

**Texas Virtual School Network Central Operations at
EDUCATION SERVICE CENTER REGION 10
REQUEST FOR QUALIFICATIONS RFQ #2009-03
TxVSN Professional Development for Inexperienced or Experienced Online Instructors**

The Texas Virtual School Network Central Operations at Education Service Center Region 10 (TxVSN Central Operations) is requesting qualifications from professional development providers.

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 act as central operations for the network as well as to review courses submitted by a potential provider school district to be offered through the network.

A Request for Proposals (RFP) process identified Region 10 Education Service Center, in collaboration with Harris County Department of Education, as TxVSN Central Operations. TxVSN Central Operations 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.

Region 4 Education Service Center was identified as the TxVSN Course Review entity. Course Review 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.

In addition, 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 will be eligible to provide professional development for teachers to teach online courses over the TxVSN. TxVSN Central Operations 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.nacol.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.

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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 Central Operations 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 Central Operations 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.nacol.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, 2010, 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 Central Operations 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.nacol.org. Professional development must enable

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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 that includes but is not limited to the following strategies:

- The professional development will be research-based and aligned with state and national quality standards for online teachers.
- The professional development will focus on specific problems faced by teachers, linking directly with work in online learning environments, by employing methods such as model online learning environments, coaching, mentoring, and learning communities.
- The professional development may use a need or skills assessment tool prior to implementation of the training or curriculum in order to determine the appropriate level of training needed by teachers prior to teaching for the network.
- The professional development models and encourages active learning with participant-participant and instructor-participant interaction with both synchronous and asynchronous online activities.
- The professional development models and reinforces the best practices in the acceptable use of educational technology in the online environment.
- The professional development participant experiences the online learning from the perspective of a student.
- The professional development models and requires participants assess student achievement and use assessment results to guide student learning.
- The professional development models research-based best practices in online course design.

Applicants will use Attachment of the Request for Qualifications to document the alignment of the professional development to the iNACOL Standards.

E. Terms

This RFQ will not result in a contract with TxVSN Central Operations 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, 2010, but may be extended to coincide with an anticipated TxVSN Central Operations contract renewal. TxVSN Central Operations reserves the right to supplement the approved professional development list with additional Request for Qualifications cycles.

F. Selection Process

Through this RFQ, TxVSN Central Operations may select one or more a 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 #2009-03 TxVSN Professional Development for Inexperienced and Experienced Online Instructors will be accepted through Wednesday October 14, 2009 at 4:30 PM CDT. Responses will be reviewed upon receipt and notification

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of acceptance or denial will be provided to applicant in writing within 30 business days.

Provide 3 copies of the response to:

Sue Hayes, Chief Financial Officer
Education Service Center Region 10
400 East Spring Valley
Richardson, Texas 75081

Fax or email responses will not be accepted.

Please clearly mark the envelope with "Sealed Response – RFQ #2009-03 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.

- Describe how the submitted professional development provides teachers with an understanding of serving students successfully online. Clearly describe or outline how the professional development aligns with the iNACOL National Standards for Quality Online Teaching and each standard indicator. Explain how the scope and sequence of professional development required in your program enables teachers to meet or exceed the iNACOL National Standards for Quality Online Teaching. Include specific ways that the professional development ensures that online teachers meet these standards when they teach online.
- Describe how the professional development is designed to meet the needs of teachers who have little or no experience using educational technology in instruction. Identify professional development elements designed to meet the needs of teachers who have beginning levels of online instruction, varied levels of prior teacher professional development, experience, and proficiency. Describe the collaborative measures and activities incorporated within the professional development to support online teachers.
- The applicant must provide examples of the professional development to prepare teachers to teach online identical to the version to be offered to teachers. If the resources are web-based, then the applicant must provide a URL (Uniform Resource Locator) and any logins/passwords for access to a web location where the web-based resources proposed as part of the package can be reviewed. If some of the resources are CD-based, then the applicant must provide a CD-ROM(s) containing a replication of the electronic resources that require localized server storage for review.
- Describe the capacity of the organization to provide professional development for online teaching in terms of number of teachers that can be served, length of program, and frequency of offerings. 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.

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- List the individuals available to provide professional development, their academic qualifications, and experience in delivering professional development to teachers for the online learning environment.
- Describe the professional development that is available, schedule of offerings, and capacity to serve teachers through August 31, 2010 including the cost of professional development offerings. Professional development programs should be immediately available upon approval.
- Describe how the professional development pre-assesses the participants level of proficiency as an online instructor.

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 above 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.

III. RESPONSE QUESTIONS

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 website on the vertical navigation bar News/Calendars tab, by selecting the "Region 10 News" submenu. It is the responsibility of the applicant to check this website for updates to the Questions and Answers document.

A. Applicant's Audio Conference *(Attendance 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 Friday, September 25 2009 from 10:00 AM to 11:00 AM CDT at:

Region 10 ESC
Abrams Building-Hickory Room
904 Abrams Road
Richardson, Texas 75081

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Applicants may also participate in the conference by telephone. Applicants participating in the conference by telephone must dial 972-348-6996 by 9:55 AM CDT to participate in the audio conference. Each person attending will be required to identify themselves by providing representative's name, the firm or organization represented, its name, address, and telephone number. Region 10 ESC is not responsible for technical malfunction, transmission delay, or any event beyond its control experienced by applicants participating by phone.

Each person attending onsite will be required to sign a register listing the representative's name, the applicant organization represented, its name, address, and telephone number.

This conference will be the single opportunity, in a group setting, to ask clarifying questions of TxVSN Central Operations staff. Its purpose is to assist potential applicants in their understanding of the scope and nature of the work required. The conference will be open to all potential applicants.

A Questions and Answers document will be posted on the www.region10.org website on the vertical navigation bar News/Calendars tab, by selecting the "Region 10 News" submenu. It is the responsibility of the applicant to check this website for updates to the Questions and Answers document.

Response Requirements

- Responses that address only part of the requirements contained in this Request for Qualifications may be considered non-responsive.
- TxVSN Central Operations at ESC Region 10 reserves the right to reject any and all responses and to negotiate portions thereof.
- TxVSN Central Operations 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 Central Operations may reasonably require.
- The contractor must work with the TxVSN Central Operations 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.

IV. RESPONSE FORMAT AND CONTENT

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 D)

C. Response Checklist

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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:

- Understanding of the Project and Methodology
- Management Plan
- Applicants' Financial Responsibility
- Applicant's Identification
- Evaluation Criteria
- Notice of Intent to Respond (Attachment A)
- Felony Conviction Notice (Attachment B)
- Certification Regarding Debarment (Attachment C)
- RFQ Cover Sheet (Attachment D)
- Alignment Document (Attachment F)

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

V. 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.

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.

The response must describe the project design, 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. Technical evidence relating to the applicant's ability to perform the proposed services must be appended to the response. Failure to meet these conditions shall result in disqualification of response and the response shall receive no further consideration.

VI. 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.
- Evidence that the applicant has gained experience through working on similar projects. The name of the agency or agencies served must be cited, the kinds of activities that were performed by the applicant must be described, and the name and phone number of a contact person from each employing agency must be provided;

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- 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. (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 Central Operations 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.

VII. 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

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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: _____

VIII. REVIEW AND SELECTION

Review of responses will begin as soon as practical after receipt. The evaluation team shall consist of staff knowledgeable in the content area.

A. Selection Criteria

Responses are selected based on the ability of each applicant to carry out all of the requirements contained in this Request for Qualifications. TxVSN Central Operations 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. The criteria and the total number of points of each portion of the RFQ are noted below:

CATEGORIES	POSSIBLE POINTS
<p>A. Quality of Technical Component</p> <p>1. Clear understanding of program goals and requirements</p> <ul style="list-style-type: none"> • 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.nacol.org? How does the professional development program ensure that educators to meet these standards and each standard indicator when they teach online? (20 points) • 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) <p>2. Adequacy and appropriateness of professional development</p> <ul style="list-style-type: none"> • 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) 	<p><u>50</u></p>

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<p>B. Quality of Management Component</p> <ol style="list-style-type: none"> 1. Evidence of capability to manage potential projects (10 points) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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>
<p>C. Quality of Task/Activity Plan</p> <ol style="list-style-type: none"> 1. Logical and appropriate timeframes given in professional development description. (10 points) 2. What is the schedule of offerings and the capacity to serve teachers local, regional or statewide through 8/31/2010? (10 points) 	<u>20</u>
<p>TOTAL</p>	<p>100 points</p>

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 Central Operations 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 Central Operations. TxVSN Central Operations will have **15** 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 Central Operations 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 Central Operations.

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C. Activity, Progress, and Evaluation Reports

The applicant agrees to provide written activity/progress reports during the project in the format requested by the TxVSN Central Operations 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 Central Operations for the duration of the project.

D. Utilization of TxVSN trademark and name

A applicant selected for inclusion on the Providers of TxVSN-Approved Professional Development List must have prior approval from TxVSN Central Operations for all communications and publications utilizing the Texas Virtual School Network name, acronym, and/or trademark.

E. 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.

F. General Provisions

Applicants agree to comply with General Provisions – Attachment E

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Attachment A**

**NOTICE OF INTENT TO RESPOND TO
REQUEST FOR QUALIFICATIONS RFQ #2009-03
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Please submit this Notice by email or fax as soon as possible after receipt of the RFQ, but no later than Friday October 2, 2009 at 3:00 PM CDT to:

**Sue Hayes, Chief Financial Officer
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 Central Operations 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 October 2, 2009 at 3:00 PM CDT to:

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

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Attachment B**

**FELONY CONVICTION NOTICE
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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 **advance 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: _____

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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 its 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: _____

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Attachment D**

(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**

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

RESPONDENT ORGANIZATION IDENTIFICATION NUMBER: (Show respondent organization's Federal Employer's 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, 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, and telephone number of official with authority to negotiate contracts for respondent organization)

DURATION OF PROJECT: (Beginning and ending dates of proposed project)

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

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

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

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

SIGNATURE OF CONTRACTING OFFICER

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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.

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- 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 Central Operations at ESC Region 10.
- L. Terms and conditions beyond those stated in this RFQ may be grounds for disqualification of a submitted response. TxVSN Central Operations 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.

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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

Professional Development Title: _____

Course URL: _____

Course Login: _____

Audience: Inexperienced Online Instructors Experienced Online Instructors

Standard	Applicant's Alignment
A The teacher meets the professional teaching standards established by a state-licensing agency or the teacher has academic credentials in the field in which he or she is teaching. The professional development and/or participant:	Document the location in the professional development course activities, syllabus, pre-requisites, instructional strategies, or assessment how each standard indicator is addressed or measured.
A1 Facilitates the construction of knowledge through an understanding of how students learn in specific subject areas.	
B The teacher has the prerequisite technology skills to teach online. The professional development and/or participant:	
B1 Demonstrates effective use of Internet browsers, e-mail applications and appropriate online etiquette.	
B2 Utilizes synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards) effectively.	
B3 Troubleshoots typical software and hardware problems (i.e. change passwords, download plug-ins, etc).	
B4 Demonstrates growth in technology knowledge and skills in order to stay current with emerging technologies and trends.	
C 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:	
C1 Demonstrates effective strategies and techniques that actively engage students in the learning process (e.g., team problem-solving, in-class writing, analysis, synthesis and evaluation instead of passive lectures).	
C2 Facilitates and monitors appropriate interaction among students.	
C3 Builds and maintains a community of learners by creating a relationship of trust, demonstrating effective facilitation skills, establishing consistent and reliable expectations, and supporting and encouraging independence and creativity.	

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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.
C4 Promotes learning through group interaction.	
C5 Leads online instruction groups that are goal-oriented, focused, project-based and inquiry-oriented.	
C6 Demonstrates knowledge and responds appropriately to the cultural background and learning needs of non-native English speakers.	
C7 Differentiates instruction based on students' learning styles and needs and assists students in assimilating information to gain understanding and knowledge.	
C8 Demonstrates growth in teaching strategies in order to benefit from current research and practice.	
C9 Creates a warm and inviting atmosphere that promotes the development of a sense of community among participants	
C10 Encourages students to bring real-life examples into the online classroom.	
C11 Mandates participation by setting limits if participation wanes or if the conversation is headed in the wrong direction.	
C12 Provides structure for students but allows for flexibility and negotiation.	
C13 Uses best practices to promote participation.	
C14 Begins each lesson with a short, student-friendly, summary statement indicating the goal of the lesson and the primary benchmarks that will be covered.	
C15 Provides extended resources and activities to increase achievement levels.	
D. The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations. The professional development or participant:	
D1 Models effective communication skills and maintains records of applicable communications with students.	
D2 Encourages interaction and cooperation among students, encourages active learning, provides prompt feedback, communicates high expectations, and respects diverse talents and learning styles.	
D2 Persists, in a consistent and reasonable manner, until students are successful.	
D3 Establishes and maintains ongoing and frequent teacher-student interaction, student-student interaction and teacher-parent interaction.	

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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.
D4. Provides an online syllabus that defines objectives, concepts and learning outcomes in a clearly written, concise format.	
D5 Provides an online syllabus that defines the terms of class interaction for both teacher and students, defines clear expectations for both teacher and students, defines the grading criteria, establishes inappropriate behavior criteria for both teacher and students, and explains the course organization to students.	
D6 Uses student data to inform instruction, guides and monitors students' management of their time, monitors learner progress with available tools and develops an intervention plan for unsuccessful learners.	
D7 Provides timely, constructive feedback to students about assignments and questions.	
D8 Gives students clear expectations about teacher response time.	
D9 Contacts students who are not participating.	
D10 Recognizes that student interaction with the lesson has instructional value and therefore encourages students to participate in leading the instruction and/or demonstrating mastery of the content in other appropriate ways.	
D11 Personalizes feedback (support, growth and encouragement).	
D12 Communicates high expectations.	
E. The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use. The professional development and/or participant:	
E1 Facilitates student investigations of the legal and ethical issues related to technology and society; teaches students that copyright laws are created for a reason.	
E2 Establishes standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication.	
E3 Identifies the risks of academic dishonesty for students.	
E4 Demonstrates an awareness of how the use of technology may impact student testing performance.	
E5 Uses course content that complies with intellectual property rights policies and fair use standards.	

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E6 Provides students with an understanding of the importance of Acceptable Use Policies (AUP).	
E7 Demonstrates knowledge of resources and techniques for dealing with issues arising from inappropriate use of electronically accessed data or information.	
E8 Informs students of their rights to privacy and the conditions under which their names or online submissions may be shared with others.	
F The teacher has experienced online learning from the perspective of a student. The professional development and/or participant:	
F1 Has taken an online course and applies experiences as an online student to develop and implement successful strategies for online teaching.	
F2 Demonstrates the ability to anticipate challenges and problems in the online classroom.	
F3 Demonstrates an understanding of the perspective of the online student through appropriate responsiveness and a supportive attitude toward students.	
G The teacher understands and is responsive to students with special needs in the online classroom. The professional development and/or participant:	
G1 Understands that students have varied talents and skills and uses appropriate strategies designed to include all students.	
G2 Provides activities, modified as necessary, that are relevant to the needs of all students.	
G3 Adapts and adjusts instruction to create multiple paths to learning objectives.	
G4 Encourages collaboration and interaction among all students.	
G5 Exhibits the ability to assess student knowledge and instruction in a variety of ways.	
G6 Provides student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications.	
G7 Demonstrates ability to identify students struggling with ELL or literacy issues and delivers specific strategies.	
G8 Identifies options to expand student thinking, address styles of learning and avenues for enrichment or intervention.	
G9 Knows how to implement a team teaching concept.	

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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.
H The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures. The professional development and/or participant:	
H1 Creates or selects fair, 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.	
H2 Implements online assessment measures and materials in ways that ensure instrument validity and reliability.	
I The teacher develops and delivers assessments, projects, and assignments that meet standards based learning goals and assesses learning progress by measuring student achievement of learning goals. The professional development and/or participant:	
I1 Includes authentic assessment (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills as opposed to testing isolated skills or retained facts) as part of the evaluation process; assesses student knowledge in a forum beyond multiple guess.	
I2 Provides continuous evaluation of students to include pre- and post-testing and student input throughout the course.	
I3 Demonstrates an understanding of the relationships between and among the assignments, assessments and standards-based learning goals.	
J The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning. The professional development and/or participant:	
J1 Assesses each student's background and content knowledge and uses these data to plan instruction.	
J2 Reviews student responses to test items to identify issues related to test validity or instructional effectiveness.	
J3 Uses observational data (e.g., tracking data in electronic courses, Web logs, e-mail) to monitor course progress and effectiveness.	
J4 Creates opportunities for self-reflection or assessment of teaching effectiveness within the online environment (e.g., classroom assessment techniques, teacher evaluations, teacher peer reviews).	

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J5 Addresses multiple intelligences and levels of ability through a variety of alternative interventions such as adjusting lessons based upon re-teaching and using varied assessment strategies.	
J6 Provides evidence of effective learning strategies that worked for the individual student and details specific changes in future instruction based upon assessment results and research study (data-driven and research- based).	
J7 Evaluates instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.	
K The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self and pre-assessments.	
K1 Employs ways to assess student readiness for course content and method of delivery.	
K2 Employs ways for students to effectively evaluate and assess their own readiness for course content and method of delivery.	
K3 Understands that student success (e.g., grade, level of participation, mastery of content, completion percentage) is an important measure of teaching and course success.	
K4 Provides opportunities for student self-assessment within courses.	
K4 Empowers students to independently define short- and long-term learning goals and monitors their personal progress.	
L. The teacher collaborates with colleagues.	
L1 Networks with others involved in online education.	
L2 Leads collaborative efforts to create common assessments among grade-level and/or content-area teachers and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.	
M The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.	
M1 Demonstrates the ability to modify and add content and assessment, using an online Learning Management System (LMS).	
M2 Incorporates multimedia and visual resources into an online module.	
M3 Demonstrates the ability to effectively use and incorporate subject-specific and developmentally appropriate software in an online learning module.	

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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.
M4 Reviews all materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis.	
M5 Creates assignments, projects and assessments that are aligned with students' different visual, auditory and hands-on ways of learning.	
M6 Arranges media and content to help transfer knowledge most effectively in the online environment.	