Committed to Excellence

Kingsway Regional School District
**Instructional Resources Request Process and Procedures**

<u>Overview</u>

The Instructional Resources Request Process is designed to select and implement new or upgraded resources, including apps, extensions, online subscriptions, digital textbooks, etc. A clear and streamlined process for purchasing instructional resources encourages careful decision-making at the instructor, department, building, and district level and aids in well-defined communication channels between educators and school leaders to ensure the effective and safe use of resources and technology to transform instruction. This process is not meant to restrict innovation, but rather to ensure instructional resources are used as creatively, efficiently, and effectively as possible. It is also structured to support and involve teachers in the decision-making process of adopting new instructional resources.

The following approval process is required for instructional resources purchased with district funds and for materials acquired through grants and donations in an effort to establish and maintain consistency regarding the upgrading of hardware and educational technology in our schools. When making a purchase, it is helpful to reflect on the "problem" to be solved and if this resource supports a solution that can transform instruction. It is recommended to pilot or trial new resources whenever possible and timely.
The below purchasing procedures apply for all instructional resources, including educational technology, i.e. software, online apps and extensions, online subscriptions, and digital textbooks. Approval for free instructional technology apps and subscriptions is also outlined.

The following components are included in this guide:

I.   Procedures for approval of free apps, extensions, and ed-tech resources
II.   Procedures for approval and purchasing of instructional resources
III.   Instructional Resource Reflection Tool for Educators
IV.   Instructional Resource Evaluation Rubric
V.   Request for Instructional Resource Purchase
VI.   FAQ

Figure 1. Process for Approval and Purchasing of Instructional Resources
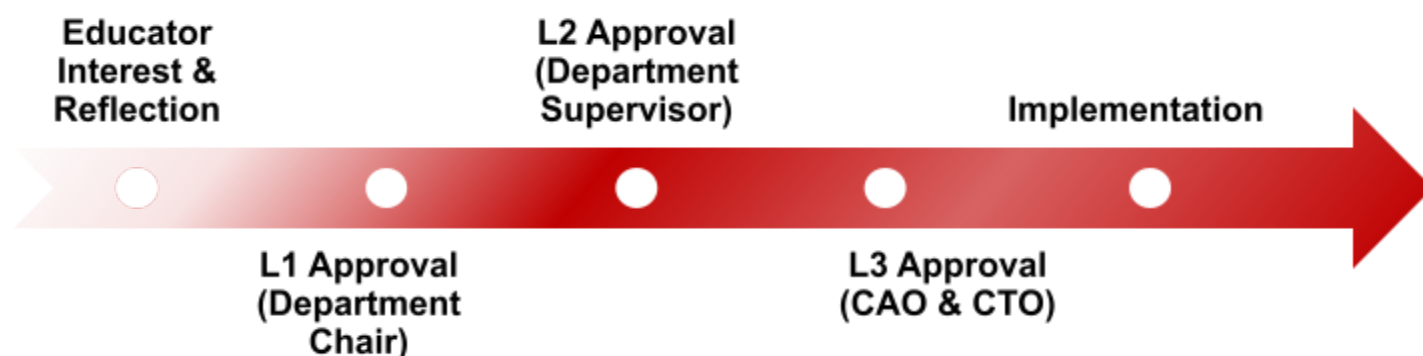
Procedures for Approval of Free Resources (apps, extensions, and ed-tech resources)

Start Here: Educator submits request via Google Form (linked here) **Click here to access the form.**

Level 1 Approval: *Department Supervisor*

Approves or denies request based on whether the resource is:
- ☐ an instructional tool with potential to enhance teaching and learning
- ☐ not redundant with an already approved resource [Instructional Resource Inventory]

Action:
- ☐ Denies and emails teacher **OR**
- ☐ Approves and emails request to techcoach@krsd.us

Level 2 Approval: *Instructional Technology Coaches* (*Chief Academic Officer*)

Approves or denies request after examination of alignment with ISTE's EdTech Product Evaluation Guide:
- ☐ DIMENSION 1: User Interface and Agency
- ☐ DIMENSION 2: Learning Design
- ☐ DIMENSION 3: Digital Pedagogy
- ☐ DIMENSION 4: Inclusivity
- ☐ DIMENSION 5: Assessment and Data
- ☐ Alternatives embedded within Schoology
- ☐ Professional learning and support concerns

Action:
- ☐ Denies and emails Instructional Supervisor & Teacher; Add to Denied Requests tab on the Instructional Resource Inventory **OR**
- ☐ Approve and email request to CTO

Level 3 Approval: *Chief Technology Officer (CTO)*

Reviews request based on:
- ☐ Protection of student information, privacy policy, and security
- ☐ Technical support and ability to run with our current hardware.

Action:
- ☐ If CTO noted safety/security concerns, consult with CAO to discuss concerns vis-à-vis educational value
- ☐ Denies and emails teacher, instructional supervisor, and instructional coaches **OR**
- ☐ Approve and begin implementation steps below

Resources: (1) Common Sense Education (2) Community Trust Rating (3) Federal Trade Commission

Implementation

- ☐ Communication – CTO emails requestor, Supervisor, Instructional Coaches, and CAO acknowledging approval of request
- ☐ Instructional Resource Inventory – CTO grants access to resource and logs Title and safety and security information on inventory
- ☐ Instructional Resource Inventory – CAO logs remaining information relevant to the resource
- ☐ Professional Development – Requestor, Instructional Coach, and Supervisor turnkey resource as needed*
- ☐ Feedback Loop – Requestor provides feedback via a survey sent by Administrative Assistant to the Asst. Superintendent at the 30-day mark to assist in determining effectiveness of resource and if it should remain open for use.

If you have questions about your request, please contact your department supervisor, Chief Academic Officer, and/or the Chief Technology Officer.*

Procedures for Approval and Purchasing of Instructional Resources (Apps, Extensions, Subscriptions, Online Textbooks)

Start Here: *Educator (teacher, IS, admin)* Information collection and informal reflection using GREAT Instruction to guide exploration

Level 1 Approval: *Identified User Group (PLT, Department(s), Admin Team, etc.)*

- ☐ Educator(s) proposing/piloting the new resource shares information with the identified user group.
- ☐ Usefulness of resource evaluated by identified group members using "Instructional Resource Evaluation Rubric".
- ☐ If implementation is desired based on group evaluation, the Department Chair and/or the requesting teacher should discuss the resource with the Department Supervisor, share the rubric, and request resource through the budget process.

Level 2 Approval: *Department Supervisor*

- ☐ Complete the "Request for Instructional Resource Purchase" form and attach rubrics.
- ☐ **Mandatory tech integration meeting for all digital resources**
  Must include: Vendor Tech Support, Department Supervisor, CTO or designee, Database Admin, and one tech coach

Note: If a proposal originates with an administrator, he/she will complete all approvals through L2.

Level 3 Approval: *Chief Academic Officer & Chief Technology Officer*
- ☐ Identify all user groups, i.e. should the resource be available to an entire building, district?

Technical Checklist:
- ☐ Protection of student information, privacy policy, and security
- ☐ Technical support, i.e. is compatible with district operating systems, computers, servers, and network infrastructure and can be effectively supported by the technology department (consider ongoing support needs)
- ☐ Can be integrated with existing products, such as our learning management system (consider challenges and interoperability)
- ☐ Rostering can be completed by district staff in cooperation with a product support representative, when applicable

Instructional Checklist:
- ☐ Required professional development and feasibility of scheduling learning
- ☐ Can be implemented with fidelity and aligns with G.R.E.A.T. instruction
- ☐ Avoids duplication of existing resources

Implementation

- ☐ Communication – Chief Academic Officer notifies all parties via email, *including the building principal,* informing of the status of the request
- ☐ Instructional Resource Inventory – Department Supervisor logs resources in (to maintain and track all purchases and details, including up-to-date support contacts, links, and materials)
- ☐ Integration Schedule (if applicable) – coordinated by Department Supervisor with vendor; include instructional tech coaches, database admin, and technology department as needed
- ☐ Professional Development – coordinated by Department Supervisor, in collaboration with instructional coaches and CAO (as needed)

If you have questions about your request, please contact your department supervisor, CAO, and/or the CTO

Start Here: Instructional Resource Reflection Tool for Educators

Directions: Prior to pursuing formal evaluation of an instructional resource to be used in our classrooms, please reflect on the following questions. This form does not need to be submitted.

Guided by the Curriculum	How will this resource address course standards and help students understand, apply, create and evaluate?
Rigorous and **R**elevant	How may this tool lend to supporting learning that involves intellectual challenges as students apply essential concepts and skills to real-world, complex, and open-ended situations?
Engaging and **E**xciting	How will this tool be used in your classroom to drive student-centered learning experiences and/or collaboration? In other classrooms?
Assessment for Learning	Does this resource offer formative assessment opportunities that can, in turn, inform your instruction? Could it be embedded as integral component of instruction to identify needs and close the learning gaps? To what extent?
Tailored to the Individual Student	Can it assist with differentiated and/or personalized learning to accommodate for differences among learners? If so, how (content, process, product)?
Safety and Security	How does it collect, share, store, and protect student data? *Note: The district's Chief Technology Officer will formally vet the product for safety and security, but it is beneficial for classroom teachers to understand the balance of instructional benefits versus student privacy and security risks. One resource to assist in evaluating the safety and security of instructional technology is* [*Common Sense Media for Educators*](#)

Level 1 Approval: Instructional Resource Evaluation Rubric

Directions: Complete each section to the fullest extent possible. Each member of the PLT/Department should review the resource independently to provide a more robust perspective. The Department Chair and/or requesting teacher will collect all rubrics.

Person Requesting Instructional Resource:		Date:	
Location: ☐ MS ☐ HS ☐ District		**Title/Department:**	

Title of App/Subscription/Textbook:	

Publisher/Parent Company:	**Type of Resource (◀ all that apply)**	
	☐	Google Suite Family
	☐	Virtual Meeting / Screen Recorder
Website:	☐	Content-based Resource
	☐	Academic Game
	☐	Assessment
Additional Notes:	☐	Accessibility
	☐	Presentation / Engagement
	☐	Data / Equity
	☐	Supplemental
	☐	Other _____

Topic	Criteria	Superior	Sufficient	Concerns Present	Poor	Unsure/ N/A
Design:						
Curriculum Connections (G)	Skills and concepts match relevant (*NJSLS, AP, WIDA, etc.*) standards, district curriculum, and course content.	☐	☐	☐	☐	☐
Content Quality (G)	Information is accurate, current, relevant, complete, and balanced.	☐	☐	☐	☐	☐
Program Perspective (R)	The text and images are consistently gender fair and free of racial, ethnic, and cultural biases or stereotypes.	☐	☐	☐	☐	☐
Age/Grade Appropriate (R)	The reading level is suitable for the target audience; directions are understandable to users. If content-based,skills progress logically.	☐	☐	☐	☐	☐
Engagement/Interactivity (E)	Learners are actively engaged and receive timely feedback; users are motivated to continue learning and to master concepts.	☐	☐	☐	☐	☐
Graphics/Multimedia (E)	Graphics, audio, video, and music are of high quality and optimize learning. Background and text are compatible and easy to read.	☐	☐	☐	☐	☐
Layout and Navigation (E)	Layout is logical, intuitive, and consistent. Screen directions are easy to follow. Pace is controllable with options for stop/pause/exit. Resource builds on current student knowledge-base.	☐	☐	☐	☐	☐
Assessment Capabilities (A)	The program provides meaningful individual student and group data, tracking progress toward objectives.	☐	☐	☐	☐	☐

Adaptability/Accessibility (T)	The program accommodates a variety of interests, abilities, and learning styles; is usable for individual & group instruction.	☐	☐	☐	☐	☐
Topic	**Criteria**	**Superior**	**Sufficient**	**Concerns Present**	**Poor**	**Unsure/ N/A**
Support Materials:						
Staff Development	This program includes professional development with implementation and ease of use by staff.	☐	☐	☐	☐	☐
Documentation	Instructions for installation and use are easy to follow. Product summary and objectives are clearly stated. Toll free and online technical support is readily available.	☐	☐	☐	☐	☐
Teacher's Guide	Suggestions for classroom use, lesson plans, enrichment, and support activities are provided.	☐	☐	☐	☐	☐
Student/Parent Support	Help within the program is easily accessible and understandable. Additional resources such as relevant web links and bibliographies are suggested.	☐	☐	☐	☐	☐
Technical Aspects:						
Integration/Interoperability	Technology integrates with existing apps, subscriptions, Schoology, etc. Program works on district platforms and operating systems.	☐	☐	☐	☐	☐
Safety/Security *One resource to assist in evaluating the safety and security of instructional technology is Common Sense Media for Educators.*	Student privacy and security are protected. *Note: The district's Chief Technology Officer will formally vet the product for safety and security, but it is beneficial for classroom teachers to understand the balance of instructional benefits versus student privacy and security risks.*	☐	☐	☐	☐	☐
Other Considerations:						
Cost/Benefit	The educational benefit of using this program clearly justifies the cost when compared with existing instructional resources.	☐	☐	☐	☐	☐

If you have questions about your request, please contact your department supervisor.

Level 2 Approval: Request for Instructional Resource Purchase

Directions: *This request should be completed by a Department Supervisor or requesting administrator*

Person Requesting Instructional Resource:	
Location: ☐ MS ☐ HS ☐ District	**Title/Department:**

Title of App/Subscription/Textbook:	
Publisher/Parent Company:	**Type of Program/Instructional Use**
Website:	
Salesperson Contact information (name, phone, e-mail):	☐ **Instructional** ☐ **Productivity**
Support Contact information (name, phone, e-mail):	☐ **Administrative** ☐ **Other**

Description of Resource:
Needs Addressed (GREAT and SAMR):
Plan for Use (GREAT and SAMR):
Users (check all that apply): ☐ Faculty   ☐ Students   ☐ Administrators   ☐ Parents   ☐ Other _____

Initial Purchase price for resource: $ _____
    Licensing Type: ☐Yearly ☐Multi-Year ☐per student   ☐per teacher   ☐Other _____
 	
    Number of licenses: _____   ☐ Department _____
 	
    If site license, what is the 'site':   ☐ MS   ☐ HS   ☐ District

Recurring (renewal) cost (if applicable): $ _____ ☐ **Monthly** ☐**Yearly** ☐**Other**
Funding source for recurring cost:

Hardware purchase description (if applicable):	
	Hardware cost $

Date of Tech Integration Meeting: **Meeting Attendees:**   Complete the questions below and note any concerns or advantages of this product.
Installation: ☐Single Workstation(s) ☐ Network ☐ Web-based Subscription   ☐ Other _____
Indicate how the resource will be installed: ☐Chrome App ☐Chrome Extension ☐Desktop Application ☐Web-based ☐Other ☐N/A

Browser requirements/recommendations:
☐Firefox   ☐Safari   ☐Chrome   ☐N/A ☐Other_____
Plug-in Requirements (e.g. Flash Player, Shockwave, RealPlayer, Windows Media, Quicktime):

List other requirements such as audio or video specifications, headphones, microphones:

Safety and Security: What is the privacy rating from Common Sense Media? _____
https://www.commonsense.org/education/

Note: The district's Chief Technology Officer(CTO) will formally vet the product for safety and security, but it is beneficial to understand the balance of instructional benefits versus student privacy and security risks. At minimum, the following will be investigated by the CTO: (1) the amount of access to your Google's account and private data, (2)the Community Trust Rating (CTR) from Cisco Umbrella/ Cloudlock, (3)product's privacy policy, (4) COPPA *compliance, (5) sharing private data with 3rd parties, (6) parental consent.*

Identify rostering **requirements and any need for rostering support:** ☐N/A
☐Google Credentials ☐Google Enterprise (purchased) ☐Teachers/students ☐Clever ☐Other _____

Who will complete the rostering of students and/or teachers?*
☐Department Supervisor   ☐ Database Administrator ☐Other _____

Indicate if the resource integrates **with Schoology:**
☐Yes, free   ☐Yes, with additional fee   ☐No

☐*I understand the requestor/department supervisor is responsible for setting up, managing any support and professional development related to the Schoology integration process. When needed, technical assistance may be sought by the Technology Department, Dir. of Virtual L&I, and/or the Database Administrator*.*

Identify Staff Development requirements; what budget will be necessary for this (i.e. amount of PD paid time for faculty and/or cost of PD from vendor); what is the method and schedule for PD/training?

Provide highlights/links of any additional reviews for this instructional resource *(Independent online or journal reviews and/or evaluations support this program for its proposed use.)*

Optional tools to evaluate EdTech (as alternatives to internet queries and vendor-provided information)
Common Sense Media for Educators // What Works Clearinghouse // Learn Platform

What other resources did you evaluate?

To submit this request:
1. Attach all copies of the Instructional Resource Evaluation Rubric.
2. Return completed request to the Chief Academic Officer

Frequently Asked Questions

1. When should I use the Instructional Resource Request Process? When should I not use it?

You must use this process whenever a new or upgraded instructional resource (app, extension, online subscription, or digital textbook) is considered for implementation. You do not need to use the process for implementation of previously approved purchases, but the process can guide school leaders to determine if the intended purpose and value are still aligned with the district's educational mission, continue to be relevant and effective instructional tools, can continue to be effectively supported, and can be integrated with existing resources.

2. Who created this process and why?

The Chief Academic Officer, in collaboration with the Chief Technology Officer has the primary responsibility for investigating the adoption of instructional resources, including educational technology, and approving its use to support and transform teaching and learning. Educators have so many options - there are literally thousands of apps and tools that they could purchase.

> "Popularity is not the same thing as effectiveness," says South. "It's really important that educators ... are equipped to take a deeper dive and really look at those solutions, see whether they are based on principles of learning science or if there is third-party verification of their efficacy claims."
> - Joseph South, International Society for Technology in Education's Chief Learning Officer
>
> Source:
> https://www.edsurge.com/news/2019-03-12-the-edtech-buying-process-is-broken-iste-says-teachers-can-fix-it

3. Where can I go for support for completing the information on the form?

- For technical information about an educational technology purchase, meet with the Chief Technology Officer, Database Administrator, and/or Instructional Tech Coach.

- For instructional information, you can meet with your department supervisor.

4. Does approval of my proposal / form ensure funds for my proposal?

No. The completion of this process and the attached forms only concerns approval for the use of the new resources, it does not guarantee funding. Funding will be determined through the budget process.

5. Where can I get funds for this proposal?

Funds for your proposal must come through discussions with your department chair and department supervisor.

Note: In the above document, a * denotes areas where the support of an instructional technology integration specialist (coach) may serve a support role.