Texas Virtual School Network at
EDUCATION SERVICE CENTER REGION 10
REQUEST FOR QUALIFICATIONS RFQ #2015-01
TxVSN Professional Development for Inexperienced or Experienced Online Instructors

The Texas Virtual School Network at Education Service Center Region 10 is requesting qualifications from professional development providers. *Click on the topic links for further detailed information.*

I.   **BACKGROUND INFORMATION**

The 80th Texas Legislature passed Senate Bill 1788, authorizing the Texas Education Agency to establish and administer a state virtual school network to provide education to students through electronic means. An electronic course is defined as a course in which instruction and content are delivered primarily over the Internet; a student and teacher are in different locations for a majority of the student's instructional period; most instructional activities take place in an online environment; the online instructional activities are integral to the academic program; extensive communication between a student and a teacher and among students is emphasized; and a student is not required to be located on the physical premises of a school district or open-enrollment charter school. Senate Bill 1788 was codified in Texas Education Code Chapter 30A which directed the Texas Education Agency to contract with a regional education service center(s) to operate the network as well as to review courses submitted by a potential provider school district to be offered through the network.

Region 10 Education Service Center, in collaboration with Harris County Department of Education, operates the Texas Virtual School Network (TxVSN). The TxVSN team coordinates the course registration and student enrollments; ensures the eligibility of virtual school providers; provides a list of approved electronic courses; manages reporting requirements, and coordinates key functions for the Texas Education Agency. The TxVSN course review team conducts the review of electronic courses to be offered through the TxVSN to ensure that all courses meet or exceed the Texas Essential Knowledge and Skills, as well as, the rigorous online course standards developed by the Southern Regional Education Board and endorsed and adopted by the North Atlantic Council for Online Learning.

Texas Education Code §30A.111 requires each teacher of an electronic course offered by a district or open-enrollment charter school through the TxVSN to be certified under Subchapter B, Chapter 21 to teach that course and grade level. Teachers are also required to successfully complete the appropriate professional development course authorized by the network before teaching an electronic course offered through the network. TEC §30.112 authorizes the state virtual school network to provide or authorize providers of electronic professional development courses or programs to provide professional development for teachers teaching electronic courses through the network.

Providers of TxVSN-approved professional development are eligible to provide professional development for teachers to teach online courses over the TxVSN. TxVSN seeks to identify individuals and organizations with the experience, knowledge, and skill to deliver professional development that will enable online educators to meet the National Standards of Quality for Online Teaching approved by the North American Council for Online Learning (iNACOL) and available at www.inacol.org. Since adoption in January 2008, the iNACOL National Standards of Quality for Online Teaching serve as a comprehensive guideline for design and implementation of professional development for online instructors of all experience levels.

Currently a limited group of professional development providers have been identified to offer TxVSN-approved professional development; however, additional providers are sought

to increase statewide capacity. A list of current providers or TxVSN-approved professional development is available on the Texas Virtual School Network website at www.txvsn.org.

A. RFQ Purpose

- TxVSN is seeking qualified applicants to assist in implementing professional development in support of the Texas Virtual School Network (TxVSN). Approved providers will be eligible to provide professional development for teachers intending to teach online courses over the network. TxVSN seeks to identify individuals and organizations with the experience, knowledge, and skill to deliver professional development that will enable inexperienced educators to meet the National Standards of Quality for Online Teaching approved by iNACOL and available at www.inacol.org. Texas certified teachers providing online instruction over the TxVSN are required to take professional development for online teaching before teaching for the network. Many experienced online instructors received professional development prior to the release of the iNACOL National Standards of Quality for Online Teaching and will benefit from new and expanded learning based on the standards prior to teaching courses via the network. Such professional development for experienced online instructors will allow flexible pathways by articulating clear course prerequisites, pre-assessing knowledge and skills, using pre-assessment data to focus on knowledge and skills refinement and expansion, and if appropriate, provide an accelerated or "fast track" timeline.

B. Eligible Applicants

- Eligible applicants are regional education service centers, open-enrollment charters, LEAs, non-profit organizations, public and private firms, institutions of higher education, individuals, other state departments, other state and district virtual schools, and state, regional, and national professional associations and organizations. Applicants approved for participation in the program will be eligible to provide services to participating school districts and campuses for a period through August 31, 2015, after which they may reapply to continue their eligibility. Continuation of eligibility is contingent upon satisfactory delivery of services and adherence to program guidelines and requirements.

C. Professional Development Provider

- Providers of a TxVSN-approved professional development program will be required to demonstrate significant past effectiveness in providing professional development preparing teachers at all levels of experience to teach in the online environment. A program to be delivered by a provider may include activities such as: (1) providing classes to teach teachers effective online instructional strategies for online learning; (2) providing tutoring or mentoring to teachers as they begin teaching online; (3) providing supporting resources and services to teachers such as peer networking opportunities and applicable pedagogical resources for online teachers; or, (4) any other activities determined by the TxVSN as likely to improve the instructional skills of online teachers.

D. Program Guidelines and Strategies

- Professional development programs for online teachers must ensure that training is aligned with the National Standards of Quality for Online Teaching and related indicators approved by iNACOL and available at www.inacol.org. Professional development must enable educators to meet these standards when they teach online. Applicants must demonstrate the expertise, experience, and capacity to

deliver professional development to instruct teachers to teach online, model and encourage active learning with participant-participant and instructor-participant interaction with both synchronous and asynchronous activities.

- Applicants will use Attachment G of the Request for Qualifications to document the alignment of the professional development to the iNACOL standards and all program content to be reviewed MUST be complete upon RFQ submission.

E. Terms

- This RFQ will not result in a contract with TxVSN or the Texas Education Agency. A list of providers with TxVSN-approved professional development will be available to school districts and educators interested in participating in the state virtual school network. Professional development for online teaching is required prior to teaching courses offered through the network. The approved list will remain in effect through August 31 renewal date. TxVSN reserves the right to supplement the approved professional development list with additional Request for Qualifications cycles.

F. Selection Process

- Through this RFQ, TxVSN may select one or more as providers whose professional development programs will be approved for qualifying school districts and schools. Current and potential TxVSN provider districts or their teachers will select from the list of providers with TxVSN-approved professional development.

G. Receipt of Responses

Responses to REQUEST FOR QUALIFICATIONS RFQ #2015-01 TxVSN Professional Development for Inexperienced and Experienced Online Instructors will be accepted **through Friday, March 20, 2015** at 3:00 PM CST. Responses will be reviewed upon receipt and notification of acceptance or denial will be provided to applicant in writing within 30 business days.

Provide 3 copies of the response (inexperienced and experience levels are **separate** courses and submissions) to:

> Sue Hayes, Chief Financial Officer
> Education Service Center Region 10
> 400 East Spring Valley
> Richardson, Texas 75081-5101
> Fax or email responses will not be accepted.
> Please clearly mark the envelope with "Sealed Response –TxVSN Professional Development".

II. PROVIDER QUALIFICATIONS & REQUIREMENTS

Qualified applicants must demonstrate the ability to support the state's diverse geographic and demographic needs. Professional development should be designed to meet specific educational needs, include new ways to teach that lead to improvements in student progress, use instructional strategies that reflect current research, and modern contexts to engage students, and include strategies for using online classroom assessments that measure what students are learning.

III. RESPONSE QUESTIONS

A. Applicant's Webinar *(Participation is not required)*

All applicants will have an opportunity to receive general and clarifying information about the scope of the Professional Development for the Texas Virtual School Network program. The conference is scheduled **for Wednesday, February 11, 2015 from 1:30 PM to 2:30 PM CDT** by Blackboard Collaborate (formally Elluminate). *Please sign-in using your first and last name and district/company.*

- Prior to the webinar date and time, it is the responsibility of participants who have not used Elluminate previously or recently to go to http://www.elluminate.com/support/index.jsp and prepare for the webinar. Region 10 ESC is not responsible for technical malfunction, transmission delay, or any event beyond its control experienced by applicants participating in the webinar.

- This webinar will be the single opportunity, in a group setting, to ask clarifying questions of TxVSN staff. Its purpose is to assist potential applicants in their understanding of the scope and nature of the work required. Within 48 hours a recording of the webinar will be posted on the www.region10.org RFQ Process page. It is the responsibility of the applicant to check this website for updates to the Questions and Answers (FAQ) document.

- The URL for the webinar is: https://sas.elluminate.com/m.jnlp?password=M.91F41C911A62D2AFF07B6178A7DCA0&sid=2008257

- Any person wishing to obtain clarifying information about this RFQ may contact:
  Sue Hayes, Chief Financial Officer
  Education Service Center Region 10
  400 East Spring Valley
  Richardson, Texas 75081-5101
  Email: sue.hayes@region10.org
  Fax inquiries: 972.348.1113

- Written documentation of all applicant interaction is required and all responses will be compiled into a Questions and Answers document that will be posted on the www.region10.org RFQ Process active RFQ webpage. It is the responsibility of the applicant to check this website for updates to the Questions and Answers document.

IV. EVALUATION CRITERIA

Review of responses will begin as soon as practical after receipt. The evaluation team shall consist of staff knowledgeable in the content area. At a minimum, the RFQ response and the examples of resources are evaluated on the following criteria:

- How well the professional development aligns to the iNACOL National Standards of Quality for Online Teaching and related standard indicators (Attachment F);
- How well the professional development supports each of the specifications required and listed below in this section;
- How well the RFQ response demonstrates that the professional development adequately prepare teachers to teach online; and
- How well the RFQ response demonstrates that the applicant can offer flexible scheduling of professional development to meet the varying needs of teachers.

- **Selection Criteria Overview**
  - Responses are selected based on the ability of each applicant to carry out all of the requirements contained in this Request for Qualifications. TxVSN at Region 10 will base its selection on, among other things, demonstrated competence and qualifications of the applicant and on the reasonableness of the proposed cost.

- **Assessment Rubric**

CATEGORIES	POSSIBLE

	POINTS
A. Quality of Technical Component 1. Clear understanding of program goals and requirements • How clearly does the applicant demonstrate an understanding of the program goal of serving students successfully online through providing high quality professional development to train teachers for the online learning environment? (5 points) • How well and to what extent does the professional development program align with the National Standards for Quality Online Teaching approved by the North American Council for Online Learning (iNACOL) and available at www.inacol.org? How does the professional development program ensure that educators to meet these standards and each standard indicator when they teach online? (20 points) (Attachment G) • How clearly does the applicant understand the scope and sequence of professional development required in order for inexperienced or beginning online instructors teachers to meet or exceed the iNACOL National Standards for Quality Online Teaching and each standard indicators? (15 points) • How well does the course model the National Standards for Quality Online Course Development approved by the North American Council of Online Learning (iNACOL) and available at www.inacol.org? (10 points) 2. Adequacy and appropriateness of professional development • How appropriate is the professional development design for teachers who have varying levels of online teacher training, experience, and proficiency? (5 points) • How adequately does the professional development provide collaborative measures and activities to support teachers who have taken and/or are taking professional development to teach online? (5 points)	<u>60</u>

B. Quality of Management Component
    1.   Evidence of capability to manage potential projects (10 points)
       • What previous professional development experience does the applicant cite?
       • What is the capability to deliver immediate and ongoing professional development?
    2. Experience of organization (10 points)
       • How long has the organization been in existence?
       • How much previous experience does the organization have in delivering professional development specifically to instruct teachers for the online learning environment?
       • What measures has the program instituted to determine how well it has trained teachers for the online learning environment?
       • What experience and capacity does the organization have to deliver professional development at a local, regional or statewide level?
    3. Personnel qualifications (10 points)
       • Is there a sufficient number of personnel available to provide the professional development offered according to the timelines identified? (Appropriate instructor ratio?)
       • What are their academic qualifications?
       • What are their experiences in delivering professional development to teachers for the online learning environment?
	<u>30</u>

C. Quality of Task/Activity Plan
    1. Logical and appropriate timeframes given in professional development description. (5 points)
    2. What is the schedule of offerings and the capacity to serve teachers locally, regionally, or statewide through 8/31/ agreement year? (5 points)
	<u>10</u>

TOTAL	**100 points**

A. **Response Requirements**
- Responses that address only part of the requirements contained in this Request for Qualifications may be considered non-responsive.
  - All program content submitted for RFQ must be complete upon submission.
  - Inexperienced and experience levels are **separate** courses and submissions
- TxVSN at ESC Region 10 reserves the right to reject any and all responses and to negotiate portions thereof.
- TxVSN at ESC Region 10 reserves the right to select the response containing the best desired outcomes. The applicant shall furnish such additional information that the TxVSN may reasonably require.

B. **Applicant's Response**
In the event of any disputes between the school district and the awarded vendor, the submitted response specific affirmations, general provisions, and special provisions will prevail. TxVSN at ESC Region 10 also reserves the right to approve the project design and all materials, project

activities, and/or other products developed, produced, or adapted by the entities selected for inclusion on the Providers of TxVSN-Approved Professional Development List. All substitutions must be reviewed and approved in draft form and in final form by the Project Director TxVSN. TxVSN will have 30 business days for each review of any materials, project design, project activities, and/or other products developed or adapted by the individual on the Provider Approved Service Provider. Product demonstrations may be required before acceptance.

The applicant agrees to comply with any reporting and evaluation requirements that may be established by the TxVSN or the Texas Education Agency as agreed upon by the project participants, and that it will submit the reports in the format requested by the TxVSN.

- **Activity, Progress, and Evaluation Reports**
  - Applicant agrees to provide written activity/progress reports during the project in the format requested by the TxVSN or the Texas Education Agency. Each activity/progress report is due to the Texas Education Agency project administrator as determined by the project administrators. In addition, the applicant agrees to participate in conference calls and utilize information dissemination tools provided by TxVSN for the duration of the project.
- **Utilization of TxVSN trademark and name**
  - An applicant selected for inclusion on the Providers of TxVSN-Approved Professional Development List must have prior approval from TxVSN for all communications and publications utilizing the Texas Virtual School Network name, acronym, and/or trademark.
- **Conflict of Interest**
  - A proposer is not selected if it has a conflict of interest that will or may arise during the performance of its obligations under the contract. For this reason, Proposer's response to this RFQ must disclose all business interest and all relationships that could reasonably be considered to pose possible conflicts of interest in the proposer's performance of contract obligations. In addition, proposers must represent and warrant in its response to this RFQ and in the contract that in the performance of services under the contract, (1) proposer does not have and will not have any actual or potential conflict of interest, and (2) proposer will take whatever reasonable actions may be necessary and prudent to avoid even the appearance of impropriety.
- **General Provisions**
  - Applicants agree to comply with General Provisions – (Attachment F)

  The contractor must work with the TxVSN at ESC Region 10 staff to clarify the design of the materials, project design, project activities, and/or other products, and modify these items if necessary.

V. RESPONSE
A. Response Format
Responses must be typewritten, double-spaced and single-sided, with margins of at least one inch on 8.5"x 11" paper. Font size must be no smaller than 10-point (Times Roman suggested), and width between characters should be normal (100%). Responses should be stapled in the top left corner or bound. Responses must be submitted in a manner which does not carry any benefit, keepsake, or value for reviewers.

B. Response Cover Page

Responses should include a cover page, which clearly states the name of the firm or organization and the name, position, and telephone number of the applicant's project administrator who may be contacted regarding the response. (Attachment E)

C. Response Checklist

This checklist is to assist applicants in ensuring that all information is included in their response. Applicants must refer to the appropriate section of the RFQ for detailed information on the following:

Response Content:

- ☐ Understanding of the Project and Methodology
- ☐ Management Plan
- ☐ Inexperienced and experience levels are **separate** courses and submissions
- ☐ All program content submitted for review and approval must be complete upon submission

Attachments:

- ☐ Notice of Intent to Respond (Attachment A) - optional
- ☐ Felony Conviction Notice (Attachment B)
- ☐ Certification Regarding Debarment (Attachment C)
- ☐ Applicants' Financial Responsibility (Attachment D)
- ☐ RFQ Cover Sheet (Attachment E)
- ☐ Alignment Document (Attachment G)

Failure to return all required information on the checklist as directed may disqualify the response.

D. Response Content

1. Understanding of the Project and Methodology

Each response should contain a clear and concise program summary (no more than 350 words) describing your organization's abilities to meet the requirements of this RFQ. The overall response must communicate an understanding of prior studies and research in the areas of the project, describe the tasks to be performed, and identify potential problems in the conduct of the project and methods to identify and solve such problems. TxVSN Professional Development courses approved by the network are required to meet 100% alignment with the National Standards for Quality Online Teaching endorsed by the International Association of K-12 Online Learning (iNACOL) and for meeting the criteria set forth in the National Standards for Quality of Online Courses endorsed by the iNACOL. TxVSN subsequently created a set of Accessibility Guidelines to complement these standards.

The response must describe the project design, if intended for a statewide, regional, or local audience, project activities, materials, and other products, services, and reports to be generated during the contract period and relate them to the stated purposes and specifications described in the Request for Qualifications.

The applicant must describe clearly, specifically, and as completely as possible, the methodology for carrying out the objectives and requirements of the project as described in this RFQ. The applicant must also describe the curriculum design and format of the training

program. i.e. How will the scope and sequence of professional development required in your program enable teachers to meet or exceed the iNACOL National Standards for Quality Online Teaching? How will it be designed to meet the needs of teachers who have little or no experience using educational technology in instruction or varied levels of prior online teacher professional development, experience, and proficiency?

Failure to meet these conditions shall result in disqualification of response and the response shall receive no further consideration.

2. **Management Plan for the Project**
   The applicant must provide satisfactory evidence of capability to manage and coordinate the types of activities described in the RFQ and to produce the specified product or service on time. To provide information on qualifications to accomplish the described tasks, applicants must include in this section the following information:
   - Structure of the organization
   - Indications of the ability to perform the tasks described in the Project Description and Requirements. Number of teachers that can be served, length of program, frequency of offerings, and technical evidence to perform the proposed services
   - Evidence that the applicant has gained experience through working on similar projects. Provide evidence of previous experience the organization has in delivering professional development. Include measures the program instituted to determine how well it has trained teachers for the online learning environment.
   - Names of staff member(s) who will direct the overall project throughout the duration of the contract as well as those of staff members who will coordinate major activities and technical support during each phase of the contract, and the time allocations that the personnel described will devote to fulfillment of the contract. List the individuals available to provide professional development, their academic qualifications, and experience in delivering professional development to teachers for the online learning environment. (An appendix to the response must contain resumes of project staff members.) If the resumes include references, the references will not be considered in the review. Names given as references must not affect the scoring of the response in any way. In addition, no employees of TxVSN at ESC Region 10 or the Texas Education Agency can be listed in the response as references. If the applicant plans to use external consultants or subcontractors, a staff organization and resumes of consultants and/or subcontractors must be included.

NOTICE OF INTENT TO RESPOND TO
REQUEST FOR QUALIFICATIONS RFQ #2015-01
TxVSN Professional Development for Online Instructors

Optional

Please submit this Notice by email or fax as soon as possible after receipt of the RFQ, but no later than Friday, February 13, 2015 at 3:00 PM CDT to:

> **Sue.Hayes**
> **sue.hayes@region10.org**
> **FAX (972) 348-1113**

Name of Organization: _____

Contact Person: _____

E-Mail: _____

Phone Number: (   ) _____ FAX: (   ) _____

- Filing of this notice will assist the TxVSN to anticipate volume of proposals for review.

- Filing this notice in no way binds the organization to submit a response.

- Applicants who do not file this notice are still eligible to submit a response.

Please submit this Notice by email or fax as soon as possible after receipt of the RFQ, but no later than Friday, February 13, 2015 at 3:00 PM CDT to:

Sue Hayes, Chief Financial Officer
sue.hayes@region10.org
FAX (972) 348-1113

FELONY CONVICTION NOTICE
RFQ #2015-01

Senate Bill 1 passed by the State of Texas Legislators, Notification of Criminal History, Subsection (a) states "a person or business entity that enters into a contract with a school district must give **advanced notice** to the district if the person or owner or operator of the business entity has been convicted of a felony." The notice must include a general description of the conduct resulting in the conviction of a felony.

Subsection (b) states, "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract."

I, the undersigned agent for the firm named below, certify that the following, statement signed by me, concerning notification of felony convictions and all information provided therein is complete and true to the best of my knowledge.

COMPANY NAME: _____
                                        (Type or print)
AUTHORIZED COMPANY
OFFICIAL'S NAME: _____
                                        (Type or print)
Please complete and sign the appropriate statement below.

    A. My firm is a publicly held corporation; therefore, this reporting requirement is not applicable.

        Signature of Company Official: _____ Date: _____

    B. My firm is not owned nor operated by anyone who has been convicted of a felony.

        Signature of Company Official: _____ Date: _____

    C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony:

        Name of Felon: _____
(If more than one, list on back of this sheet):

        Felony Conviction (brief explanations): _____
(If more than one, list on back of this sheet):

        Signature of Company Official: _____ Date: _____

Texas Virtual School Network at
EDUCATION SERVICE CENTER REGION 10
REQUEST FOR QUALIFICATIONS RFQ #2015-01
TxVSN Professional Development for Inexperienced or Experienced Online Instructors
Attachment C

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION

In accordance with Executive Order 12549 DEBARMENT AND SUSPENSION, the prospective vendor certifies by submission of this response, that neither it nor it's principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency.

Where the prospective applicant is unable to certify to any of the statements of this certification, such prospective participant shall attach an explanation to this Quote.

The certification in this clause is material representation of the fact upon which reliance was placed when this transaction was entered into.   If it is later determined that the prospective applicant knowingly entered an erroneous certification, in addition to other remedies available to the Federal Government, Education Service Center Region 10 may pursue any and all available remedies, including suspension and/or debarment.

Additionally, the prospective vendor shall provide immediate written notice to the person to whom this response is submitted if at any time the prospective applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

The prospective vendor agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any transactions with a person or firm who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by Education Service Center Region 10.

Except for transactions authorized under the previous paragraph, if a prospective applicant in a covered transaction knowingly enters into a transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in the transaction, in addition to other remedies available to the Federal Government, Education Service Center Region 10 may pursue and all available remedies, including suspension and/or debarment.

Potential Vendor Name:

Title of Authorized Representative:

Mailing Address:

Signature:

APPLICANT'S FINANCIAL RESPONSIBILITY

All private sector companies, individuals, or non-profit organizations are required to submit along with the response indicators of financial stability. For example:

- Private companies must submit their most recent audited financial statement or a certified public accountant-compiled financial report;

- Nonprofits must submit an audited financial statement, a certified public accountant-compiled financial report, or similar document; and

- Individuals must submit those documents that depict their financial stability, such as an audited proprietorship financial statement, statement from a certified public accountant or banker, or a statement from vendors or suppliers.

A. **Nonprofit Status**
   Nonprofit organizations are also required to submit proof of nonprofit status. An applicant may show that it is a nonprofit organization by any of the following means:

- A copy of a letter from the Internal Revenue Service recognizing that contributions to the organization are tax deductible under Section 501(c)(3) of the Internal Revenue Code;

- A statement from a state taxing body or the state attorney general certifying that the organization is a nonprofit organization operating within the state and that no part of its net earnings may lawfully benefit any private shareholder or individual;

- A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or

- Any item described above if that item applies to a state or national parent organization, together with a statement by the parent organization that it is a local nonprofit affiliate.

Failure to meet this condition shall result in disqualification of response and the response shall receive no further consideration

B. **Applicant Identification**
   Inclusion on the list of providers of TxVSN-approved professional development will only be given to non-profit organizations or partnerships in which a nonprofit corporation acts as the fiscal agent. Proof of non-profit status or partnership is required. Applicant shall provide its 9-digit Federal Employer's Identification Number (FEI); Social Security Number (SSN) if applicant is an individual; or applicant's 14-digit State of Texas Payee Identification Number (TIN).
   Applicant's FEI: _____
   Applicant's SSN: _____
   Applicant's TIN: _____

(FORMAT FOR COVER PAGE)
PROJECT RESPONSE

TITLE OF PROPOSED PROJECT: Professional Development for the Texas Virtual School Network (TxVSN)

PROFESSIONAL DEVELOPMENT AUDIENCE ☐ **Inexperienced Online Instructors** ☐ **Experienced Online Instructors**
Select only one per submission (Each level must be unique course/s to that level.)

SERVICE INTENTION: ☐ **Statewide** ☐**Regional** ☐**Local**

RESPONDENT ORGANIZATION: (Name and address of organization submitting response. Include zip code.)

RESPONDENT ORGANIZATION (Show respondent organization's Federal Employer's
IDENTIFICATION NUMBER: Identification Number or SSN if an individual. If respondent organization is a corporation or if individual is incorporated, the charter number of respondent organization or individual must also be shown.)

RESPONSE DEVELOPED BY: (Name, position, and telephone number of person responsible for development of response)

PROJECT ADMINISTRATOR: (Name, position, email, and telephone number of person to be in charge of proposed project)

RESPONSE TRANSMITTED BY: (Name, position, and telephone number of official committing the respondent organization to the proposed project)

CONTRACTING OFFICER: (Name, position, email, and telephone number of official with authority to negotiate contracts for respondent organization)

DURATION OF COURSE/S: (Beginning and ending dates of proposed project)

PROPOSED COURSE COST (Per teacher cost of the proposed professional development)

CONTAINS PROPRIETARY ☐ (Check this box, if the response being submitted contains
INFORMATION: proprietary information.)

ACCEPTANCE OF ☐ We hereby accept by the submission of the response the
TERMS AND CONDITIONS: Terms and Conditions of the General Provisions (Attachment F).

DATE SUBMITTED: (Date response is submitted to TxVSN Central Operation at Region 10)

COURSE/S ACCESS: URL: _____
LOGIN NAME: _____
PASSWORD: _____
☐ CD-ROM PROVIDED (if applicable):

_____
SIGNATURE OF CONTRACTING OFFICER

Texas Virtual School Network at
EDUCATION SERVICE CENTER REGION 10
REQUEST FOR QUALIFICATIONS RFQ #2015-01
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Attachment F
General Provisions

Proposer expressly makes the following specific affirmations in response to this RFQ:

A. Proposer understands that any response or bond signed by an agent or attorney-in-fact shall be accompanied by evidence of authority.

B. Proposer understands that any response may be withdrawn in writing prior to the date and time set for receipt of responses. Any response not so withdrawn shall constitute an irrevocable offer, for a period of 90 days from the RFQ closing date, to provide the commodity or service set forth in the attached specifications, or until a selection has been made by the agency.

C. Proposer has fully complied with all of the terms and conditions for submission of response expressly stated throughout this RFQ.

D. Proposer has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or services to a public servant in connection with the submitted response or bid.

E. Neither Proposer or the firm, corporation, partnership, limited liability company, or other business entity represented by Proposer, or anyone acting for such firm, corporation, partnership, limited liability company, or other business entity has violated the antitrust laws of this State or the Federal Antitrust Laws, nor communicated directly or indirectly the response or bid made to any competitor or any other person engaged in such line of business.

F. Pursuant to Section 2155.004 of the Texas Government Code, Proposer has not received compensation for participation in the preparation of the specifications for this RFQ or Invitation for Bid. Proposer certifies that the individual or business entity named in its response, bid, or contract is not ineligible to receive the specified contract and acknowledges that any contract awarded from this RFQ may be terminated and payment withheld if this certification is inaccurate.

G. Proposer certifies compliance with section 669.003 of the Texas Government Code, relating to contracting with a former executive head of a state agency. If this provision of the Government Code applies, Proposer shall provide the following information in order for the response to be evaluated: (a) Name of the former executive, (b) name of the state agency where that executive worked, (c) date of separation from that agency, (d) that former executive's current position with the proposing business entity, and (e) the beginning date of employment with the proposing business entity.

H. Pursuant to Section 231.006(c) of the Texas Family Code, the response includes the names and social security numbers of each person with at least a 25% ownership of the business entity submitting the response or bid. If this information is not included in the response, it will be provided prior to execution of any contract resulting from this RFQ.

I. Pursuant to Section 2252.901 of the Texas Government Code, Proposer certifies that it is not a former employee of TEA or that Proposer has not been an employee of TEA for twelve (12) months prior to the beginning date of any contract awarded from this RFQ.

J. Proposer must make full disclosure of intent to employ any subcontractor who is a former employee/retiree of TEA. Within the first twelve months of leaving employment at TEA, a former employee/retiree selected by the Proposer for a subcontract, shall not perform services on a project or fill a position that the former employee/retiree worked on while employed at TEA. TX Govt. Code § 2252.901

K. No public disclosures or news releases pertaining to this RFQ shall be made without prior written approval of TxVSN at ESC Region 10.

L. Terms and conditions beyond those stated in this RFQ may be grounds for disqualification of a submitted response. TxVSN at ESC Region 10 will have sole discretion to consider for inclusion any terms and conditions not stated in this RFQ.

M. Proposer must comply with any additional School District laws, rules, or policies determined by the School District to gain access to the individual campus etc.

N. **Contingency**: The Project including any extensions are executed contingent upon the availability of appropriated funds by legislative act. Notwithstanding any other provision in this RFQ or any other document, this Project is void upon the insufficiency or unavailability of appropriated funds.

O. **Indemnification**: For local educational agencies (LEAs), regional education service centers (ESCs), institutions of higher education (IHEs), and state agencies: Contractor, to the extent permitted by law, shall hold ESC Region 10 harmless from and shall indemnify ESC Region 10 against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor in performance of the Contract Project.

P. For all other contractors, subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold ESC Region 10 harmless from and shall indemnify ESC Region 10 against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor in performance of the Contract Project.

Q. **Subcontracting**: Provider of TxVSN-approved professional development shall not assign or subcontract any of its rights or responsibilities under this Contract without prior formal written notice to ESC Region 10.

R. **Sanctions for Failure to Perform or for Noncompliance**: If Provider of TxVSN-approved professional development, fails or refuses for any reason to comply with or perform any of its obligations under this Approved Vendor List, ESC Region 10 may impose such sanctions as it may deem appropriate. Any cancellation, termination, or suspension of this Contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from ESC Region 10.

S. **Approved Vendor List and Program Cancellation:** If ESC Region 10 cancels, terminates, or suspends any approved programs(s) prior to the expiration date identified in this RFQ, the school districts will be notified immediately and the contractor shall work with schools to complete services being performed to ensure the schools can select another vendor and or program from the Provider of TxVSN-approved professional development list.

This alignment is provided to RFQ reviewers as documentation of course alignment to the iNACOL National Standards for Quality Online Teaching. If more than one course is submitted, then complete an alignment document for each course. **The "Teacher" in the standard is the participant/student of the course.**

Professional Development Title: _____

Course URL: _____ **Course Login:** _____

Audience: ☐ Inexperienced Online Instructors or ☐ Experienced Online Instructors   * iNACOL criteria NOT applicable to course assessment.

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
A The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success. The professional development and/or participant:		
A1 Knows and understands the current best practices and strategies for online teaching and learning and their implementation in online education.	Is able to apply the current best practices and strategies in online teaching to create rich and meaningful experiences for students.	
A2 Knows and understands the role of online learning in preparing students for the global community they live in, both now and in the future.	Is able to build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens.	
A3 Knows and understands the instructional delivery continuum (e.g., fully online to blended to face-to-face).	Is able to construct flexible, digital, and interactive learning experiences that are useful in a variety of delivery modes.	
A4 Knows and understands the need for continuing to update academic knowledge, pedagogy, and skills.	Is able to meet the state's professional teaching standards or has academic credentials in the field in which he or she is teaching.	
A5 Knows and understands the subject area and age group they are teaching.	*Is able to provide evidence of credentials in the field of study to be taught.	
B The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment. The professional development and/or participant:		
B1 Knows and understands the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.	Is able to select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs.	
B2 Knows and understands the use of emerging technologies in a variety of mediums for teaching and learning, based on student needs.	Is able to effectively use and incorporate subject-specific and developmentally appropriate technologies, tools, and resources.	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
B3	Knows and understands the importance of interaction in an online course and the role of varied communication tools in supporting interaction.	Is able to use communication technologies in a variety of mediums and contexts for teaching and learning.	
B4	Knows and understands basic troubleshooting skills and the responsibility to address basic technical issues online students may have.	Is able to apply troubleshooting skills (e.g., change passwords; download plug-ins, etc.).	
B5	Knows and understands the need to continuously update their knowledge and skills for using the evolving technology tools that support online learning.	Is able to identify and explore new tools and test their applicability to their content areas and students.	
C	**The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment. The professional development and/or participant:**		
C1	Knows and understands the techniques and applications of online instructional strategies, based on current research and practice (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).	Is able to use student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design).	
C2	Knows and understands the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.	Is able to facilitate and monitor appropriate interaction among students.	
C3	Knows and understands the techniques for developing a community among the participants.	Is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants.	

Standard		Applicant's Alignment Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.Standard
C4 Knows and understands the process for facilitating and monitoring online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.	Is able to facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction as relates to K/U C4.	
C5 Knows and understands techniques to adjust communications to diverse perspectives.	Is able to respond appropriately to the diverse backgrounds and learning needs of the students as relates to K/U C5.	
C6 Knows and understands differentiated instruction based on students' learning styles.	Is able to use differentiated strategies in conveying ideas and information, and is able to assist students in assimilating information to gain understanding and knowledge as relates to K/U C6.	
C7 Knows and understands techniques to create an environment that will engage, welcome, and reach each individual learner.	Is able to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion.	
C8 Knows and understands the participation in an online course from a student-centered approach.	Is able to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom.	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
C9 Knows and understands the need to establish and maintain ongoing and frequent teacher-student interaction, student-student interaction, teacher-parent interaction, and teacher-mentor interaction.	Is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities.	
D. The online teacher promotes student success through clear expectations, prompt responses, and regular feedback. **The professional development or participant:**		
D1 Knows and understands techniques to maintain strong and regular communication with students, using a variety of tools.	Is able to use effective communication skills with students as relates to K/U D1.	
D2 Knows and understands techniques for using appropriate communications in support of student engagement through prompt and regular feedback, and setting and communicating high expectations.	Is able to provide prompt feedback, communicate high expectations, and respect diverse talents and learning styles as relates to K/U D2.	
D3 Knows and understands the need to create and explain objectives, concepts, and learning outcomes in a clearly written, concise format and to explain the course organization to students.	Is able to provide clear definitions of objectives, concepts, and learning outcomes and the course organization to students.	
D4 Knows and understands the need to define the terms of class interaction for both teacher and students.	Is able to establish and provide clear expectations of class interaction for both teacher and students.	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
D5 Knows and understands the need to define the assessment criteria for the course.	Is able to provide a clear explanation of the assessment criteria for the course to students.	
D6 Knows and understands the need to provide clear expectations for teacher response time to student queries.	Is able to provide a clear explanation of the expectations of teacher response time to student queries.	
D7 Knows and understands the need to establish criteria for appropriate online behavior for both teacher and students.	Is able to establish and implement criteria for appropriate online behavior for both teacher and students.	
D8 Knows and understands the need for timely, constructive, personalized feedback to students about assignments and questions.	Is able to use student data to inform instruction, guide and monitor students' management of their time, monitor learner progress with available tools, and develop an intervention plan for unsuccessful learners.	
D9 Knows and understands a variety of methods and tools to reach and engage students who are struggling.	Is able to use a variety of methods and tools to reach and engage students who are struggling.	
D10 Knows and understands the process for aligning teacher and student expectations for the course, in general.	Is able to orient students to teacher's instructional methods and goals and invite students to provide feedback on their perceptions of how they are learning in a course.	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
E. The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use. The professional development and/or participant:		
E1 Knows and understands the responsibilities of digital citizenship and techniques to facilitate student investigations of the legal and ethical issues related to technology and society.	Is able to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason.	
E2 Knows and understands how the use of technology may lead to instances of academic dishonesty.	Is able to identify the risks and intervene in incidents of academic dishonesty for students.	
E3 Knows and understands resources and techniques for implementing Acceptable Use Policies (AUP).	Is able to model and comply with intellectual property policies and fair use standards and reinforce their use with students.	
E4 Knows and understands techniques for recognizing and addressing the inappropriate use of electronically accessed data or information.	Is able to provide resources for students related to intellectual property and plagiarism.	
E5 Knows and understands privacy standards about other students and their posting and performance that are outlined in FERPA or other similar guidelines.	Is able to incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students.	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
F	**The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment. The professional development and/or participant:**	
F1	Knows and understands legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility.	Is able to monitor student progress and apply activities and tools that are relevant to the needs of all students, including those with learning or physical disabilities, in collaboration with appropriate staff or resources.	
F2	Knows and understands that students have varied talents and skills and make appropriate accommodations designed to include all students.	Is able to address learning styles, needs for accommodations, and create multiple paths to address diverse learning styles and abilities.	
F3	Knows and understands appropriate tools and technologies to make accommodations to meet student needs.	Is able to use appropriate tools and technologies to make accommodations to meet student needs.	
F4	Knows and understands how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.	Is able to apply adaptive and assistive technologies in the online classroom where appropriate in the instruction to meet student needs.	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
F5 Knows and understands options to expand student thinking, address styles of learning, and provide avenues for enrichment or intervention.	Is able to identify students who are struggling with various learning obstacles, such as ELL or literacy issues, and apply appropriate strategies to support student thinking, address styles of learning, and provide avenues for enrichment or intervention when needed.	
F6 Knows and understands the process for connecting with local support personnel to verify student's IEP requirements or 504 accommodations needed for student success.	Is able to communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student's IEP or 504 accommodations, and work in collaboration with others to address student needs.	
F7 Knows and understands the diversity of student learning needs, languages, and backgrounds.	Is able to demonstrate awareness of different learning preferences, diversity, and universal design principles.	
G The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures. The professional development and/or participant:		
G1 Knows and understands adequate and appropriate assessment instruments to measure online learning that reflect sufficient content validity (i.e., that adequately cover the content they are designed to measure), reliability, and consistency over time.	Is able to create and implement assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
G2 Knows and understands the implementation of online assessment measures and materials in ways that ensure instrument validity and reliability.	Is able to develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.	
G3 Knows and understands multiple strategies for ensuring the security of online student assessments, academic integrity, and assessment data.	Is able to implement a variety of assessments that ensure the security of student assessment data and accurate measures of student ability.	
H **The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals. The professional development and/or participant:**		
H1 Knows and understands the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) are part of the evaluation process.	Is able to apply authentic assessments as part of the evaluation process, assess student knowledge in a forum beyond traditional assessments, and monitor academic integrity with assessments.	
H2 Knows and understands the process of continuous evaluation of students to include formative and summative assessments and student feedback, including polls and surveys that reflect student learning progress throughout the course.	Is able to create or select and implement a variety of formative and summative assessments that assess student learning progress and utilize student feedback to improve the online learning experience.	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
H3 Knows and understands the relationships between the assignments, assessments, and standards-based learning goals.	Is able to create, select, and organize the appropriate assignments and assessments, and align curricular content with associated and standards-based learning goals.	
I The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning. The professional development and/or participant:		
I1 Knows and understands techniques to plan individualized instruction incorporating student data.	Is able to use student data to plan instruction.	
I2 Knows and understands how data is used to modify the content, instruction, and assessment to meet student needs.	Is able to use observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.	
I3 Knows and understands how instruction is based on assessment data.	Is able to customize instruction, based on assessment data, in order to personalize the learning experience per student needs and performance.	
I4 Knows and understands the importance of self-reflection or assessment of teaching effectiveness.	Is able to create opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher-peer reviews).	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
I5	Knows and understands varied assessment strategies that address levels of ability through a variety of alternative interventions.	Is able to address levels of ability through a variety of alternative interventions.	
I6	Knows and understands the use of effective learning strategies data for an individual student to formulate detail-specific changes in future instruction, based on assessment results and research study (data-driven and research-based).	Is able to evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.	
I7	Knows and understands the process for maintaining records of relevant communications.		
I8	Knows and understands effective time management strategies.	Is able to provide consistent feedback and course materials in a timely manner, and use online tool functionality to improve instructional efficiency.	
I9	Knows and understands online course management tasks.	Is able to track student enrollments, communication logs, attendance records, etc.	
I10	Knows and understands ways for teacher and students to assess student readiness for course content and method of delivery.	Is able to employ ways to assess student readiness for course content and method of delivery.	

Standard		Applicant's Alignment **Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.**
I11 Knows and understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.	Is able to employ ways for students to effectively evaluate and assess their own readiness for course content and method of delivery.	
I12 Knows and understands the importance of student self-assessment.	Is able to create opportunities for student self-assessment within courses.	
I13 Knows and understands the role of student empowerment in online learning.	Is able to empower students to independently define short and long-term learning goals and monitor their personal progress.	
J. The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success. The professional development and/or participant:		
J1 Knows and understands the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators.	Is able to engage in professional development activities and collaboration beyond school.	
J2 Knows and understands the need to coordinate learning experiences with with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning.	Is able to provide ongoing communication with parents or guardians concerning student learning.	

Standard OPTIONAL		Applicant's Alignment Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.
K The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.		
K1 Knows and understands critical digital literacies and 21st century skills.	Is able to create assignments, projects, and assessments that are aligned with students' different visual, auditory, and hands-on ways of learning.	
	Is able to arrange media and content to help transfer knowledge most effectively in the online environment.	
K2 Knows and understands appropriate use of technologies to enhance learning.	Is able to modify and add content and assessment, using an online Learning Management System (LMS).	
K3	Is able to create and modify engaging content and appropriate assessments in an online environment.	
K4	Is able to incorporate multimedia and visual resources into an online module.	
K5	Is able to use and incorporate subject-specific and developmentally appropriate software in an online learning module.	
K6	Is able to review materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis.	