)	(2)	(3)	(4)	(5)	(6)

**For items 29-42, please read each item and then rate *how often it is true for your school.***

**At this school:**

- 29 Professional development activities are aligned to achieve improvement goals . . . . . (1) (2) (3) (4) (5) (6)
- 30 A peer from another classroom observes me teaching . . . . . (1) (2) (3) (4) (5) (6)
- 31 Supplemental programs like Title I are designed to complement classroom teaching . . . . . (1) (2) (3) (4) (5) (6)
- 32 Two or more colleagues give me meaningful feedback about my work . . . . . (1) (2) (3) (4) (5) (6)

- 33 Time is set aside for teachers to coordinate curriculum **across** the different grade levels . . . . . (1) (2) (3) (4) (5) (6)
- 34 We choose innovations selectively . . . . . (1) (2) (3) (4) (5) (6)
- 35 My supervisor informally observes my work . . . . . (1) (2) (3) (4) (5) (6)
- 36 Professional development topics are offered once and not followed up . . . . . (1) (2) (3) (4) (5) (6)
- 37 We evaluate the utility of efforts to improve our school . . . . . (1) (2) (3) (4) (5) (6)
- 38 Two or more colleagues observe my work . . . . . (1) (2) (3) (4) (5) (6)
- 39 My requests for materials or equipment are fulfilled by my school or district . . . . . (1) (2) (3) (4) (5) (6)
- 40 My supervisor gives me meaningful feedback about my work . . . . . (1) (2) (3) (4) (5) (6)
- 41 Time is set aside for teachers to coordinate curriculum **within** different grade levels . . . . . (1) (2) (3) (4) (5) (6)
- 42 I observe a peer teaching . . . . . (1) (2) (3) (4) (5) (6)

**For items 43-58, please read each item and then rate *how often it is true for the professional staff at your school.***

**Professional staff at this school:**

- 43 Discourage disparaging comments about students based on their socioeconomic status . . . . . (1) (2) (3) (4) (5) (6)
- 44 Ensure that students participate in classroom activities that are respectful of their socioeconomic status . . . . . (1) (2) (3) (4) (5) (6)
- 45 Assign materials that do not promote stereotypes . . . . . (1) (2) (3) (4) (5) (6)
- 46 Provide a culturally relevant learning environment for students . . . . . (1) (2) (3) (4) (5) (6)
- 47 Encourage students to acknowledge each other's strengths . . . . . (1) (2) (3) (4) (5) (6)
- 48 Interact with students in ways that acknowledge students' speaking style preferences . . . . . (1) (2) (3) (4) (5) (6)
- 49 Have sufficient time available for professional development that is appropriate to our school's goals . . . . . (1) (2) (3) (4) (5) (6)
- 50 Acknowledge the contributions of various racial/ethnic groups . . . . . (1) (2) (3) (4) (5) (6)
- 51 Use culturally sensitive assessment strategies . . . . . (1) (2) (3) (4) (5) (6)
- 52 Discourage disparaging comments about students based on their racial/ethnic background . . . . . (1) (2) (3) (4) (5) (6)
- 53 Show an interest in learning about diversity . . . . . (1) (2) (3) (4) (5) (6)
- 54 Use language that does not demean students . . . . . (1) (2) (3) (4) (5) (6)
- 55 Connect curriculum to students' experiences outside of school . . . . . (1) (2) (3) (4) (5) (6)
- 56 Are aware of their own biases . . . . . (1) (2) (3) (4) (5) (6)
- 57 Respond to diverse community interests . . . . . (1) (2) (3) (4) (5) (6)
- 58 Express consistent respect for students' abilities . . . . . (1) (2) (3) (4) (5) (6)

## Descriptive Information

1 What is your role in the school?

- Counselor
- Librarian/Media Specialist
- Principal/Assistant Principal
- Regular Classroom Teacher
- Special Education Teacher
- Other \_\_\_\_\_

2. Which category best describes the degree and credits you have?

- Bachelor's
- Bachelor's + 15
- Bachelor's + 30 or more
- Master's
- Master's + 15
- Master's + 30 or more
- Education Specialist
- Doctorate
- Other \_\_\_\_\_

3 Gender

- Female
- Male

4 Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a
- Native Hawaiian or other Pacific Islander
- White
- Biracial/Multiracial
- Other \_\_\_\_\_

**For Questions 5 – 8,** use the bubbles to indicate the **number of years** you have taught or worked in each indicated area. Please use two digits; if fewer than 10 years bubble in "0" on the first line and mark the number of years on the second line. *Please count any part of a year as one year, if this is your first year, please indicate 1 year*

<b>Example:</b> 9 years <table style="display: inline-table; border: none;"> <tr> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">●</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">1</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">2</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">3</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">4</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">5</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">6</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">7</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">8</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">9</td> </tr> <tr> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">0</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">1</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">2</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">3</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">4</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">5</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">6</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">7</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">8</td> <td style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; text-align: center;">●</td> </tr> </table>	●	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	●
●	1	2	3	4	5	6	7	8	9											
0	1	2	3	4	5	6	7	8	●											

Counting this year **how many years** have you taught (or worked)

5. in **any** school? 

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
6. in **this** school? 

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
7. your **current subject**? 

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
8. your **current grade**? 

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

9 **(A)** Please fill in the appropriate bubble for **each subject you currently teach**. Choose all that apply **(B)** Indicate the subject(s) you are **certified to teach**. Choose all that apply.

- | <b>(A)</b><br>Subject(s) I<br>currently teach   | <b>(B)</b><br>I am certified<br>to teach |
|---|--|
| <input type="radio"/> Not Applicable (N/A)      | <input type="radio"/>                    |
| <input type="radio"/> I teach all subjects      | <input type="radio"/>                    |
| <input type="radio"/> Title I                   | <input type="radio"/>                    |
| <input type="radio"/> Art                       | <input type="radio"/>                    |
| <input type="radio"/> English                   | <input type="radio"/>                    |
| <input type="radio"/> Geography                 | <input type="radio"/>                    |
| <input type="radio"/> History                   | <input type="radio"/>                    |
| <input type="radio"/> Math                      | <input type="radio"/>                    |
| <input type="radio"/> Music                     | <input type="radio"/>                    |
| <input type="radio"/> Physical Education/Health | <input type="radio"/>                    |
| <input type="radio"/> Reading/Language Arts     | <input type="radio"/>                    |
| <input type="radio"/> Science                   | <input type="radio"/>                    |
| <input type="radio"/> Social Studies            | <input type="radio"/>                    |
| <input type="radio"/> Other _____               | <input type="radio"/>                    |

10 **(A)** Please fill in the appropriate bubble for **each grade you currently teach**. Choose all that apply **(B)** Indicate the grade(s) you are **certified to teach**. Choose all that apply.

- | <b>(A)</b><br>Grade(s) I<br>currently teach | <b>(B)</b><br>I am certified<br>to teach |
|---|--|
| <input type="radio"/> Not Applicable (N/A)  | <input type="radio"/>                    |
| <input type="radio"/> Pre K                 | <input type="radio"/>                    |
| <input type="radio"/> K                     | <input type="radio"/>                    |
| <input type="radio"/> 1                     | <input type="radio"/>                    |
| <input type="radio"/> 2                     | <input type="radio"/>                    |
| <input type="radio"/> 3                     | <input type="radio"/>                    |
| <input type="radio"/> 4                     | <input type="radio"/>                    |
| <input type="radio"/> 5                     | <input type="radio"/>                    |
| <input type="radio"/> 6                     | <input type="radio"/>                    |
| <input type="radio"/> 7                     | <input type="radio"/>                    |
| <input type="radio"/> 8                     | <input type="radio"/>                    |
| <input type="radio"/> 9                     | <input type="radio"/>                    |
| <input type="radio"/> 10                    | <input type="radio"/>                    |
| <input type="radio"/> 11                    | <input type="radio"/>                    |
| <input type="radio"/> 12                    | <input type="radio"/>                    |

Thank you for completing this survey

# Perceptions of School Culture (POSC) <sup>IM</sup>

# Perceptions Of School Culture (POSC)™

School Name: \_\_\_\_\_ District Name: \_\_\_\_\_

**Directions:**

Please fill in the six digits of your "Identification Number" in the spaces to the right. This number ensures anonymity and is easy to generate. It consists of the two digits of your birth month (i.e., January = 01, October = 10) and the last four digits of your Social Security Number (SSN). This identification number will be used by the researchers only to match your responses on the instruments you complete (should your school use more than one Edvantia instrument or use this instrument again). This number will not be shared outside of Edvantia, and no individuals will be identified in any reports that may be generated using the data you provide.

<b>Identification Number</b>					
Birth Month		Last 4 digits of SSN			

Please respond to the survey individually and do not discuss or share your responses with any other survey recipient until all of the surveys have been completed and returned. Please ensure that you consider the options carefully before selecting your responses and that you can complete the survey without interruption. If you are asked to complete more than one survey at a time, please do not compare your responses on the different surveys.

Using a scale of 1-5, with a "1" indicating "Not at All" and a "5" indicating "Very Much," completely fill in the bubble that represents the extent to which it occurs at your school.

Like this: ● Not this: ⊗ ⊕

Not at All	Little	Some	Much	Very Much
①	②	③	④	⑤

	Not At All	Little	Some	Much	Very Much
1. Faculty consistently consider how teaching/learning can be improved. . . . .	①	②	③	④	⑤
2. Students are persistent in completing difficult tasks. . . . .	①	②	③	④	⑤
3. Students are provided opportunities to engage in self-assessment. . . . .	①	②	③	④	⑤
4. Data are used to determine the level of individual student achievement. . . . .	①	②	③	④	⑤
5. Teachers are sensitive to different student learning styles. . . . .	①	②	③	④	⑤
6. Faculty are encouraged to exercise initiative for change to improve their performance. . . . .	①	②	③	④	⑤
7. Parents' behaviors indicate a belief that success in school is dependent on student effort. . . . .	①	②	③	④	⑤
8. Students are engaged in planning that impacts the school program. . . . .	①	②	③	④	⑤
9. School policies are consistent with state policies. . . . .	①	②	③	④	⑤

	Not At All	Little	Some	Much	Very Much
10. The goals are connected to the mission statement. . . . .	①	②	③	④	⑤
11. Students respect different kinds of intelligences. . . . .	①	②	③	④	⑤
12. Students are taught to build on their strongest learning modes.	①	②	③	④	⑤
13. Collaboration among faculty is motivated by attempts to improve student learning. . . . .	①	②	③	④	⑤
14. Teachers vary their instruction to accommodate different learning styles. . . . .	①	②	③	④	⑤
15. Students are intrinsically motivated to learn. . . . .	①	②	③	④	⑤
16. Rigorous standards provide the backdrop for our mission statement. . . . .	①	②	③	④	⑤
17. There is collaboration among faculty. . . . .	①	②	③	④	⑤
18. The principal uses professional feedback from the teachers. . . .	①	②	③	④	⑤
19. Students are encouraged to identify their individual learning styles. . . . .	①	②	③	④	⑤
20. Professional trust is evident among the faculty. . . . .	①	②	③	④	⑤
21. When outcomes are less than desired, faculty increase their efforts to attain unmet goals. . . . .	①	②	③	④	⑤
22. Students exercise control over their own learning. . . . .	①	②	③	④	⑤
23. Students look for ways to improve their own performance. . . . .	①	②	③	④	⑤
24. The mission statement communicates clearly. . . . .	①	②	③	④	⑤
25. The vision indicates that students are to be engaged in learning at high levels. . . . .	①	②	③	④	⑤
26. Faculty view accountability as a positive concept. . . . .	①	②	③	④	⑤
27. Goals for school improvement are measurable. . . . .	①	②	③	④	⑤
28. Parents' behaviors indicate that they feel their efforts at home do affect their children's success in school. . . . .	①	②	③	④	⑤
29. The entrance to the school is welcoming to visitors. . . . .	①	②	③	④	⑤
30. The mission statement communicates the work that must be done to fulfill the school's purpose. . . . .	①	②	③	④	⑤
31. Teachers look for ways to improve their own performance. . . . .	①	②	③	④	⑤
32. Students take pride in the physical appearance of their school.	①	②	③	④	⑤
33. Teachers encourage student questioning. . . . .	①	②	③	④	⑤
34. The vision is communicated to parents. . . . .	①	②	③	④	⑤
35. There are channels for open communication among the school staff. . . . .	①	②	③	④	⑤
36. Students are engaged in decision making that impacts the school program . . . . .	①	②	③	④	⑤



	Not At All	Little	Some	Much	Very Much
37. Those affected by a decision play a significant role in the decision-making process. . . . .	①	②	③	④	⑤
38. Professional staff value input from students. . . . .	①	②	③	④	⑤
39. Students are encouraged to learn with one another. . . . .	①	②	③	④	⑤
40. Leadership within the school is open to anyone willing to assume responsibility. . . . .	①	②	③	④	⑤
41. Parents are engaged in planning that impacts the school program. . . . .	①	②	③	④	⑤
42. Teachers use instructional practices that stimulate curiosity. . . . .	①	②	③	④	⑤
43. Administrators include teachers in the decision-making process. . . . .	①	②	③	④	⑤
44. The school gives an appearance of being safe. . . . .	①	②	③	④	⑤
45. School policies are consistent with district policies. . . . .	①	②	③	④	⑤
46. Decisions that affect the school in general are based on school goals. . . . .	①	②	③	④	⑤
47. The school provides an inviting appearance. . . . .	①	②	③	④	⑤
48. The intrinsic motivation of students increases as they move through this school. . . . .	①	②	③	④	⑤
49. Faculty have the power to act on their decisions. . . . .	①	②	③	④	⑤
50. Students view assessment as a means to give them feedback on their learning—not only as an end in and of itself. . . . .	①	②	③	④	⑤
51. Faculty perceive the vision as including a shared responsibility for high levels of student learning. . . . .	①	②	③	④	⑤
52. Faculty respect each other professionally. . . . .	①	②	③	④	⑤
53. Students accept responsibility for their own performance. . . . .	①	②	③	④	⑤
54. The physical environment of this school is maintained so that the building appears clean. . . . .	①	②	③	④	⑤
55. Faculty work together to seek solutions to problems. . . . .	①	②	③	④	⑤
56. The vision is communicated to the professional staff. . . . .	①	②	③	④	⑤
57. Administrators are team players. . . . .	①	②	③	④	⑤
58. The principal is receptive to various points of view. . . . .	①	②	③	④	⑤
59. High expectations are incorporated into the mission statement for this school. . . . .	①	②	③	④	⑤
60. Students are aware of their own learning strengths. . . . .	①	②	③	④	⑤
61. There are signs that help visitors find the locations they are looking for in our building. . . . .	①	②	③	④	⑤
62. Students believe that hard work pays off. . . . .	①	②	③	④	⑤

## Descriptive Information

1 What is your role in the school?

- Counselor
- Librarian/Media Specialist
- Principal/Assistant Principal
- Regular Classroom Teacher
- Special Education Teacher
- Other \_\_\_\_\_

2 Which category best describes the degree and credits you have?

- Bachelor's
- Bachelor's + 15
- Bachelor's + 30 or more
- Master's
- Master's + 15
- Master's + 30 or more
- Education Specialist
- Doctorate
- Other \_\_\_\_\_

3. Gender

- Female                       Male

4. Ethnicity

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino/a
- Native Hawaiian or other Pacific Islander
- White
- Biracial/Multiracial
- Other \_\_\_\_\_

**For Questions 5 – 8,** use the bubbles to indicate the **number of years** you have taught or worked in each indicated area. Please use two digits; if fewer than 10 years bubble in "0" on the first line and mark the number of years on the second line. *Please count any part of a year as one year; if this is your first year, please indicate 1 year.*

**Example:** 9 years

●	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	●

Counting this year, **how many years** have you taught (or worked)

5. in **any** school?                      

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
6. in **this** school?                      

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
7. your **current subject**?                      

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
8. your **current grade**?                      

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

9 **(A)** Please fill in the appropriate bubble for **each subject you currently teach**. Choose all that apply. **(B)** Indicate the subject(s) you are **certified to teach**. Choose all that apply

<b>(A)</b> Subject(s) I currently teach	<b>(B)</b> I am certified to teach
<input type="radio"/> Not Applicable (N/A)	<input type="radio"/>
<input type="radio"/> I teach all subjects	<input type="radio"/>
<input type="radio"/> Title I	<input type="radio"/>
<input type="radio"/> Art	<input type="radio"/>
<input type="radio"/> English	<input type="radio"/>
<input type="radio"/> Geography	<input type="radio"/>
<input type="radio"/> History	<input type="radio"/>
<input type="radio"/> Math	<input type="radio"/>
<input type="radio"/> Music	<input type="radio"/>
<input type="radio"/> Physical Education/Health	<input type="radio"/>
<input type="radio"/> Reading/Language Arts	<input type="radio"/>
<input type="radio"/> Science	<input type="radio"/>
<input type="radio"/> Social Studies	<input type="radio"/>
<input type="radio"/> Other _____	<input type="radio"/>

10 **(A)** Please fill in the appropriate bubble for **each grade you currently teach**. Choose all that apply. **(B)** Indicate the grade(s) you are **certified to teach**. Choose all that apply

<b>(A)</b> Grade(s) I currently teach	<b>(B)</b> I am certified to teach
<input type="radio"/> Not Applicable (N/A)	<input type="radio"/>
<input type="radio"/> Pre K	<input type="radio"/>
<input type="radio"/> K	<input type="radio"/>
<input type="radio"/> 1	<input type="radio"/>
<input type="radio"/> 2	<input type="radio"/>
<input type="radio"/> 3	<input type="radio"/>
<input type="radio"/> 4	<input type="radio"/>
<input type="radio"/> 5	<input type="radio"/>
<input type="radio"/> 6	<input type="radio"/>
<input type="radio"/> 7	<input type="radio"/>
<input type="radio"/> 8	<input type="radio"/>
<input type="radio"/> 9	<input type="radio"/>
<input type="radio"/> 10	<input type="radio"/>
<input type="radio"/> 11	<input type="radio"/>
<input type="radio"/> 12	<input type="radio"/>

Thank you for completing this survey.

# Rubrics

# Shared Leadership-21st Century Technology

	No Implementation	Emerging Implementation	Partial Implementation
<b>Vision</b>	There is little or no vision for the use of technology to support teaching, learning, and school management	Leaders in the school have a limited vision for the use of technology and are more likely to integrate technology from a perspective of meeting a benchmark or an external requirement that may have little bearing on student achievement within their own school. School leaders may focus more on tangible measures of technology, such as the number of computers in a classroom or the speed of a network, than on how technology has impacted teaching, learning, and school management.	School leaders may have articulated a vision for technology use, but it may not be implemented with fidelity. Emphasis on student-to-computer ratios or the number of computers in a classroom may still be pervasive. School leaders use technology for a limited number of tasks and have not successfully reached the stage of seamless daily integration of technology in teaching, learning, and school management
<b>Modeling</b>	School leaders may avoid the personal use of technology altogether. Instead, technology is something "other people do." Reasons for not using technology may be expressed in terms of barriers of time or too much other work, which may actually mask more systemic problems related to reluctance or inability to continue to grow professionally.	Leaders may delegate technology-related tasks to support staff efficiency is decreased and the return on technology investments is reduced, or they may ask for and receive the newest or most powerful computer in the school in their office but rarely use it beyond simple tasks such as word processing. Examples of technology use/misuse or lack of use may include the following: a school cited during an audit for not using available technologies may react by requiring all computers to be turned on every morning, regardless of whether they are used; or a principal has the school secretary print out all e-mails, to which replies are dictated or handwritten and later transcribed and replied to by the secretary.	School leaders use limited technology, primarily a desktop computer that never leaves the office, for low-level technology tasks such as creating agendas or handouts in word processing software, sending e-mail for selected school-related communication, or monitoring student data on district-provided Web sites. These leaders may rarely use technology to improve school management responsibilities, such as by using electronic methods for administrative communications, thereby freeing up staff meeting time for pedagogical, classroom-related concerns or professional development. These leaders may not use technology often or well when communicating to groups, either staff or the public. Many of the leader's daily tasks are accomplished without technology
<b>Distributed Accountability</b>	The building leader is the self-appointed leader and shares little responsibility with others, including other administrators or teacher leaders. Technology plays little role in effective school management.	The administrator has made little effort to build a team of technology-literate educators and is reluctant to share the power to allocate resources or make decisions concerning the technology plan, if one exists. Technology purchases are made based on what other schools or districts are doing or as a reaction to having one-time surplus funds, without regard to the curricular needs of local educators and students.	Administrators may have enlisted the aid of a few technology-literate teachers in developing and implementing the technology plan. These efforts do not address all teachers' needs, and the added burden of technology support is draining on the technology-literate teachers. Technology purchases are rarely subject to review by other educators or interested parents and community members, and incomplete concern is given to current logistics (e.g., brand, compatibility, and inventory).

Substantial Implementation	Full Implementation
<p>School leaders have a vision for technology use that is shared in spirit across most key staff, including teacher leaders and department heads. Some consideration is made for the judicious use of technology; not all uses are tied back to student achievement. Some of these uses may be comfortable for novice teachers, but some efforts are made to help these teachers move along a continuum toward technology use clearly tied to student achievement.</p>	<p>Leaders in the school have a clear vision for the use of technology to support teaching, learning, and school management that they embody and easily share with faculty and staff through action and language. Technology is viewed as an integral element for supporting these elements, and efforts are made by faculty, staff, and administration to positively impact student achievement through improved individual performance.</p>
<p>School leaders may use several technologies to accomplish their daily tasks. Electronic communications extend beyond routine communications and may include communicating with faculty and parents. These leaders are familiar with using the World Wide Web and model this behavior by finding and sharing pertinent resources with faculty and other administrators, even beyond their school. Additional technologies may be used to support work outside of the office; for example a handheld computer may be used to collect or find data while observing teachers or interacting with students. Faculty meetings can focus more on skill development as administrative communications are handled electronically.</p>	<p>School leaders communicate their vision for technology use daily through their actions and deeds—clearly using technology in the school and beyond. They model effective technology use on a daily basis to support multiple facets of their job, such as communication (internal and external, data gathering and analysis, and decision making). School representatives routinely model effective technology use at parent and/or community meetings. Examples of technology use by administrators and school leaders may include use of presentation software at faculty or parent meetings; handheld computers for managing their own data as well as for teacher observations or monitoring student data; and e-mail or Listservs to communicate with staff, parents, and other administrators.</p>
<p>Collaboration between school administrators may exist but does not routinely involve teacher leaders. Artifacts from routine technology use, such as e-mail and minutes from meetings, are generated, but little effort is made to use technology to effectively distribute and monitor leadership efforts beyond administrators. Greater efforts are made to include a technology director or technology-savvy teachers in developing and implementing the technology plan, but administrators may not maintain a level of expertise to effectively determine the potential effectiveness of suggested purchases.</p>	<p>The school administration consists of a strong, collaborative team whose members offer a variety of strengths that support the whole. Technology use supports effective communication and management efforts among the team and can be used to bring in experts—from the faculty or community—as necessary to provide greater insight into pressing needs. The school administration may rely on the expertise of technology directors or technology-savvy teachers but takes an active role in reviewing and approving technology purchases based on their potential to meet identified needs.</p>

# Learning Culture-21st Century Technology

	No Implementation	Emerging Implementation	Partial Implementation
<b>Vision</b>	School vision and mission statements show little or no evidence of a plan for technology use by faculty, staff, and students. There is no consolidated approach or plan to technology use throughout the school.	Technology is not or is rarely mentioned in the school vision or mission statement. Technology may be considered a burden by some who do not understand how technology can provide opportunities to improve the effectiveness and efficiency of teaching, learning, and school management.	The vision and mission statements have been established for the general use of technology, but the language may be vague and the vision itself impractical or immeasurable. The vision and mission bear little resemblance to what actually occurs at the school.
<b>Goals</b>	Technology is not seen as a tool for achieving school goals but is an add-on to teaching, learning, and school management.	Technology may be mandated from school or district leadership with little guidance or support, indicating the use of technology for technology's sake rather than for meeting school goals. Its use may be limited to the automation of low-level management requirements, such as keeping grades or other student records in applications with little interoperability.	Goals are in place for the use of technology, but are either not actively being implemented, are only partially implemented, or are not adequately funded. Technology school goals may be mentioned, but may be isolated from general school improvement goals and little relation exists between achieving school goals through the use of technology.
<b>Outcomes</b>	Due to their own fear or insecurities with technology, some educators may avoid the integration of technology in their instruction. Faculty and staff believe school goals can be achieved without technology.	Educator expectations for technology learning are low and this is evident to students. Educators believe that some students cannot or will not learn to use technology.	Educators may use technology in their own administrative tasks or in instruction, but plan for limited (if any) technology use by students. Expectations for student achievement using technology are either low, or educators assume students will obtain those skills elsewhere.
<b>Positive Technology Culture</b>	Technology use is not commonly acknowledged or rewarded, or it is referred to negatively by others.	There may be isolated pockets of innovation—teachers who are early adopters willing to explore and experiment with different technologies. These teachers may not be perceived positively by their peers or may be referred to as "geeks" or other derogatory labels.	Some educators actively use technology to solve problems, whether instructional or managerial. Attempts are made by these educators, or sometimes by the administration, to advertise their innovative efforts.
<b>Collaboration</b>	There is little sharing within the school between teachers and few, if any, structured opportunities for collaboration. Grade level or staff meetings do not typically include information or instruction on the integration or use of technology in instruction.	A few teachers may share technology practices or tools informally. Any structured opportunities for collaboration are limited primarily to whole-staff meetings that deal primarily with administrative tasks rather than effective technology integration.	Some teachers may collaborate on the use of technology for instruction, but are hampered in their sharing by various constraints. Challenges to effective collaboration may be due to a lack of time or resources, or structural limitations. Little technology is available to support these collaborative efforts beyond individuals e-mailing each other.
<b>Support</b>	Technology use carries little value and little or no technical or pedagogical support is available.	Administrators may require technology use without offering adequate technological or pedagogical support. If technology is present in the school, there are no or few support personnel or support resources to aid teachers in their use. When new technologies are introduced, limited, if any, training is offered and teachers are often expected to learn the technology on their own time. Some training may be offered on resources that are not universally available. Lack of support discourages many teachers from using technology.	Limited technology support is available for some of the technologies available in the school, but support personnel may be shared between schools or extremely overburdened. More effort is made in basic repair and maintenance than offering pedagogical support. Professional development may be available, often by a vendor, for new technologies but is often focused on developing technical skill rather than curricular application and there is no or little follow-up. Delayed responses to request for technological support may discourage teachers from integrating technology.
<b>Teacher Efficacy</b>	Educators have little or no confidence in their abilities to effectively use technology for instruction and with students to facilitate their learning. If technology-using teachers exist, they rarely mentor or share their expertise with colleagues.	A few early-adopter teachers exist in the school that feel confident about their technology skills. These few teachers may informally collaborate or network with each other and rarely share their expertise formally.	Some teachers may feel confident in their abilities using technology or their ability to learn to use technology effectively, but may feel hampered by a lack of time or resources. Informal sharing of resources, ideas, and lesson plans may occur and some meetings of staff may include successful approaches to integrating technology.

Substantial Implementation	Full Implementation
<p>The vision and mission statements may include some concrete language for the use of technology in teaching and learning. While the vision provides guidance for technology use, the embodiment of that use is not demonstrated daily by administrators and staff. Some teachers practice effective technology integration in isolation.</p>	<p>School vision and mission statements show clear evidence of a long-term plan for technology use by faculty, staff, and students. Dedication to this vision is demonstrated on a daily basis by school administration, teachers, and staff. An acceptable use policy has been established which acknowledges this vision and describes uses that are supported by it.</p>
<p>An effort has been made to verbalize goals for the use of technology in teaching and learning. There is some relationship between technology and general school improvement goals. There is unequal implementation of these goals.</p>	<p>Goals for technology use are aligned and integrated with other educational goals. Opinions of all stakeholders have been obtained and come to an agreement on the role and importance of technology, and on goals for technology use and acquisition. These goals are being actively pursued and implemented.</p>
<p>Educators attempt to incorporate limited technologies in instruction in order to help students meet academic outcomes. Educators have a general sense that students "do technology well" but may not use effective strategies for allowing students to develop technology skills.</p>	<p>Educator expectations for technology to improve teaching and learning outcomes are high and are communicated to students. Teachers incorporate a variety of technologies to help students of differing backgrounds, interests, and preferences master academic outcomes.</p>
<p>A generally positive environment exists that supports collaboration regarding the use of technology. Early adopters and master technology teachers provide moral support and guidance and less-experienced teachers feel support to build their skills and try new approaches using technology. Celebrations of success exist, at least informally, through encouragement by other teachers and some public acknowledgement through staff or other meetings.</p>	<p>Teachers are willing to experiment with new technologies to better address curricular needs and stories of success and failure are shared in order to learn and promote community growth. Teachers and administrators actively seek to become informed about and effectively support innovation in their school through public acknowledgement and rewards.</p>
<p>Some formal opportunities are available for collaboration with peers on the topic of technology for instruction. These may be incorporated into opportunities for general sharing and collaboration. Some technologies may support collaboration beyond these meetings, such as the use of e-mail, Listservs, or shared space on a file server.</p>	<p>The school culture is characterized by an open environment that supports sharing and collaboration in the use of technology for instructional and administrative purposes. Structures have been put into place to support the use of technology to facilitate collaboration and sharing of ideas, and individual and schoolwide growth is facilitated through shared file servers, lesson plan files, and communication venues such as e-mail, discussion software, or Listservs.</p>
<p>Technical support is more prevalent and efforts are made to include pedagogical support for existing and new technologies, which may come from early-adopter or master teachers rather than designated "support" personnel. Some teachers may be able to provide basic repair or maintenance which allows limited support personnel the opportunity to respond quicker to requests or focus on major technical problems. Professional development includes curricular application and includes some type of follow-up, even if it is discussion or sharing opportunities at staff, grade-level, or content-area meetings.</p>	<p>Administrators offer guidance and support to all teachers, even those with advanced or superior technology skills. Pedagogical and technical support is evident through guidance by the school leadership as well as the presence of designated support personnel. The range of support provided includes technology maintenance and repair, ready provision of required resources, professional development opportunities, and pedagogical support for technology integration and instructional design. Consistent structures are in place to support the sharing of ideas and practices related to technology. Examples might include grade level/staff meetings that feature technology integration issues, established technology support procedures that are implemented in a timely manner, and ample resources for exploring new technologies in a safe environment such as a resource room or designated "teacher time" in the technology lab.</p>
<p>Many teachers appear confident integrating technology as evidenced by a variety of tools and approaches across disciplines. Some teachers are willing to share their expertise and there is a general feeling that teachers needing help in building skills or learning a new approach can find it, either informally or not.</p>	<p>Educators appear confident that they can effectively use technology for instruction and that what they do can positively impact the learning that occurs at their school. There are numerous exemplary technology-using teachers that nurture and mentor their colleagues, and their support is acknowledged and appreciated by other teachers and the school leadership.</p>

# Effective Teaching-21st Century Technology

	No Implementation	Emerging Implementation	Partial Implementation
<b>Supporting pedagogy</b>	Technology is rarely used to support instruction, or limited teacher proficiency may actually result in misuse or ineffective use. Technologies are not selected based on curricular need. At critical times, such as the weeks or months leading up to high-stakes testing, technology use may be eliminated altogether in favor of less effective drill-and-recall pedagogies.	Technology use and pedagogy may be disconnected in most classrooms, or technology use in teaching and learning activities may seem unrelated. Due to their own limited technology skills, teachers may use word processing software in math or science classrooms when calculators or simulation software may be more appropriate. They may not realize that these activities can just as easily—and sometimes more effectively—be presented without the selected technologies. If students are noisy or ill-behaved during technology use, this may indicate a mismatch of the technology selected to the content, ability, or skill level of the students.	Teachers may have general technology proficiencies, such as using e-mail, using word processing applications, or shopping online, but may not understand how these same skills can be used to address curricular needs. A “digital gap” may exist between less experience teachers who use technology but have not yet mastered non-technology-related classroom challenges, and more experienced teachers who lack technological savvy. Teachers may search for and use lesson plans they find on the Internet, but little consideration may be made to adjusting the lesson plans to the specific needs of students and subgroups of students in the class. Teachers may actively use technology, but may limit its use to teacher-centered strategies.
<b>Philosophy</b>	The teacher directs and controls the learning and the pace of instruction, and instruction is aimed towards a narrow range of student proficiency.	Teachers still exhibit fairly strict control of student learning. Teaching strategies that incorporate technology but rely on recall of basic information (drill-and-practice software) or individual seat-based work (handouts generated on a word processor) predominate. The needs of students outside of the majority, especially higher-performing students (advanced or gifted and talented) may not be met.	Some variation of teaching strategies may demonstrate that teachers provide students with some opportunity to incorporate various learning strategies and support different learning preferences. Technology use may still replicate familiar seat-based activities, but greater opportunity for incorporating novel learning opportunities through technology may exist.
<b>Technology skill development</b>	Teachers avoid using technology and only participate in professional development using technology when forced or required to.	Teachers have poor troubleshooting skills—often abandoning a technology at the first sign of difficulty. They rarely participate or seek out professional development in the use of technology.	Teachers feel comfortable with a few technologies and use them predominantly. Teachers may participate in professional development in the use of technology but may participate in opportunities related to building basic skills rather than meeting curricular standards.
<b>Innovation</b>	There is little or no technology innovation in the classroom. Teachers rely primarily on transmission of information through the heavy use of print-based materials (e.g., textbooks, workbooks, and handouts).	Novice technology-using teachers may rely on “safe” technologies that allow them to appear as an expert. There is little experimentation in terms of new technologies. Word processing and drill-and-practice activities dominate. Students are rarely offered the opportunity to help solve technology problems.	Instances of technology innovation are often isolated to a particular teacher, grade, or discipline. There is no continuity between the technology uses across the curriculum. Innovation may be hampered by resources or lack of administrative support. There may be a student or parent technology team or club that may provide limited technology support.



Substantial Implementation	Full Implementation
<p>Teachers understand and use common technology skills to incorporate a variety of technologies into their instruction. While they may not have mastered all advanced functionality of all technologies they use, the decisions to use technologies are based on the potential they have to support student learning and provide enrichment activities for students. Minor problems or technical difficulties are seen as learning opportunities and are valued for the problem-solving opportunities they present. Teachers are able to incorporate lesson plans and resources from a variety of sources but make an effort to customize them to the needs of their students. Teachers strike more of a balance between teacher-centered and student-centered strategies.</p>	<p>Teachers use proven teaching strategies supported by a variety of technologies to appropriately address the rigor of content standards. Technology integration is strategic, and teachers consciously delegate some duties to the technology. They have an in-depth understanding of the requirements of their curriculum. Teachers exhibit an understanding that effective teaching with technology requires basic technology skills as well as the understanding of how to integrate technologies into the curriculum. Use of technology for teaching goes beyond the replication of more traditional activities and includes the generation of learning environments, student activities, and assessment opportunities that allow students to explore and demonstrate mastery of content standards in ways that may otherwise not have been possible, practical, or efficient. Teachers may indicate that the use of technology enables them to not only cover their required curriculum, but to do so faster and in greater depth.</p>
<p>Teachers make some effort to allow their students to take a greater part in their own learning. Teachers may have a few technologies or technology-based lessons they prefer, but are willing to incorporate new technologies and strategies over time. Some flexibility is given to students in terms of technologies they may use to demonstrate their learning.</p>	<p>Teachers may express a more constructivist philosophy towards their teaching practice and may demonstrate this through the pedagogies they use and activities they select. Learning is truly student-centered and includes ample opportunities for connection to prior knowledge, collaboration with the teacher or knowledgeable experts and/or other students, and peer- or self-reflection.</p>
<p>Teachers feel comfortable with basic troubleshooting of technology and are able to transfer common skills from one application or use to novel situations. Teachers often incorporate technology-based opportunities in their professional development efforts and focus on using technology to meet the demands of the curriculum.</p>	<p>Teachers actively seek to improve their use of technology through professional development available within their school and district, and through opportunities outside the immediate school community.</p>
<p>A general willingness to experiment with new technologies and technology-supported methods is apparent. Teachers support each other and receive support from their administration in terms of both pedagogical as well as technical support (through availability of resources and support personnel). Innovative methods for support may exist, such as designated teachers, student groups, or parent volunteers.</p>	<p>Teachers keep abreast of new technologies and strive to incorporate innovative technologies and strategies into their professional practice. Teachers whose technology practices are exemplary are willing to experiment and are not afraid to use appropriate troubleshooting strategies when a technology does not work as planned—including soliciting help or advice from their students. Teachers regularly evaluate their instructional methods and follow the advice of colleagues and experts to improve their practice.</p>

