

**Attachment K - Scope of Work**

**Section 1.0 Purpose/Background**

The Indiana Department of Education (IDOE) adopted streamlined, [prioritized academic standards](https://www.in.gov/doe/students/indiana-academic-standards/) for mathematics and English/language arts in June 2023. (Refer to Indiana Code 20-31-3-1 for additional details about this process.) IDOE then began developing a through-year assessment system, called ILEARN Through-Year Assessments (ILEARN TYA). ILEARN TYA is a system that creates cohesion across standards, assessments, curriculum, and instruction, fostering continuous improvement in student learning throughout the school year.

IDOE seeks to create quality and timely professional development for educators to implement high quality instruction aligned to the new academic standards and to respond to student needs that are made known through the ILEARN TYA data. IDOE also seeks to create supports for families to understand what they can do at home to respond to their child’s needs as explained through the ILEARN TYA data.

This Scope of Work outlines these professional development and support resources as three components (outlined below). Respondents may choose to bid for all three components, or they may choose to bid for only a single component of the system. All vendors must deliver the requirements listed in the sections labeled “All Components.”

* Component 1: Mathematics Professional Development Courses
  + Five on-demand courses focused on educators that address specific components of mathematics content and pedagogy.
  + Developed and delivered in one year.
* Component 2: English/Language Arts Professional Development Courses
  + Three on-demand courses focused on educators that address specific components of English/language arts content and pedagogy.
  + Developed and delivered in one year.
* Component 3: Standards Spotlights (Educators and Families)
  + Highlight ways to support student learning for specific Indiana Academic Standards
  + Fifty-four short (10-20 minute) on-demand training opportunities for educators per subject per contract year (216 total)
  + Fifty-four short (5-7 minute) on-demand supports for families per subject which correspond directly to the fifty-four trainings developed for educators per contract year (216 total).
  + Developed and delivered over the course of two years.
* All Components: Professional Development Requirements
* All Components: Project Management

This SOW cohesively addresses requirements outlined in the following legislation and federal grant awards:

* Mathematics Professional Development: [Indiana Code 20-19-3-35](https://iga.in.gov/laws/2024/ic/titles/20#20-19-3-35)
* ILEARN Through Year Assessments: Indiana Code 20-32-5.1
* U.S. Department of Education Competitive Grants for Student Assessment Grant Award [2024](https://www.ed.gov/grants-and-programs/formula-grants/school-improvement/competitive-grants-for-state-assessments#awards)

**Section 2.1 Component 1: Mathematics Professional Development Courses**

Indiana Code (IC) 20-19-3-35 requires IDOE to establish an online, self-paced professional development mathematics course to continue providing high-quality resources for the implementation of the 2023 Indiana Academic Standards (IAS) for Mathematics standards in kindergarten through grade eight. The course must include support for the following:

* Implementing the newly streamlined and prioritized Indiana Academic Standards (IAS) for Mathematics
* Applying effective teaching strategies
* Emphasizing contextual problem solving
* Fostering collaborative learning environments
* Using universal support for students

At this time, IDOE has developed and launched one self-paced professional development course to provide educators with a high-level overview of the changes in the IAS Mathematics standards. To complement this effort, the IDOE requests a vendor to develop and monitor five additional mathematics professional development courses focused on grades kindergarten through grade eight for educator access in the Indiana Learning Lab. The Indiana Learning Lab is a personalized microlearning platform filled with readily accessible resources and collections grounded in solid instructional pedagogy. The Learning Lab is funded by the IDOE and provides teaching and learning support for educators and families.

*Component 1: Deliverables*

The vendor will utilize research-based best practices, the kindergarten through grade eight 2023 IAS for Mathematics, and newly developed IDOE resources to develop five professional development courses for publication in the Indiana Learning Lab. IDOE resources include, but are not limited to the 2023 Mathematics Frameworks, the Indiana Assessment Framework: Mathematics, and the 2023 ILEARN Mathematics Item Specifications.

* Course 1: How Students Learn Mathematics
* Course 2: Kindergarten through Grade Two Content and Pedagogy
* Course 3: Grade Three through Grade Five Content and Pedagogy
* Course 4: Grade Six through Grade Eight Content and Pedagogy
* Course 5: Asset-Based Approach to Teaching Using Learning Progressions and Assessment

The overall goal for the course development is for educators and school leaders to learn and understand how students construct mathematical knowledge and how this informs the pedagogical practices of teaching mathematics in each grade band. The courses will also provide key understandings of content and pedagogy at each grade band and how to break down learning progressions and assessments to enhance an asset-based approach to teaching.

Table 1 provides and outline of required content and approximate completion time for each course. Additional content may be included as approved by IDOE.

***Table 1: Mathematics Courses Required Content and Completion Time***

|  |  |  |
| --- | --- | --- |
| **Course** | **Required Content and Resources** | **Video time not to exceed** |
| Course 1: How Students Learn Mathematics | * [The Strands of Mathematical Proficiency](https://nap.nationalacademies.org/read/9822/chapter/6) * [Constructivist Learning Theory](https://drive.google.com/file/d/1pa8QdPvMrvPNMrDPM7Hm4XqgRlXG1RmT/view?usp=drive_link) * Sociocultural Theory (ZPD) * Learning Trajectories/Progressions | 2 hours |
| Course 2: Kindergarten – Grade Two Content and Pedagogy | * Focus on whole number sense, fact fluency, addition, and subtraction. * Conceptual understanding, procedural fluency, problem-solving * Short (10-15 minutes) videos demonstrating key standards/concepts. Respondent should suggest the appropriate number of videos needed based on academic standards at this level. * Learning progressions of grade level standards * Integration of Process Standards * Universal supports for all students * [2023 Mathematics Frameworks](https://inlearninglab.com/collections/2023-mathematics-frameworks) * [2023 Indiana Academics Standards for Mathematics K-8: Vertical Articulation Guides](https://inlearninglab.com/collections/2023-indiana-academics-standards-for-mathematics-k-8-vertical-articulation-guides) * [2023 Item Specifications (ILEARN Mathematics Blueprint)](https://inlearninglab.com/resources/ilearn-test-blueprint-mathematics-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment) | 3 hours |
| Course 3: Grade Three – Grade Five Content and Pedagogy | * Focus on fraction and decimal number sense, fact fluency, multiplication, and division operations. * Conceptual understanding, procedural fluency, problem-solving * Short videos (10-15 minutes) demonstrating key standards/concepts. Respondent should suggest the appropriate number of videos needed based on academic standards at this level. * Learning progressions of standards * Integration of Process Standards * Universal supports for all students * [2023 Mathematics Frameworks](https://inlearninglab.com/collections/2023-mathematics-frameworks) * [2023 Indiana Academics Standards for Mathematics K-8: Vertical Articulation Guides](https://inlearninglab.com/collections/2023-indiana-academics-standards-for-mathematics-k-8-vertical-articulation-guides) * [2023 Item Specifications (ILEARN Mathematics Blueprint)](https://inlearninglab.com/resources/ilearn-test-blueprint-mathematics-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment) | 3 hours |
| Course 4: Grade Six – Grade Eight Content and Pedagogy | * Focus on rational and irrational number sense, ratios and proportions, algebra, and functions. * Conceptual understanding, procedural fluency, problem-solving * Short videos (10-15 minutes) demonstrating key standards/concepts. Respondent should suggest the appropriate number of videos needed based on academic standards at this level. * Learning progressions of standards * Integration of Process Standards * Universal supports for all students * [2023 Mathematics Frameworks](https://inlearninglab.com/collections/2023-mathematics-frameworks) * [2023 Indiana Academics Standards for Mathematics K-8: Vertical Articulation Guides](https://inlearninglab.com/collections/2023-indiana-academics-standards-for-mathematics-k-8-vertical-articulation-guides) * [2023 Item Specifications (ILEARN Mathematics Blueprint)](https://inlearninglab.com/resources/ilearn-test-blueprint-mathematics-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment) | 3 hours |
| Course 5: Asset-Based Approach to Teaching Using Learning Progressions and Assessment | * Developing an asset-based approach to teaching mathematics * Understanding how learning progressions can be used in assessment and teaching. * Creating and/or using focused assessments * Providing scaffolds to support student access to grade-level curriculum (just-in-time teaching) * Use of newly developed IDOE items specifications, mathematics frameworks, and other resources * [2023 Mathematics Frameworks](https://inlearninglab.com/collections/2023-mathematics-frameworks) * [2023 Indiana Academics Standards for Mathematics K-8: Vertical Articulation Guides](https://inlearninglab.com/collections/2023-indiana-academics-standards-for-mathematics-k-8-vertical-articulation-guides) * [2023 Item Specifications (ILEARN Mathematics Blueprint)](https://inlearninglab.com/resources/ilearn-test-blueprint-mathematics-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment) | 2 hours |

*Component 1: Timeline*

Project timelines are critical to cost and project completion. Table 2 details tasks, deliverables, and proposed start and completion dates. IDOE approval is required for all deliverables. The vendor should describe their level of ability to meet the requested deadlines and outline any recommended changes within their proposal.

***Table 2: Mathematics Deliverables Timeline***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Task*** | ***Deliverable*** | ***Anticipated Start*** | ***Anticipated Completion*** |
| Outlines of Proposed Courses | Plan for the development of each course and resources and included materials, create first draft | September 2025 | January 2026 |
| Final Draft of Courses | Materials for each of the five courses in final draft form | January 2026 | February 2026 |
| Vendor Prepares Final Proposed Courses | Materials for each of the five courses in final public delivery form | February 2026 | March 2026 |
| Final Materials are Published | Materials are available on Learning Lab | March 2026 | March 2026 |

**Section 2.2 Component 2: English/Language Arts Professional Development Courses**

IDOE, through collaboration with a vendor selected from this solicitation, will establish an online, self-paced professional development opportunity including three ELA courses to continue providing high-quality resources for the implementation of the 2023 IAS for ELA standards in kindergarten through grade eight. Each course must include support for the following:

* Implementing the newly streamlined and prioritized Indiana Academic Standards (IAS) for English/Language Arts.
* Applying effective teaching strategies.
* Emphasizing reading comprehension.
* Fostering collaborative learning environments.
* Using universal supports or accessibility for students.
* Using IDOE-published resources for curriculum, instruction, and assessment (including science of reading, instructional frameworks, and assessment frameworks).

IDOE seeks a vendor to develop three ELA professional development courses focused on grade kindergarten through grade eight for educator access in the Indiana Learning Lab.

*Component 2: Deliverables*

The vendor will utilize research-based best practices, the 2023 IAS for English/Language Arts in grades kindergarten through eight, and newly developed IDOE resources (included in Learning Lab and Literacy Center and IDOE website) to develop three professional development courses for publication in the Indiana Learning Lab.

* Course 1: Grade Kindergarten through Grade Two ELA Content and Pedagogy
* Course 2: Grade Three through Grade Five ELA Content and Pedagogy
* Course 3: Grade Six through Grade Eight ELA Content and Pedagogy

The overall goal for the course development is for educators and school leaders to learn and understand how students construct literacy knowledge and how this informs the pedagogical practices of teaching ELA in each grade band. The courses will also provide key understandings of content and pedagogy at each grade band and how to break down learning progressions and assessments to enhance an asset-based approach to teaching.

Table 3 provides an outline of required content and approximate completion time for each course. Additional content may be included as approved by IDOE.

***Table 3: English/Language Arts Courses Required Content and Completion Time***

|  |  |  |
| --- | --- | --- |
| **Course** | **Required Content and Resources** | **Video time not to exceed** |
| Course 1: Kindergarten – Grade Two Content and Pedagogy | * Short videos (10-15 minutes) demonstrating key standards/concepts. Respondent should suggest the appropriate number of videos needed based on academic standards at this level. * Learning progressions of standards * Integration of Process Standards * Universal supports for all students * [2023 ELA Frameworks](https://inlearninglab.com/collections/2023-ela-frameworks) * [2023 Indiana Academics Standards for ELA K-12: Vertical Articulation Guides](https://inlearninglab.com/collections/2023-indiana-academics-standards-for-englishlanguage-arts-k-12-vertical-articulation-guides) * [2023 Item Specifications (ILEARN ELA Blueprint)](https://inlearninglab.com/resources/ilearn-test-blueprint-english-language-arts-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment) | 3 hours |
| Course 2 Grade Three – Grade Five Content and Pedagogy | * Short videos (10-15 minutes) demonstrating key standards/concepts. Respondent should suggest the appropriate number of videos needed based on academic standards at this level. * Learning progressions of standards * Integration of Process Standards * Universal supports for all students * [2023 ELA Frameworks](https://inlearninglab.com/collections/2023-ela-frameworks) * [2023 Indiana Academics Standards for ELA K-12: Vertical Articulation Guides](https://inlearninglab.com/collections/2023-indiana-academics-standards-for-englishlanguage-arts-k-12-vertical-articulation-guides) * [2023 Item Specifications (ILEARN ELA Blueprint)](https://inlearninglab.com/resources/ilearn-test-blueprint-english-language-arts-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment) | 3 hours |
| Course 3: Grade Six – Grade Eight Content and Pedagogy | * Short videos (10-15 minutes) demonstrating key standards/concepts. Respondent should suggest the appropriate number of videos needed based on academic standards at this level. * Learning progressions of standards * Integration of Process Standards * Universal supports for all students * [2023 ELA Frameworks](https://inlearninglab.com/collections/2023-ela-frameworks) * [2023 Indiana Academics Standards for ELA K-12: Vertical Articulation Guides](https://inlearninglab.com/collections/2023-indiana-academics-standards-for-englishlanguage-arts-k-12-vertical-articulation-guides) * [2023 Item Specifications (ILEARN ELA Blueprint)](https://inlearninglab.com/resources/ilearn-test-blueprint-english-language-arts-all-grades-2025-2026-through-year-ilearn-checkpoints-assessment) | 3 hours |

*Component 2: Timeline*

Project timelines are critical to cost and project completion. Table 4 details tasks, deliverables, and proposed start and completion dates. IDOE approval is required for all deliverables. The vendor should describe their level of ability to meet the request deadlines and outline any recommended changes within their proposal.

***Table 4: English/Language Arts Deliverables Timeline***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Task*** | ***Deliverable*** | ***Anticipated Start*** | ***Anticipated Completion*** |
| Prepare Outlines of Proposed Courses and Supplemental Materials | Plan for the development of each course and resources and create first draft | September 2025 | January 2026 |
| Develop Final Drafts of Proposed Courses | Materials for each of the five courses in final public delivery form | January 2026 | February 2026 |
| Vendor Prepares Final Proposed Courses | Materials for each of the five courses in final public delivery form | February 2026 | March 2026 |
| Final Materials are Published | Materials are available on Learning Lab | March 2026 | March 2026 |

**Section 2.3 Component 3: Standard Spotlights**

To translate the data from the ILEARN TYA into effective classroom practice and tailored support for students, the Vendor will collaborate with IDOE to develop a comprehensive suite of professional development resources and services that support the diverse needs of Indiana educators. Targeted and responsive PD resources called **Standard Spotlights for Educators** will be developed based on an analysis of statewide trends in student performance on through-year assessments. These PD opportunities will equip teachers with strategies to design education plans that respect the unique needs and potentials of each student, ensuring that every child receives appropriate and impactful support.

Developed through analysis of TYA statewide data trends, these online resources must:

* Highlight an academic standard where students are struggling. (These academic standards will be selected jointly by IDOE and the vendor using ILEARN TYA data.)
* Provide a short (10-15 minutes) video that further unpacks the selected standard (s).
* Adress common misconceptions.
* Provide strategies to address difficulties.
* Provide resources to put the strategies to immediate use in the classroom.

The vendor will also create **Standards Spotlights for Families** that will accompany the spotlights for educators. These online resources must:

* Highlight an academic standard where students are struggling. (These academic standards will be the same standards as those selected for the Standard Spotlights for Educators.)
* Provide a short (6-8 minutes) video that explains the skills in the standard.
* Include ideas of activities that families can do at home to support their child in achieving the skills.
* Provide a corresponding instructional guide and resources as appropriate so that activities can be immediately used in the home.

Six Standards Spotlights for Educators and six accompanying Standards Spotlights for Families will be developed for each grade level, for grades 3-8, and content area (Math and ELA) each year over the course of three years. This totals to 108 Standards Spotlights for Educators and 108 Standards Spotlights for Families for each content area (Math and ELA) by the end of the three-year development period (a total of 432 spotlights). This is further delineated in Table 5.

***Table 5: Standard Spotlights Development***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Contract Year\*** | **Content Area** | **Grade** | **# of Standards Spotlights for Educators Developed** | **# of Standards Spotlights for Families Developed** |
| 1 | ELA | 3 | 9 | 9 |
| 1 | ELA | 4 | 9 | 9 |
| 1 | ELA | 5 | 9 | 9 |
| 1 | ELA | 6 | 9 | 9 |
| 1 | ELA | 7 | 9 | 9 |
| 1 | ELA | 8 | 9 | 9 |
| 1 | Math | 3 | 9 | 9 |
| 1 | Math | 4 | 9 | 9 |
| 1 | Math | 5 | 9 | 9 |
| 1 | Math | 6 | 9 | 9 |
| 1 | Math | 7 | 9 | 9 |
| 1 | Math | 8 | 9 | 9 |
| 2 | ELA | 3 | 9 | 9 |
| 2 | ELA | 4 | 9 | 9 |
| 2 | ELA | 5 | 9 | 9 |
| 2 | ELA | 6 | 9 | 9 |
| 2 | ELA | 7 | 9 | 9 |
| 2 | ELA | 8 | 9 | 9 |
| 2 | Math | 3 | 9 | 9 |
| 2 | Math | 4 | 9 | 9 |
| 2 | Math | 5 | 9 | 9 |
| 2 | Math | 6 | 9 | 9 |
| 2 | Math | 7 | 9 | 9 |
| 2 | Math | 8 | 9 | 9 |
| **Totals** | **All Content** | **All** | **216** | **216** |

\*Contract Years for *Component 3: Standards Spotlights* are defined below:

* Contract Year 1: Contract State Date (anticipated September 2025) through September 30, 2026
* Contract Year 2: October 1, 2026 through September 30, 2027

Standard Spotlight videos will be compiled into a library available to educators and families (respectively). The library will grow over the course of this project and will be referenced specifically on ILEARN TYA score reports for students. The library will be housed in the Learning Lab in the Assessment Hub and accessed from the assessment vendor’s Family Portal.

Standards Spotlights for Educators should meet the following additional requirements:

* Be 10-15 minutes in length
* Be filmed with live people OR animated, demonstrating examples of the concepts and interventions represented for the standard, identifying possible misconceptions, providing demonstrations, etc.
* Include engaging graphics
* Include corresponding instructional guide and supporting resources that can be put to use immediately within the classroom
* Consider the variety of student needs across the population, including special education students and English learners.

Standards Spotlights for Families should meet the following additional requirements:

* Be 6-8 minutes in length
* Be filmed with live people OR animated, demonstrating examples of the concepts and interventions represented for the standard, identifying possible misconceptions, providing demonstrations, etc.
* Include engaging graphics
* Limit complexity of language so easily understandable by all audiences
* Include corresponding instructional guide and supporting resources, as appropriate, that can be put to use immediately within the classroom
* Incorporate a variety of voices and actors (as applicable) to represent the diverse population of Indiana
* Consider the variety of student needs across the population, including special education students and English learners.

*Component 3: Timeline*

The vendor must propose a timeline that meets the requirements of development across three years as delineated in Table 5.

**Section 2.4 Component 4: Professional Development Requirements**

The Vendor must ensure that all professional development produced meets the requirements listed here, derived from research-based best practice, adult learning theory, and IDOE systems needs as presented below.

*Course and Standards Spotlights Components Requirements*

Each course developed by the vendor must include the following components:

* **User Guide**: An electronic and downloadable user guide aligned to each part of the course should be provided to allow participants to easily navigate the course and capture specific notes, record reflections, complete activities, and record key takeaways from the course. The vendor will work with IDOE team members, who will coordinate with IDOE’s Learning Lab vendor, to align navigation within the platform and will explain course navigation in the first introductory module as well as the user guide to allow for easy movement throughout the course.
  + For Standard Spotlights, a single user guide will be made available that supports users as they access and use the library of Standard Spotlights that will be created.
* **Knowledge Checks**: A minimum of two knowledge checks are required throughout each course. The knowledge checks will be 3 – 6 questions in length, meaning only one question at most can be incorrect to score an 80%. If educators do not achieve an 80% on a knowledge check, they will receive a prompt encouraging them to re-engage with the item they got incorrect on the quiz in that course section. They will then retake the quiz to move forward in the course. The quiz retake will involve re-worded questions with re-ordered answer options.
  + Knowledge Checks are **not** required for Standard Spotlights (Component 3).
* **Novel Resources**: All resources within each course should be original unless licensed under [CC BY 4.0 Deed,](https://creativecommons.org/licenses/by/4.0/) [CC BY-SA 4.0 Deed,](https://creativecommons.org/licenses/by-sa/4.0/) are within the public domain or are property of the Indiana Department of Education. The vendor may use materials under copyright if written permission is obtained by the owner and provided to IDOE.
* **Application Tasks**: A minimum of two tasks to apply learning to instructional practice.
  + Application Tasks minimum for Standard Spotlights (Component 3) to be determined based on selected academic standard and length of video.
* **Leadership Mindset**: Suggestions for administrators, coaches, or others in a leadership role to support educators and/or families in the implementation of the content presented.
  + Leadership mindset is **not** required for the Standard Spotlights for Families (Component 3), but should be incorporated in the Standards Spotlights for Educators.
* **Resources for Further Learning**: Provide a list of resources, which may include but is not limited to books, articles, podcasts, and online resources at the end of each section where appropriate. All resources should include source information for participant access.
* **Course Quiz**: One course quiz is required at the completion of the course. Participants must receive a minimum score of 80% on course quiz to earn course completion. Course quizzes may be retaken until a score of 80% or greater is achieved.
  + Course quiz is **not** required for Standard Spotlights (Component 3).

*Course Design Requirements*

As courses are developed for the Indiana Learning Lab, there are considerations regarding course design to keep in mind. It is a priority for courses to be designed specifically for virtual learning as the modality.

* Each course will be delivered in a format that is viable for individual, self-paced learning or for use in a professional learning community setting.
* Potential consumers of these courses include classroom educators, building administrators, educator preparation students, and Indiana families.
* Clear guidance should be provided to learners on how to engage with the course independently or with a professional learning community.

The vendor must develop courses using an engaging presentation format, recorded via requirements established by the IDOE for storage within the Learning Lab platform and aligned to adult learning research.

Course assets should include the following:

* All course images and credential images should be square and consist of 400x400 pixels.
* All videos used in the course must be provided to IDOE as .mp4 files and include closed captioning. Closed captioning must be reviewed and revised for accuracy.
* All images should have [alt-text](https://accessibility.huit.harvard.edu/describe-content-images) for accessibility purposes.
* All documents, slide decks, quiz forms, and other resources should be developed and delivered through Google suite.
* All course resources, drafts, and final courses documents should be shared with the IDOE Project Lead in a shared Google Drive folder.
* Any GIFs, files, and images used in the course should be accessible in the shared Google Drive folder for the course.
* All resources within the Google Drive folder, as well as the folder itself, should be set to grant permission to “anyone on the Internet with this link can edit”.
* All primary and secondary resources must include citations and references.
* Links to external digital resources should be linked directly in scripts and included in citations.

Each course from Components 1 and 2 should include, but are not limited to:

* A detailed description of the course (2-4 sentences);
* Two or three course objectives that are specific, measurable, and actionable;
* An initial “How to Engage in this Course” explicitly explaining course navigation and directing participants to the user guide for further information to maximize learning;
* Navigation narrative, purpose statement, and learning objective for each section of the course;
* Credentials to be earned (participation tracked through Indiana’s Learning Lab);
* Description of the credential (what does this prove that I know);
* Requirements to earn credentials (# of hours the course will take to complete & necessary requirements for completion); and
* Description of how course work is reviewed and credentials will be administered.

The following pedagogical aspects should be considered in the design of the course:

* Content and activities should integrate [real-world experiences.](https://www.ideaedu.org/idea-notes-on-instruction/related-course-material-to-real-life-situations/)
* The course should provide opportunities for a variety of [interactions.](https://www.vanderbilt.edu/cdr/module-2/interacting-asynchronously/)
* Larger blocks of information should be [chunked.](https://www.uvm.edu/ctl/content-chunking/)
* The course should be designed with overall [accessibility](https://globalonlineacademy.org/insights/articles/from-user-experience-to-learner-experience-how-to-prioritize-accessibility-in-online-learning) in mind.

Visit the Learning Lab and view the [Science of Reading Courses](https://app.participate.com/course-bundles/science-of-reading-modules/c02873b5-2252-49c9-8d3b-857eff2c6ad3) for an exemplar model of course construction.

The Vendor must deliver draft presentations for IDOE to review prior to recording videos to ensure alignment with IDOE expectations. Following the review and approval of presentation materials, the vendor will begin the production phase and filming immediately. An overview of the typical process is provided below.

1. Shoot necessary content, locations, and talent for video (as applicable).
2. Confirm the value and accuracy of images and assets created.
3. Download and catalog content.
4. Once the filming is wrapped, the editing of the visual and audio materials will begin in the post-production phase:
5. Work to establish final content.
6. Establish rough edits and get pre-approval.
7. Initial recording.
8. Move to Final Edit Sound and Color correction.
9. Final IDOE Approval
10. The finalized courses and Standard Spotlights will be provided to IDOE.
11. A Google Drive repository for GIFs, files, and images for course materials will be created and shared.
12. Course and credential images will be formatted to Scope of Work specifications of square, 400x400 pixels, and contain alternative text.
13. Resources and references will be cited and linked.

Ownership of the courses, associated videos, and all other derivative materials created for the purposes of this scope of work will become the property of the IDOE.

If any existing intellectual property (IP) is used which will not be the property of IDOE, the vendor must ensure IDOE has a perpetual license covering the IP’s use in the modules.

**Section 3.0 Project Management and Quality Assurance**

The Vendor will be responsible for planning and facilitating project meetings to support collaboration and ensure completion of work.

**Project Kickoff Meeting.** A contract kick-off meeting to be scheduled and facilitated by IDOE is required to begin contract negotiations. The purpose of this meeting is to discuss the project task / work, deliverables, project timeline and the State contracting process. The contract meeting will be virtual via Microsoft Teams and not to exceed one business day.

A project kickoff meeting, to be scheduled and facilitated by the Vendor, is required for project initiation. The purpose of the kickoff meeting is to introduce key stakeholders, and points of contact for the project, address Vendor or IDOE questions/concerns, provide an update on the contract status and discuss the next steps for project implementation. The kickoff meeting will be virtual (Microsoft Teams is preferred, but not required) and not exceed one business day.

* The Vendor must draft a meeting agenda and provide it to IDOE for review and approval at least 72 hours in advance of the meeting.
* The Vendor must provide meeting minutes for IDOE’s review within 24 hours of the meeting completion.
* The project kickoff meeting should be scheduled on or before the proposed start date for the first deliverable.

**Project Status Meetings.** The Vendor must facilitate virtual weekly status meetings with IDOE to address all aspects of the project. The Vendor must complete the following tasks for each meeting:

* Establish and facilitate weekly project status meetings. Meetings should be held using virtual conferencing software. Microsoft Teams is preferred, but not required.
* Draft a meeting agenda and provide it to IDOE for review and approval at least 72 hours in advance of each meeting.
* Provide meeting minutes for IDOE’s review and approval within 24 hours of the meeting completion.

The Vendor shall also be responsible for providing weekly status reports (e.g., written notes and other applicable documentation) from the weekly status meetings to IDOE within 24 hours of each meeting, using a format approved by IDOE. The Vendor must ensure that weekly written status reports provided to IDOE include, but are not limited to, the status of ongoing activities, decisions made, decisions pending, activities completed, activities that are behind schedule (including planned action steps to rectify the deviation from agreed upon timeline), and timelines for scheduled activities.

The Vendor will also maintain a decision and action log to track any outcomes from meetings held with IDOE. The decision log must note any decisions that require a contract amendment.

The Vendor is responsible for providing the following deliverables to IDOE each week on a cadence determined by IDOE:

* Updated project schedule.
* Updated decision/action log.
* Minutes from each status meeting that occurred within 24 hours.

**Lessons Learned/Wrap-Up Meetings.** This meeting will be conducted once all deliverables for each task are complete. The goals of each meeting will be as follows:

* The Vendor and IDOE will each share the successes and missteps of the recently completed task.
* The Vendor and IDOE will collaborate on recommendations moving forward with subsequent tasks in relation to the Lessons Learned meeting.

**Quality Assurance.**

The contractor is responsible for delivering and maintaining high quality products and services. The respondent must define current quality control and assurance methodologies currently in use and provide copies of quality assurance protocols as appropriate. The contractor must plan and prepare schedules that will allow work to flow alongside quality assurance processes in a timely, effective manner to maintain high quality deliverables. The respondent should describe how quality assurance will impact the building of the project schedule.

**IDOE Reviews and Approvals.**

The contractor will ensure that IDOE has ample time in the project schedule to review each deliverable prior to its completion. The review schedule should adhere to these guidelines:

* Initial reviews of typical deliverables (10 pages or less of content): 5 business days
* Initial reviews of complex deliverables (more than 10 pages of content): 10 business days
* Second or third reviews of deliverables to ensure feedback is addressed: 3-5 business days.

All deliverables must be approved by IDOE prior to publication.

**Section 4.0 Timeline for Project**

The timeline for this project is specific to each component of the project. Vendors should review the expected timeline for each component and submit in their proposals their plan for meeting the timeline. Vendors should include a project schedule that addresses the key steps needed to create the deliverables (detailed rounds of review are not required) for each component included in the proposal, their anticipated start time, and their anticipated completion. A sample table format is provided below.

|  |  |  |  |
| --- | --- | --- | --- |
| *Task* | *Deliverable* | *Anticipated Start* | *Anticipated Completion* |

**Section 5.0 Staff Qualifications**

The team may consist of key personnel working in collaboration with one another with specific skills in project management, adult learning/professional development, online course development/design, information technology, financial management, and/or kindergarten through grade eight mathematics and English/language arts.

At least one team member must have experience with online course development and the principles of adult learning.

At least one team member must have experience and knowledge of the content and assessment specific to Indiana (i.e., mathematics and/or English/language arts depending on the components included in the proposal), and the numerous resources produced by IDOE.

The Vendor must designate one project manager (PM) to serve as the primary liaison with IDOE for all included components of the project and the deliverables. The project manager may be key personnel and serve in another role on the team. The PM must oversee and coordinate the efforts of the team and facilitate all meetings with IDOE.

The Vendor will notify IDOE in writing, within a 2-week time frame of any changes in key personnel. Replacement personnel must have comparable, or greater, experience in their areas of responsibility.