



MCESA

Maricopa County Education Service Agency

MCESA REILize Decision Support System Business Requirements Specification (BRD)

VIDEO BANK MODULE

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Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

TABLE OF CONTENTS

| | | |
|----------|---|-----------|
| 1 | DOCUMENT INFORMATION | 4 |
| 1.1 | VERSION HISTORY | 4 |
| 1.2 | REFERENCES..... | 4 |
| 1.3 | STAKEHOLDERS | 5 |
| 1.4 | DOCUMENT APPROVALS | 5 |
| 2 | INTRODUCTION | 6 |
| 3 | PURPOSE AND SCOPE | 7 |
| 3.1 | PURPOSE | 7 |
| 3.2 | SCOPE OF WORK..... | 7 |
| 4 | DESCRIPTION OF THE PROJECT | 8 |
| 4.1 | DESCRIPTION | 8 |
| 4.2 | RATIONALE | 8 |
| 4.3 | ENVIRONMENT | 8 |
| 4.4 | USER CHARACTERISTICS..... | 9 |
| 4.5 | GENERAL CONSTRAINTS..... | 12 |
| 4.6 | ASSUMPTIONS AND DEPENDENCIES..... | 13 |
| 5 | BUSINESS REQUIREMENTS..... | 16 |
| 5.1 | BROWSE ALL VIDEO ITEMS IN CONTENT LIBRARY..... | 16 |
| 5.2 | SEARCH ALL VIDEO ITEMS IN CONTENT LIBRARY | 16 |
| 5.3 | VIEW VERSION HISTORY FOR VIDEO CONTENT ITEM..... | 17 |
| 5.4 | VIEW VERSION DETAILS OF VIDEO CONTENT ITEM | 17 |
| 5.5 | LOG VIDEO CONTENT ITEM CHANGE ACTIVITY | 18 |
| 5.6 | CREATE VIDEO CONTENT ITEM..... | 19 |
| 5.7 | EDIT VIDEO CONTENT ITEM..... | 19 |
| 5.8 | LINK RELATED VIDEO CONTENT ITEMS | 20 |
| 5.9 | DELETE VIDEO CONTENT ITEM | 21 |
| 5.10 | COPY VIDEO CONTENT ITEM..... | 21 |
| 5.11 | PRINT VIDEO CONTENT ITEM | 22 |
| 5.12 | PRINT LIST OF VIDEO CONTENT ITEMS | 23 |
| 5.13 | UPLOAD VIDEO FILE FOR VIDEO CONTENT ITEM | 23 |
| 5.14 | CREATE VIDEO SEGMENTS..... | 24 |
| 5.15 | PREVIEW/RATE A VIDEO..... | 25 |
| 5.16 | PREVIEW VIDEO CONTENT ITEM..... | 25 |
| 5.17 | APPROVE/REJECT VIDEO CONTENT ITEM..... | 26 |
| 5.18 | PUBLISH VIDEO CONTENT ITEM..... | 27 |
| 5.19 | DEACTIVATE VIDEO CONTENT ITEM..... | 28 |
| 5.20 | ARCHIVE VIDEO CONTENT ITEM | 28 |
| 5.21 | RESTORE ARCHIVED VIDEO CONTENT ITEM..... | 29 |
| 5.22 | REVIEW FEEDBACK FOR VIDEO CONTENT ITEM | 30 |
| 5.23 | EDIT/POST FEEDBACK FOR VIDEO CONTENT ITEM | 31 |
| 5.24 | RDSS IDENTITY MANAGEMENT & INTEROPERABILITY | 31 |
| 5.25 | SECURED LOGIN CREDENTIALS..... | 32 |
| 5.26 | BROWSE ALL VIDEO CONTENT TITLES | 32 |



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

| | | |
|--------------------|---|-----------|
| 5.27 | SEARCH ALL VIDEO CONTENT TITLES..... | 33 |
| 5.28 | PLAY VIDEO IN CONTENT PLAYER..... | 33 |
| 5.29 | SHARE PUBLIC VIDEO | 34 |
| 5.30 | RECORD & TRACK COMPLETED VIEWING OF VIDEO..... | 35 |
| 5.31 | PROVIDE FEEDBACK ABOUT VIDEO CONTENT ITEM..... | 35 |
| 5.32 | VIEW POSTED FEEDBACK ABOUT VIDEO CONTENT ITEM | 36 |
| 5.33 | VIEW RUBRIC DESCRIPTOR FOR VIDEO CONTENT ITEM..... | 36 |
| 5.34 | VIEW PUBLIC VIDEO ON HOME PAGE | 37 |
| 5.35 | VIDEO BANK REPORTS..... | 37 |
| 5.36 | VIEW VIDEO PUBLISHING ALERTS..... | 39 |
| 6 | NON-FUNCTIONAL REQUIREMENTS..... | 40 |
| 6.1 | AVAILABILITY | 40 |
| 6.2 | BACKUP AND RESTORE | 40 |
| 6.3 | CAPACITY..... | 41 |
| 6.4 | RESOURCE CONSTRAINTS | 43 |
| 6.5 | RESPONSE TIME | 43 |
| 6.6 | SCALABILITY | 44 |
| 6.7 | SECURITY | 45 |
| 6.8 | STABILITY..... | 46 |
| 6.9 | MINIMUM USER SYSTEM CAPABILITIES..... | 46 |
| 7 | GLOSSARY OF TERMS..... | 47 |
| APPENDIX A. | SUPPORTING DOCUMENTATION | 52 |
| A1. | DATA REQUIREMENTS | 52 |
| A2. | REIL DSS CONCEPTUAL SCREENSHOTS | 55 |
| A3. | REIL DSS FUNCTIONAL MODEL | 58 |
| A4. | VIDEO CONTENT DELIVERY MODEL | 61 |
| A5. | NEW VIDEO CONTENT ITEM DEVELOPMENT WORKFLOW | 62 |

1 Document Information

1.1 Version History

| VERSION HISTORY | | | |
|-----------------|------------|--------------------------------|---|
| ID | Date | Revised By | Reason for change |
| 1.0 | 02/22/2012 | Barry Harris & Rich Schnettler | 1 st draft which includes the initial version as well as feedback and discussions from internal ADE reviews conducted on 2/21 and 2/22. |
| 2.0 | 02/29/2012 | Rich Schnettler | Feedback from initial reviews of the document with Lori Renfro, Laurie King Anabel Aportela, Al Dullum, Jolene Newton, Gene Saadi and Rich Schnettler on 2/28 thru 3/1. Additional responses to emailed questions from 3/2 thru 3/7 are also included in this version. |
| 3.0 | 03/13/2012 | Rich Schnettler | Revised document (track changes on) after reviewing with Laurie King, Lori Renfro and Jolene Newton at MCESA on 3/12 from 1 to 6 PM. The next scheduled review of the baseline BRD is Friday, March 16 th . |
| 4.0 | 03/16/2012 | Rich Schnettler | Revised document after reviewing with Laurie King, Lori Renfro and Anabel Aportela on 3/16 from 7 to 10 AM. Joe Frost was the scribe and recorded acceptance or rejection of changes. |
| 5.0 | 03/19/2012 | Rich Schnettler | <p>Per feedback provided by Kristine Morris, Laurie King and Lori Renfro have made the changes as requested. Also recorded these responses in the form of an email and sent back over to MCESA.</p> <p>Note: Met with Kristine Renfro, Laurie King, and Jolene Newton at MCESA at 12:30 PM to review and close out final comments which are incorporated into this version.</p> <ul style="list-style-type: none"> • Global change from “academic standards” to “standards” • Added one more assumption, 4.6.1.13 for Data Management module in support of standards and reporting as they relate to Video Bank. • Changed 5.29 to Share Video to allow any video to be shared, public or private, but private video MUST REQUIRE a login. • Revised current 6.3.1.1 and 6.3.1.2 as well as forecast 6.3.2.1 and 6.3.2.2 per REIL grant and the estimate of capacity requirements at this stage of the project <p>04/12/2012 – revised stakeholder and approvals list due to personnel changes in order to obtain valid signoff of this work product (Rich). No other changes.</p> |

1.2 References

| REFERENCES | | |
|---------------------------------------|---|--|
| Supporting Documentation Title | Purpose | Document |
| MCESA Vision Conceptual Dashboard PDF | Provides a visual rendering of the conceptual REILize Decision Support System in a series of screenshot mockups covering the various modules. |  Adobe Acrobat Document |
| VideoRequirements_V1_08252011 XLS | Previous version of video requirements spreadsheet document which covers Professional Learning Video, Observation Instrument Video, Video associated with course/grade, and Core Standards. |  Microsoft Excel 97-2003 Worksheet |



1.3 Stakeholders

| STAKEHOLDERS | | | |
|---------------|---------------------|--|--|
| Organization | Stakeholder Name | Title | Email Contact |
| MCESA | Dr. Don Covey | County Superintendent of Schools | Don.Covey@mcesa.maricopa.gov |
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| ADE | Jolene Newton | Project Manager, Arizona Department of Education | Jolene.Newton@AZed.gov |
| Learning Mate | Amit Soman | Vice President Enterprise Solutions, Learning Mate | Amit.Soman@LearningMate.com |

1.4 Document Approvals

This document has been approved as the official Business Requirements Document (BRD) for the MCESA REILize Video Bank project by the business stakeholders.

Following approval of this document, changes will be governed by the project’s change management process, including impact analysis, appropriate reviews and approvals, under the general control of the Master Project Plan and according to the Arizona Department of Education Project Management Office policy.

| DOCUMENT APPROVALS | | | |
|--------------------|---|-------------------------------|------|
| Approver Name | Project Role | Signature/Electronic Approval | Date |
| Kristine Morris | Business Partner Stakeholder / Advisor | | |
| Jolene Newton | Project Manager and Primary Stakeholder Liaison | | |
| Pamela Smith | Executive Director of Strategic IT Programs and Stakeholder Liaison | | |



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

2 Introduction

The Maricopa County Education Service Agency (MCESA) has undertaken a five-year initiative aimed at improving student academic progress by increasing the effectiveness of teachers and principals. Six local school districts are engaged in the Rewarding Excellence in Instruction and Leadership (REIL) initiative, which is funded by a Teacher Incentive Fund grant from the U.S. Department of Education.

The REIL initiative, at this phase of the project, is comprised of the following modules: Data Management formerly known as Student-Teacher Link, Observation Tool, Professional Development formerly known as Curriculum Resources, Assessment System, Educator Goal Plan, Video Bank and Administration & Reporting.

- Data Management consists of Course Mapping, Human Resources, Incentive Reporting for Teachers, Verification Tool, and exchange of data.
- Professional Development consists of Online Modules, Face-to-Face Sessions, Online Development Sessions with Registration, Scheduling, progress monitoring and reporting.
- Assessment System includes Authoring, Test Set Up, Administration, Scoring, and Reporting/Analysis.
- Educator Goal Plan module includes Scheduling & Calendar, Evaluation of Results & Approvals, Teacher Support Plans, and Goal Plan Templates.
- Administration & Reporting consists of Dashboards, the REIL score which is comprised of the Observation and Value-Added Scores, Data Analysis, Role-Based Management, Verification of Rosters & Scores, and RDSS setup.

With respect to the Video Bank module, MCESA will work collaboratively with school districts to create training videos aimed at demonstrating teacher efficacy, and will also create an indexed video bank for educator self-improvement and mastery of content.





Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

3 Purpose and Scope

3.1 Purpose

The purpose of this document is to describe business requirements of an application completely, accurately and unambiguously in a technology-independent manner. All attempts have been made in using mostly business terminology and business language while describing the requirements in this document. Very minimal and commonly understood technical terminology is used.

This document will require review and approval sign-offs in order to complete this phase of the project and proceed to the next phase of the project.

The document contains the following sections: Document Information, Introduction, Purpose and Scope, Description of the Project, Business Requirements, Non-functional Requirements, Glossary of Terms, and if necessary, an Appendix.

The Business Requirements that have been collected and defined in this document as a result of a series of meetings and follow-up interviews with MCESA business owners and stakeholders that occurred between February 10th and February 14th; reviewing and analyzing previously created project documentation posted on the MCESA REIL SharePoint site; additional follow-up email correspondence, and multiple ADE internal reviews of the BRD.

Business owners and stakeholders from MCESA and ADE officials have specified business requirements and key features for the delivery of the Video Bank. The next phase of the project is to consider either building in-house or buying from a third-party vendor, the Video Bank. Thus, a request for information (RFI) document will need to be prepared. An RFI is a formal request made, to ascertain whether a vendor's product would be suitable for addressing MCESA's stated business requirements. Assuming that one or more vendor products can satisfy the business requirements, then a request for proposal (RFP) would be prepared and issued. An RFP is a document to elicit formal bids from potential vendors for a product or service. The next step is a comparative analysis between the vendor's responses to the RFP with the in-house response in terms of business requirements coverage and cost estimates to implement and sustain the system.

If the decision is made is to build, then the Functional Specifications Document will be one key deliverable in the next phase of the project. Regardless of whether the solution is built or purchased, a Use Case Document will also be a key deliverable.

The check marked option below indicates the type of requirements and overall purpose of this documentation:

- Business requirements for major enhancements to an existing application
- Business requirements for new application development
- Business requirements for replacement application development
- Business requirements for a request for information (RFI)
- Business requirements for a request for proposals (RFP)

3.2 Scope of Work

The scope of this document is to define and prioritize each business requirement that the new Video Bank needs to encompass. Each business requirement should be stated in clear, concise language and covering one discrete thought or idea. Each requirement should be numbered and associated with a corresponding User Story or expected experience in interacting with the Video Bank feature or function, as well as articulating any exceptions and rules.





Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

4 Description of the Project

4.1 Description

The major goals and objectives of the Video Bank module are to provide the following key features and functions:

- Create and manage high quality video content including text, image, video files as well as mapping it to other content
- Workflow process to support and track video content quality assurance, vetting, and publishing
- Delivery of the video content and related content to the education professionals to whom it applies
- Browse and search Video Content Items to quickly locate relevant information
- Dashboard & standard set of canned reports
- On-line, real-time, 24 x 7 x 365 access to video content

4.2 Rationale

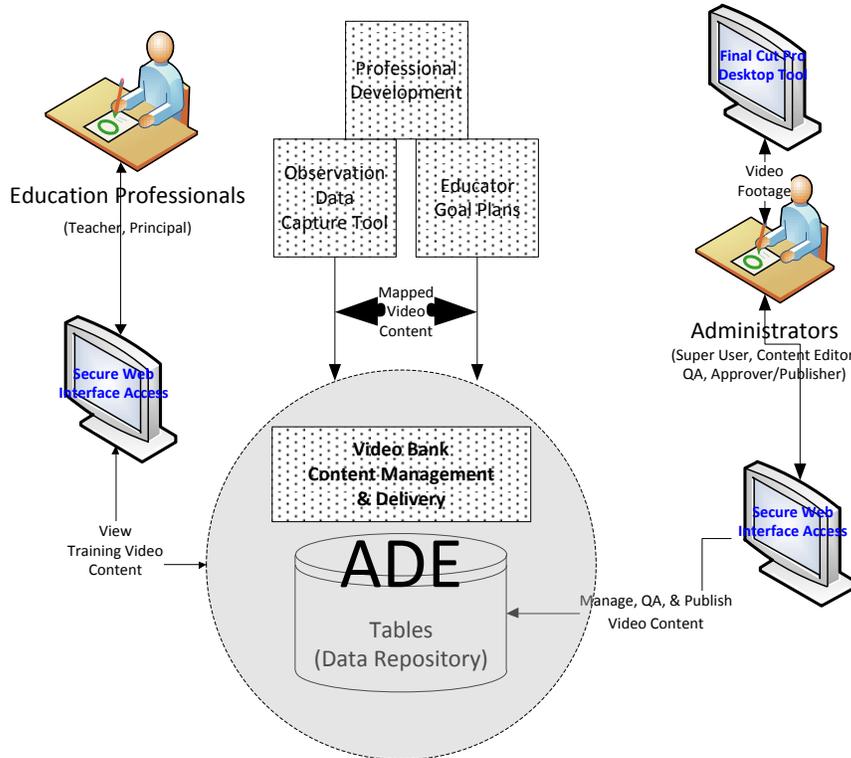
The overarching rationale and benefit of implementing the Video Bank module and the business requirements defined therein is that it will provide education professionals with the tools and “best practices” video content, by which they can continuously improve their performance, be measured, and fairly rewarded for their chosen career path.

By delivering the video content over the internet, it is able to reach a larger audience regardless of their location and availability of time. The video content informs or reinforces the best practices in terms of evolving education concepts and approaches. But the Video Bank module, alone cannot achieve the objective, as it needs to interface with other modules, such as Observation Data Capture Tool (ODCT), Educator Goal Plan (EGP), and Professional Development (PD) to deliver a total solution as articulated in the REIL grant.

4.3 Environment

The diagram below depicts the Video Bank module and its known high-level internal and external interfaces except for the Visitor experience.





4.4 User Characteristics

This section describes the Users and associated Roles that are expected to interact with the Video Bank module. It is possible to change the roles assigned to a given user as required. There are four general Roles: Visitor, Education Professional, VB Administrator and Super User, each with varying and increasing degrees of access, capabilities, and visibility. A VB Administrator role, which is a general classification, is further broken down into three subordinate roles: Content Editor, Quality Assurance (QA), and Approver/Publisher. Content in this context refers to the management of the Video Content Item Library. The Users may be physically located in schools, district offices, as well as the MCESA office. **Note:** This may not be an exhaustive list of Users. Please refer to the [Glossary of Terms](#) for definitions of the Users as these terms are referenced throughout this document and Appendix A3, REIL DSS Functional Model.

A Visitor is only expected to have very limited access to public video content published to the site along with other marketing collateral since they are not logged into the system and thus not recognized. An Education Professional is someone who has logged into the system and is expected to have access to private video content published to the site that may be either non-secure, or secure if it is pertinent to them. They too may access public video content. An Administrator that has logged in has the same capabilities as an Education Professional, but additionally may also access additional administration features and functions based upon roles or permissions granted to them. Lastly, a User assigned to the role of a Super User that has logged in will have the broadest and deepest access to features, functions, and people in the Video Bank module.

The following table describes the Users identified, a description of the anticipated interactions and/or permissions, the skill level and their expected role. Skill level for each User is ranked high for requiring a significant amount of knowledge and skill to interact with the functionality; medium for a mid-level knowledge, to low, for a relatively small amount of knowledge and skill. The reason for the skill level rating is to aid in the planning and definition of a system training program as well as define a help system to adequately cover all of the Users that will potentially interact with the system.

Thus, the latter two roles, Administrator and Super User are expected to require more system training as compared to Education Professionals. Each User in the table below is grouped by role ranging from the least to the most access to features and functions available.



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

| User(s) | Description | Skill Level | Role(s) |
|--|---|-------------|---------------------------------------|
| | | | Visitor |
| Anyone accessing the REIL DSS | <ul style="list-style-type: none"> Should have read-only access to any published public video content on the site Should have read-only access to any marketing collateral | Low | Visitor |
| | | | Education Professional |
| District Office Personnel: <ul style="list-style-type: none"> Superintendent Assistant Superintendent | <ul style="list-style-type: none"> Should have read-only access to any published non-secure and assigned secure video content on the site Should be able to view Video Bank Reporting of any teacher in any school but only in their own district | Medium | Education Professional |
| School Personnel: <ul style="list-style-type: none"> Principal Assistant Principal Student Advisor | <ul style="list-style-type: none"> Should have read-only access to any published non-secure or assigned secure video content on the site from a teacher's Professional Development and/or Educator Goal Plan Should be able to complete a pretest and/or posttest assessment bundled around a video, if they are required Should be able to view Video Bank Reporting for any teacher in their school | Medium | Education Professional |
| School Personnel: <ul style="list-style-type: none"> Teacher Peer Evaluator | <ul style="list-style-type: none"> Should have read-only access to any other published non-secure video content on the site Should be able to view assigned secure video content as well as differentiated content based on grade-level assignment, ODCI observation scores, Educator Goal Plans, Professional Development and other identified content Should be able to take a quiz embedded within a flash video for learning reinforcement Should be able to complete a pretest and/or posttest assessment bundled around a video, if they are required | Medium | Education Professional |
| | | | VB Administrator |
| MCESA Employee(s): <ul style="list-style-type: none"> Videographer Video Content Editor Other assigned Staff Resource | <ul style="list-style-type: none"> Should have read-only access to any other published non-secure video content on the site Manage video file content (browse/search, create, edit and mapping, copy, delete, inactivate, archive, version history, etc.) Upload video file and map to a video title Should be able to create/mark jump cuts in order to create one or more video segments for playback | High | VB Administrator – Content Editor |
| MCESA Employee(s): <ul style="list-style-type: none"> PD Resource Coordinator REIL Field Specialist Other | <ul style="list-style-type: none"> Should have read-only access to any other published non-secure video content on the site Quality Assurance of video and video content item and provide feedback in the form of video annotations and overall comments to Videographer, Content Editor and Approver | High | VB Administrator – Quality Assurance |
| MCESA Employee(s) | <ul style="list-style-type: none"> Should have read-only access to any other published non-secure video content on the site | High | VB Administrator _ Approver/Publisher |





Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

| User(s) | Description | Skill Level | Role(s) |
|----------------|--|-------------|-------------------|
| | <ul style="list-style-type: none"> Final approval and publisher of video content item with ability to review video annotations and overall comments as well as provide feedback in the form of comments to Content Editor and optionally to Quality Assurance | | |
| | | | Super User |
| MCESA Employee | <ul style="list-style-type: none"> Should have read-only access to any other published non-secure video content on the site same as an Education Professional Should be able to access and perform any function associated with the role of a Content Editor, Quality Assurance, and Approver/Publisher Should manage site setup and configuration Should manage user accounts and permission Should be able to override the rights of other Users Should have full visibility to any user in the system including reports | High | Super User |

4.5 General Constraints

| ID | Constraint |
|-------|--|
| 4.5.1 | Must be able to render and play raw footage video on H.264 compliant devices. |
| 4.5.2 | Must be able to play previously created video with less stringent resolution requirements than the new minimum requirement of 640 x 480. The original 240 videos files are compressed and uploaded at 50% (960 x 540) of the original video that is recorded in the field. Currently there is no standard for delivering videos and they are burned to DVD for Field Specialist (FS) to use in the field when requested. |
| 4.5.3 | An attempt to upload a very lengthy and large video file to a storage repository may not be possible due to a potential time-out event. For example, the system may experience a time-out event when attempting to upload a 1-hour video. One workaround solution could be to chunk the video into a set of related and linked, but shorter videos. The system may be configured to disallow a video to be uploaded if it exceeds the file size threshold. |
| 4.5.4 | The current and future storage capacity will need to be correctly sized in order to support the amount and extent of video content that is required. One key question to be answered is to determine if the system needs to retain each and every version of a video file that is uploaded to the Video Bank but that has not yet been published. Capacity may need to consider a broader end-to-end solution from the content development of "raw footage" to the delivery of video content items to the site including versioning and archiving. |
| 4.5.5 | Must be able to provide antivirus checking on any uploaded external file content including raw footage video files. |
| 4.5.6 | A change to a RUBRIC may likely trigger a change required in a related Video Content Item including the video, tagged identification or any other component. This would include any video content already published and available on the site. The changes may be driven by feedback from the field |
| 4.5.7 | Must eliminate or minimize as much as possible any attempts to download private video content from the site. It is understood and expected that public video content is allowed to be downloaded by the User to create a personal copy. |
| 4.5.8 | Must be able to play a movie in Flash created with Adobe Captivate. |
| 4.5.9 | Must be able to mark video segments on the actual raw video footage for playback on the site when the video has been published. |

4.6 Assumptions and Dependencies

4.6.1 Assumptions

| ID | Assumption | Implications |
|----------|--|--|
| 4.6.1.1 | The <u>MediaSilo toolset</u> will be completely replaced by the Video Bank module in order to collaboratively manage video assets, metadata, content tagging, and annotations. | If true, then the Video Bank needs to provide a comparable set of features and functions to ensure the same level of capability at a minimum including reporting. |
| 4.6.1.2 | The videographer will continue to use a 3 rd party tool to produce raw video footage for video bank in either of these formats: MPEG4, 3GPP, MOV, AVI, MPEGPS, WMV, AND FLV. | If true, then the Video Bank needs to provide a comparable set of features and functions to ensure the same level of capability at a minimum including marking video segments for playback on the site. |
| 4.6.1.3 | A review of technical quality and performance of videos will be performed before publishing on the site. | If review is not performed, then MCESA's reputation may be compromised. |
| 4.6.1.4 | Video content being produced and delivered should carry a copyright statement. The copyright statement may be included within the video and/or on the web pages and any printed material. | If not implemented, then MCESA and/or ADE may be at risk from a legal standpoint as to which entity actually owns the rights to the video content. |
| 4.6.1.5 | The system should be 508 Compliant to some degree. It is not yet known at this time if this is a valid assumption but it included nonetheless to ensure that this gets considered. | If not 508 Compliant even on a very limited basis, then it is possible that people that are eye-sight impaired may have difficulty viewing the web site due to coloring and/or font sizes. |
| 4.6.1.6 | The Observation Data Capture Tool (ODCT) already in development will manage and master the RUBRIC content data. It will also provide a link to a Video Content Item in order to navigate and launch it. | If not true, then the RUBRIC content will need to be managed in another module otherwise the video-ODCT/RUBRIC linkage will not be available. |
| 4.6.1.7 | The Professional Development (PD) module will manage and master the teacher's professional development. It will also provide a link from the plan to a Video Content Item in order to navigate and launch it. | If not true, then professional development content will need to be managed in another module otherwise the video-PD linkage will not be available. |
| 4.6.1.8 | The Educator Goal Plan (EGP) module will manage and master the teacher's educator goal plans including definition of the goals and objectives therein. It will also provide a link from the plan to a Video Content Item in order to navigate and launch it. | If not true, then the educator goal plan content will need to be managed in another module otherwise the video-EGP linkage will not be available. |
| 4.6.1.9 | Either the Assessment System (AS) or Professional Development (PD) module may manage and master the teacher assessment tests as well as the recording of answer responses and scoring. It will also provide a link from the plan to a Video Content Item in order to navigate and launch it. | If not true, then teacher assessment test content and recording of answer responses and scoring will need to be managed in another module otherwise the video-assessment test linkage will not be available. |
| 4.6.1.10 | A shared application or service which features a Single-Sign on along with interoperability between all of the deployed REIL DSS modules is assumed to be documented in the Data Management module. | If not true, then the Video Bank BRD will need to be amended to include the expected features and functions of such an application. |



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

| ID | Assumption | Implications |
|----------|--|---|
| 4.6.1.11 | A shared application or service which features the definition of roles and/or permissions as well as assignments to Users is assumed to be documented in the Data Management module. | If not true, then the Video Bank BRD will need to be amended to include the expected features and functions of such an application. |
| 4.6.1.12 | A flash video created in the Captivate tool may contain an embedded quiz, but recording and tracking answer responses is not a requirement. | If true, then Video Bank will not store quiz answers in the database. |
| 4.6.1.13 | Data Management (DM) module which encompasses dashboard reporting should provide the visibility to video as it relates to other content from within REIL DSS including but not limited to standards. | If not true, then the reporting will need to be included in another module otherwise the video-standard and other video-content linkages will not be available. |

4.6.2 Dependencies

| ID | Dependency |
|---------|--|
| 4.6.2.1 | <p>The videographer produces and refines the raw video footage using the <u>Final Cut Pro</u> desktop MAC application tool.</p> <p>The video file will need to be uploaded to Video Bank in order for the Content Editor to create the Video Content Item. Then, QA personnel including PD Resource Coordinator, REIL Field Specialist, and any other assigned staff resource can perform quality assurance checks in order to provide annotations and feedback to the Content Editor. The Content Editor makes changes, and creates video segments to the video based upon annotations and tagging feedback from QA personnel.</p> |
| 4.6.2.2 | <p>Professional Development (PD) may contain online courses to which a teacher or school administrator may register. It is to a course that a Video Content Item may be mapped. PD can only map a Video Content Item if it has been published. They must be able to select the desired video segment(s).</p> <p>If a logged-in teacher or school administrators registered for a PD course or workshop, they should be able to launch and view an associated video.</p> |
| 4.6.2.3 | <p>The Educator Goal Plan (EGP) may contain objectives and goals which are also mapped to a teacher or school supervisor. It is to an objective, goal, or action plan that a Video Content Item may be mapped. EGP can only map a Video Content Item if it has been published. They must be able to select the desired video segment(s).</p> <p>If a logged-in teacher or school supervisor is viewing and/or updating their EGP, they should be able to launch and view an associated video.</p> |
| 4.6.2.4 | <p>The Observation Data Capture Tool (ODCT) module, currently in development, is the expected data storage repository for the RUBRIC content and where it will be managed. It is to a RUBRIC Descriptor and level of performance that a Video Content Item may be mapped. ODCT can only map a Video Content Item if it has been published. They must be able to select the desired video segment(s).</p> <p>If a logged-in teacher completes an ODCT or views an evaluation then they should be able to launch and view an associated video from the RUBRIC Descriptor and level of performance. The ODCT should be able to assign recommended videos to teachers based on the teachers score on the observation descriptors (which corresponds to a RUBRIC descriptor). For example, if they scored a '2' then see/view "3" videos...</p> |
| 4.6.2.5 | <p>The Assessment System module may be where teacher assessment tests that are associated with video will be managed. It is to an Assessment test that a Video Content Item may be mapped. AS can only map a Video Content Item if it has been published.</p> <p>If a logged-in teacher completes a video, and a posttest is required then they should be able to navigate to the test after completing the video.</p> |

5 Business Requirements

The priority definitions used in the business requirements are listed below.

| Priority | Description |
|----------|--|
| Critical | This level requirement meets MCESA REIL grant criteria and must be included in the initial release of the project. |
| High | This level requirement meets criteria to be vetted with business owners and stakeholders before inclusion in the initial release of the project. |
| Medium | This level requirement is considered a “nice to have” item that has been vetted with customer for possible inclusion within a future release of the project. |
| Low | This level requirement meets criteria to be excluded from initial release of project, but should be tracked as a potential enhancement to be vetted with business owners and stakeholders for possible inclusion with a future release of the project. |

5.1 Browse all video items in content library

| BR-01 | |
|---|---|
| Priority: | Critical |
| Release: | Initial |
| User Story: | As a Content Editor, I want to browse the entire content library to locate Video Content Items I wish to view or update. |
| Module: | Video Bank |
| Description: | The system shall provide the capability for a VB Administrator to browse a list of all video titles in the content library. Provide one or more filters to allow the administrator to more quickly and easily locate the content that they wish to access (e.g. type, category, status, district name, school name, grade level, subject area, teacher name, RUBRIC descriptor, video score, search keywords, tagging, etc.). |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| The content library should display all content titles and types regardless of status to an administrator with the appropriate role or permission. | |

5.2 Search all video items in content library

| BR-02 | |
|--------------------|---|
| Priority: | Critical |
| Release: | Initial |
| User Story: | As a Content Editor, I want to search the entire content library by entering one or more search criteria in order to quickly locate Video Content Items I wish to view or update. |
| Module: | Video Bank |

| BR-02 | |
|---|---|
| Description: | The system shall provide the capability for a VB Administrator to search a list of all video titles in the content library. Provide one or more filters to allow the administrator to more quickly and easily locate the content that they wish to access (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.). |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| The content library should display all content titles and types regardless of status to an administrator with the appropriate role or permission. | |

5.3 View Version History for Video Content Item

| BR-03 | |
|---|---|
| Priority: | Medium |
| Release: | TBD |
| User Story: | As a Content Editor, I want to view the version history for a Video Content Item in order to look at the version history comments that were entered and understand what changes were made when and by whom. |
| Module: | Video Bank |
| Description: | The system shall provide the capability for a VB Administrator to view the version history for a Video Content Item. |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| This function is only available if the Video Content Item status is active or inactive, but not archived. | |
| This function is only available if there is more than one version of a Video Content Item. | |

5.4 View Version Details of Video Content Item

| BR-04 | |
|--------------------|--|
| Priority: | Medium |
| Release: | TBD |
| User Story: | As a Content Editor, I want to view the entire Video Content Item in order to see what it looked like at a given point in time. This may be similar to the Preview feature described later in this document. |
| Module: | Video Bank |

| BR-04 | |
|---------------------|---|
| Description: | <p>The system shall provide the capability for a VB Administrator to view a snapshot of the entire Video Content Item.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| | This function is only available if the Video Content Item status is active or inactive, but not archived. |
| | This function is only available if there is more than one version of a Video Content Item. |

5.5 Log Video Content Item Change Activity

| BR-05 | |
|---------------------|--|
| Priority: | High |
| Release: | Initial |
| User Story: | As a VB Administrator, I want to be able to view the complete change log activity history that was recorded by the system in order to have visibility as to who made what changes to a Video Content Item and when. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability to record in an audit history log each and every change to the Video Content Item.</p> <p>The system shall record in an audit history log each and every change to Video Content Item including what operation that was performed (i.e. create, edit, copy, delete, deactivate, archive, restore, etc.), who performed it and when, along with a before/after snapshot of the record, field-level image, or comparable approach in accordance with best practices. The system shall provide a full audit log history and reporting capability.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |

| BR-05 | |
|---|---|
| Rules: | The following business rules apply to this requirement: |
| This function is only available if the Video Content Item status is active or inactive, but not archived. | |

5.6 Create Video Content Item

| BR-06 | |
|---|---|
| Priority: | Critical |
| Release: | Initial |
| User Story: | As a Content Editor, I want to create a new Video Content Item, to which I can upload my video and any other relevant content and publish it so that Education Professionals may access and view it. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to create a new Video Content Item.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> <p>The Video Bank tab on RDSS is expected to display published video content along with its title, description, image, and tagged content on the page.</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| The video title is a required entry and must be unique. | |
| Other required fields for a Video Content Item have not yet been determined. | |
| One or more raw footage video files may be uploaded and mapped to a Video Content Item. | |
| Only public video contain an embed code that may be activated or enabled. If this is the rule, then it may not be necessary to have an explicit embed code activation flag. | |

5.7 Edit Video Content Item

| BR-07 | |
|--------------------|--|
| Priority: | Critical |
| Release: | Initial |
| User Story: | As a Content Editor, I want to edit an existing Video Content Item, to which I can update with any |

| BR-07 | |
|---------------------|--|
| | changes to the video and any other relevant content and publish it so that Education Professionals may access and view it. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to edit an existing Video Content Item.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| | This function is only available if the Video Content Item status is active or inactive, but not archived. |
| | The video title is a required entry and must be unique. |
| | Other required fields for a Video Content Item have not yet been determined. |
| | The same Video Content Item cannot be edited by two different Users at the same time. |
| | A published Video Content Item may be edited, but it creates a working copy of it without modifying the content for the current production version. |

5.8 Link related Video Content Items

| BR-08 | |
|---------------------|---|
| Priority: | High |
| Release: | Initial |
| User Story: | As a Content Editor, I want to lookup, select and link related Video Content Items together in order to tie long videos that were chunked into smaller video because they are related. I will also need to be able to sequence the order in which the related videos display in the UI so the Education Professional can view them in the order that they need to be presented. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to lookup, select and link related Video Content Items together.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or</p> |

| BR-08 | |
|--|---|
| | Art), video score, search keywords, standards, etc.). |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| This function is only available when Video Content Item status is inactive but not active or archived. | |
| A Video Content Item can only be linked to another Video Content Item one time (i.e. no duplicates allowed). | |

5.9 Delete Video Content Item

| BR-09 | |
|--|--|
| Priority: | Critical |
| Release: | Initial |
| User Story: | As a Content Editor, I want to delete an existing Video Content Item, which is no longer needed. The reason it is not needed may vary, such as it is actually a Video Content Item that will not be published after all. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to delete an existing Video Content Item.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| This function is only available if the Video Content Item status is inactive, but not active or archived. | |
| When a Video Content Item is deleted then all related content will be physically removed including general information, tagged content, images and video as applicable. Confirmation of the deletion will be required before completing the requested operation. | |

5.10 Copy Video Content Item

| BR-10 | |
|------------------|------|
| Priority: | High |

| BR-10 | |
|---------------------|--|
| Release: | Initial |
| User Story: | As a Content Editor, I want to copy an existing Video Content Item, in order to leverage content that was already entered for a new Video Content Item that is similar. This will save time since the new Video Content Item will not be created from scratch. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to copy an existing Video Content Item.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| | The video title is a required entry and must be unique. |
| | The same Video Content Item cannot be edited by two different Users at the same time. |
| | This function is only available when Video Content Item status is inactive or active but not archived. |
| | The function DOES NOT make a copy of the video and link it to the new copy of the Video Content Item, nor does it copy any other content to which it may have been mapped. |
| | A published Video Content Item may be copied, but it creates a working copy of it without modifying the content for the original production version. |

5.11 Print Video Content Item

| BR-11 | |
|--------------------|--|
| Priority: | Medium |
| Release: | TBD |
| User Story: | <p>As a Content Editor, I want to generate a print-friendly copy of an existing Video Content Item, in order to review the content offline. This will allow me to look at the textual, metadata, and image content when I am away from my computer should the need arise.</p> <p>As an Education Professional, I want to generate a print-friendly copy of an existing Video Content Item, in order to review the content offline.</p> |
| Module: | Video Bank |

| BR-11 | |
|---------------------|---|
| Description: | <p>The system shall provide the capability for a User to print an existing Video Content Item.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| | This function is only available when Video Content Item status is inactive or active but not archived. |
| | The function DOES NOT print the mapped video but DOES print the video thumbnail image file. |

5.12 Print List of Video Content Items

| BR-12 | |
|---------------------|---|
| Priority: | Medium |
| Release: | TBD |
| User Story: | <p>As a Content Editor, I want to generate a print-friendly list of existing Video Content Items, in order to review the content offline. This will allow me to look at the Content Library for video when I am away from my computer should the need arise.</p> <p>As an Education Professional, I want to generate a print-friendly list of existing Video Content Items, in order to review the content offline.</p> |
| Module: | Video Bank |
| Description: | The system shall provide the capability for a User to print a list of Video Content Items. |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| | This function is only available when Video Content Item status is inactive or active but not archived. |
| | The function should only print what was displayed on the screen so if the list is filtered then only the items that were displayed should print. |

5.13 Upload video file for Video Content Item

| BR-13 | |
|-------|--|
|-------|--|

| BR-13 | |
|---------------------|---|
| Priority: | High |
| Release: | Initial |
| User Story: | As a Content Editor, I want to lookup, select and upload a video file to an existing Video Content Item from my local system which is running <u>Final Cut Pro</u> . The video is mapped to the Video Content Item and after being published, may then be accessed by a Visitor, Education Professional, VB Administrator or Super User from the site. The video categories include public and private, with the latter being non-secure or secure. Note: Please refer to the Glossary of Terms for definitions of public and private. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to lookup, select and upload a video file to an existing Video Content Item.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | <ul style="list-style-type: none"> Public videos only display on the Home/Landing Page and are accessible to anyone not logged into the site including Visitors, Education Professionals, VB Administrators, and Super Users. |
| Rules: | The following business rules apply to this requirement: |
| | This function is only available when Video Content Item status is inactive but not active or archived. |
| | The video file must not exceed the specified file size threshold. NOTE: See item 3 of General Constraints. |
| | One or more video files may be uploaded and mapped to a Video Content Item. If a new video(s) is replacing existing video(s) then the previous video file(s) are physically removed from the system along with any references. NOTE: See item 5 of General Constraints. |
| | One or more video(s) file can be uploaded at a time. |
| | Confirmation of the uploaded file(s) will be required before completing the requested operation. |

5.14 Create Video Segments

| BR-14 | |
|--------------------|---|
| Priority: | High |
| Release: | Initial |
| User Story: | As a Content Editor, I want to be able to create to create one or more video segments for playback from one raw piece of video footage. |

| BR-14 | |
|---|--|
| Module: | Video Bank |
| Description: | The system shall provide the capability for a VB Administrator to create jump cuts in order to create one or more video segments for playback from one raw piece of video footage. |
| Exceptions: | |
| Rules: | The following business rules apply to this requirement: |
| This function is only available when Video Content Item status is inactive but not active or archived. | |
| If "in system editing" is performed on raw video footage, then the system should automatically apply the branding to the video segment. | |

5.15 Preview/Rate a Video

| BR-15 | |
|---|--|
| Priority: | High |
| Release: | Initial |
| User Story: | As a Quality Assurance Administrator, I want to perform a check of a video in a preview screen that ensure the quality, content, and rating of the video is satisfactory. I should be able to play and preview the entire video and directly annotate changes or corrections on the media file and provide feedback to the Videographer and/or Content Editor. |
| Module: | Video Bank |
| Description: | The system shall provide the capability for a VB Administrator to perform a quality assurance check of a video in a preview screen. |
| Exceptions: | This does not include produced video file productions usually used in public content. |
| Rules: | The following business rules apply to this requirement: |
| This function is only available when Video Content Item status is inactive or active but not archived. NOTE: 'Active' videos were included to provide expanded capability to content under development but production live content as well. | |
| Public video is not rated. | |
| The system should allow the annotation by more than one person to the same video file | |

5.16 Preview Video Content Item

| BR-16 | |
|------------------|---------|
| Priority: | High |
| Release: | Initial |

| BR-16 | |
|--|---|
| User Story: | As Quality Assurance or Approver/Publisher Administrator, I want to perform a quality assurance check or general review of the entire Video Content Item in a preview screen to ensure that the quality and content of the <u>entire</u> item is satisfactory and ready to be published. I should be able to comment and provide feedback to the Videographer and/or Content Editor. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to perform a quality assurance check of the entire Video Content Item in a preview screen.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| This function is only available when Video Content Item status is inactive but not active or archived. | |

5.17 Approve/Reject Video Content Item

| BR-17 | |
|--------------------|--|
| Priority: | High |
| Release: | Initial |
| User Story: | <p>As a Quality Assurance or Approver/Publisher Administrator, I want to communicate whether or not a Video Content Item is accepted or rejected with video annotations and/or overall feedback to the Content Editor and/or Approver.</p> <p><u>Reviewer is Quality Assurance</u> If accepted then it is assigned to a person with the Approver role or permission assigned for final review. Depending upon the system configuration, may optionally choose to skip the formal Approval step to expedite the process. If rejected then it is reassigned to the Content Editor with annotations and overall feedback comments</p> <p><u>Reviewer is an Approver</u> If accepted then it is electronically “signed off” and published. The Item is now active and available for assignment or access on the site (e.g. include in an Educator Goal Plan) If rejected then it is reassigned to the Content Editor with overall feedback comments. May optionally choose to allow QA visibility to feedback comments.</p> <p>NOTE: See Section 8.5 – New Video Content Item Workflow in the Appendix for further details.</p> |
| Module: | Video Bank |

| BR-17 | |
|--|---|
| Description: | <p>The system shall provide the capability for an administrator to accept or reject a Video Content Item and provide feedback.</p> <p>The system should be able to record, track and report on each step of the Quality Assurance process including video content item (title), video with annotations, comments, date/time of feedback, name and approved/rejected indicator.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| This function is only available when Video Content Item status is inactive but not active or archived. | |

5.18 Publish Video Content Item

| BR-18 | |
|---------------------|---|
| Priority: | Critical |
| Release: | Initial |
| User Story: | As an Approver, I want publish a Video Content Item in order to make it available on the site. When an Item is published and it is 'private', then it will be available for inclusion in the Observation Data Capture Tool, an Educator Goal Plan, and Professional Development system for assignment to one or more Education Professionals as either 'non-secure' or 'secure'. When an Item is published and it is 'public', then it will be available to anyone that accesses the site. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to publish a Video Content Item to the site.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |

BR-18

This function is only available when Video Content Item status is inactive but not active or archived.

5.19 Deactivate Video Content Item

BR-19

| | |
|--|---|
| Priority: | High |
| Release: | Initial |
| User Story: | As a Content Editor, I want deactivate a Video Content Item in order to remove it from the site. When an Item is deactivated and it is marked 'private', then it will no longer be available for inclusion in the Observation Data Capture Tool, an Educator Goal Plan, or Professional Development system for assignment to one or more Education Professionals as either 'non-secure' or 'secure'. When an Item is deactivated and it is marked 'public', then it will no longer be available to anyone that accesses the site. None of the content is viewable by the Visitor and the Education Professional, only a VB Administrator and Super User using administration functions. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to deactivate a Video Content Item from the site.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | If an Education Professional is currently viewing the Video Content Item when the deactivation occurs, the operation will not prevent the User from viewing while it is still cached in memory. |
| Rules: | The following business rules apply to this requirement: |
| This function is only available when Video Content Item status is active but not inactive or archived. | |
| When a Video Content Item is deactivated then all related content will be hidden from viewing except by an administrator including general information, tagged content, images and video as applicable. Confirmation of the deactivation will be required before completing the requested operation. | |
| A Video Content Item could be edited and/or reactivated again if necessary. | |
| A Video Content Item could be archived if necessary. | |

5.20 Archive Video Content Item

BR-20

| | |
|------------------|------|
| Priority: | High |
|------------------|------|

| BR-20 | |
|--|---|
| Release: | Initial |
| User Story: | As a Content Editor, I want archive a Video Content Item in order to store it offline because it is no longer required. The Video Content Item and any associated content should no longer be visible except the general information about the video and it is only visible to a VB Administrator using administration functions. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to archive a Video Content Item except the general information.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> <p>When a Video Content Item is archived then all related content will be copied to an offline storage device for the life of the REIL grant period at a minimum including general information, tagged content, and video as applicable.</p> |
| Exceptions: | The General Information about the Video Content Item does remain but all other content is removed since it is stored offline. |
| Rules: | The following business rules apply to this requirement: |
| This function is only available when Video Content Item status is inactive but not active or already archived. | |
| Confirmation of the archival will be required before completing the requested operation. | |

5.21 Restore Archived Video Content Item

| BR-21 | |
|---------------------|--|
| Priority: | High |
| Release: | Initial |
| User Story: | As a Super User I want restore an archived Video Content Item in order to reinstate the video. The video and any content associated with the video all again are viewable and editable by a VB Administrator. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for a VB Administrator to restore and a previously archived Video Content Item.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related</p> |

| BR-21 | |
|---|---|
| | <p>metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> <p>When a Video Content Item is archived then all related content will be copied to an offline storage device for the life of the REIL grant period at a minimum including general information, tagged content, images and video as applicable. The only information that should be retained and accessible by an administrator is general information about the video.</p> |
| Exceptions: | If the system is not able to restore all of the content then a clear, concise, informative message should be displayed. |
| Rules: | The following business rules apply to this requirement: |
| This function is only available when Video Content Item status is archived. | |
| Confirmation of the restore will be required before completing the requested operation. | |
| The status of the restored Item should be set to 'inactive.' | |

5.22 Review Feedback for Video Content Item

| BR-22 | |
|---------------------|--|
| Priority: | Low |
| Release: | TBD |
| User Story: | As a Content Editor, I want to review feedback about a published Video Content Item in order to understand the actual User viewing experience and determine if any improvements can or should be made. This may include comments and/or polling results such as 'like it' item survey counts, etc. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for an administrator to review feedback about any published Video Content Item.</p> <p>The system should be able to record, track and report on the overall feedback including video content item (title), date of feedback, name, like 'it' item, and comments.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |

BR-22

If the feedback is in the form of a survey where counts are collected, then the system will need to record, track and summarize the feedback into a useful report or view.

A system configuration option may be turned on/off with respect to collecting video feedback. Default setting: off.

5.23 Edit/Post Feedback for Video Content Item

BR-23

| | |
|---------------------|--|
| Priority: | Low |
| Release: | TBD |
| User Story: | As a Content Editor, I want to review feedback about a published Video Content Item in order to optionally edit and/or post the consolidated feedback to the site. The posting may be in the form of comments and/or polling results such as 'like it' item, etc. |
| Module: | Video Bank |
| Description: | <ol style="list-style-type: none"> 1. The system shall provide the capability for a VB Administrator to review a report on feedback on the site, optionally edit and post summarized feedback about a Video Content Item in the form of summarized set of comments and/or polling statistics. The following workflow could be implemented: Review report on video feedback which should include polling counts, if any, along with comments 2. Collate, edit and summarize video feedback 3. Get management approval to publish feedback anonymously, refine if necessary 4. Publish video feedback <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| | This function is only available when Video Content Item status is active but not inactive or already archived. NOTE: It should not be necessary to deactivate the Item in order to post this information on the site. |
| | A system configuration option may be turned on/off with respect to collecting video feedback. Default setting: off. |

5.24 RDSS Identity Management & Interoperability

BR-24

| | |
|------------------|----------|
| Priority: | Critical |
| Release: | Initial |

| BR-24 | |
|---------------------|--|
| User Story: | As a Video Bank User, I want to be able to login only one time and access each module to which I have access. |
| Module: | Identity Management |
| Description: | The system shall provide the capability for a User to only sign-on one time in order to seamlessly access any RDSS module. Therefore, the User will login once and be able to access each module to which they have been granted access permission rather than requiring a separate sign-on for each module independently. |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| | None defined at this time. |

5.25 Secured Login Credentials

| BR-25 | |
|---------------------|--|
| Priority: | High |
| Release: | Initial |
| User Story: | As a Video Bank User, I want to be able to login with secured credentials in order to ensure that I only can access features and functions associated with the user role or permissions that I have been assigned. |
| Module: | Identity Management |
| Description: | The system shall provide the capability for an authorized User to sign-on with their login credentials with the role or permissions they have been assigned. |
| Exceptions: | The system should provide the capability for a User with multiple roles to be able to choose a role once logged in and then have the ability to switch roles easily. Note: This is not a Video Bank specific requirement. |
| Rules: | The following business rules apply to this requirement: |
| | None defined at this time. |

EDUCATION PROFESSIONAL BUSINESS REQUIREMENTS

The business requirements in this section are expected to only be applicable to any User that is an Education Professional.

5.26 Browse all Video Content Titles

| BR-26 | |
|--------------------|--|
| Priority: | High |
| Release: | Initial |
| User Story: | As an Education Professional, I want to browse the entire video content library in order to locate and |

| BR-26 | |
|---------------------|--|
| | view non-secure content that I am interested in and/or secure content assigned to me. They should also be able to select to view all published content items. |
| Module: | Video Bank |
| Description: | The system shall provide the capability for an Education Professional to browse a list of all the non-secure as well as secure video titles assigned to me in the content library. Provide one or more filters to allow the administrator to more quickly and easily locate the content that they wish to access (e.g. type, category, status, district name, school name, grade level, subject area, teacher name, RUBRIC descriptor, video score, search keywords, tagging, etc.). |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| | Must be logged into browse and view non-secure video content. |
| | The content library should display all active published content titles. |

5.27 Search all Video Content Titles

| BR-27 | |
|---------------------|--|
| Priority: | High |
| Release: | Initial |
| User Story: | As an Education Professional, I want to search the entire content library by entering one or more search criteria in order to locate and view non-secure content that I am interested in and/or secure content assigned to me. |
| Module: | Video Bank |
| Description: | The system shall provide the capability for an Education Professional to search a list of all the non-secure as well as secure video titles assigned to me in the content library. Provide one or more filters to allow the administrator to more quickly and easily locate the content that they wish to access (e.g. type, category, status, district name, school name, grade level, subject area, teacher name, RUBRIC descriptor, video score, search keywords, tagging, etc.). |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| | Must be logged into search and view non-secure video content. |
| | The content library should display all active published content titles. |

5.28 Play Video in Content Player

| BR-28 | |
|------------------|------|
| Priority: | High |

| BR-28 | |
|---------------------|---|
| Release: | Initial |
| User Story: | As a User, I want to play a video that has been published to the site in order to benefit from the rich multimedia (audio/visual) experience. |
| Module: | Video Bank |
| Description: | <p>The system shall provide the capability for anyone to play a published video in a full-feature content player. The player should provide the following functionality: Controls: play/pause, go to previous chapter, go to next chapter, volume control, mute/unmute control, and video play progress/slider status bar (which should also allow the User to rewind or fast forward to the desired point of the video); Data Points: Video Title, Elapsed time and total time.</p> <p>Additionally, the User should be able to view the video in full screen mode and return to standard/default screen mode.</p> |
| Exceptions: | Original video content already produced (about 240+) will have a different resolution than the new video content, but the system still needs to play this content without sacrificing quality and speed. |
| Rules: | The following business rules apply to this requirement: |
| | Need not be logged in to view public video content |
| | Must be logged into view non-secure as well as secure, assigned video content. |
| | Only an active, published video may be viewed. |
| | The content player needs to be able to clearly and efficiently play all video content. |
| | The video does not play until the User initiates the request by clicking the play control |

5.29 Share Video

| BR-29 | |
|---------------------|--|
| Priority: | High |
| Release: | Initial |
| User Story: | As a Video Bank User, I want the ability to include or embed a published video (e.g. Introduction to RUBRIC teaser video snippet) as a navigable link within another document (e.g. MS Word or Email) or website (e.g. Facebook) for reuse outside of the REIL DSS site. |
| Module: | Video Bank |
| Description: | The system shall provide the capability to optionally allow any Video Bank User to include or embed a published video as a navigable link within another document or website outside of the REIL DSS site. |
| Exceptions: | None defined at this time |
| Rules: | The following business rules apply to this requirement: |

| |
|--|
| BR-29 |
| Video Content Item Embed Code Activation Flag must be 'on' to activate this functionality within a video segment. If 'off', then the functionality is not available. |
| When embedding a public video, no login should be required to launch and view the video. |
| When embedding a private video, a login should be required to launch and view the video. |

5.30 Record & Track Completed Viewing of Video

| | |
|---|---|
| BR-30 | |
| Priority: | High |
| Release: | Initial |
| User Story: | As an Education Professional, I want the system to record and track when I have completed a video in order to track or remind me of what videos I have viewed and not viewed. |
| Module: | Video Bank |
| Description: | The system shall provide the capability to record and track when a video has been completely viewed. |
| Exceptions: | The following exceptions apply to this requirement: <ul style="list-style-type: none"> • Public videos are excluded from this requirement. • |
| Rules: | The following business rules apply to this requirement: |
| Only an active, published video may be viewed. | |
| Must be logged in to view private video, which is the only video type which requires tracking of a completely viewed video. | |

5.31 Provide Feedback about Video Content Item

| | |
|---------------------|---|
| BR-31 | |
| Priority: | Low |
| Release: | TBD |
| User Story: | As an Education Professional, I want to provide feedback in the form of comments and/or vote (i.e. like it/Don't like it) for a Video Content Item in order to provide the editor with other feedback. |
| Module: | Video Bank |
| Description: | The system shall provide the capability for an Education Professional to provide feedback in the form of a vote and/or textual comments for a Video Content Item. A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC |

| BR-31 | |
|---|--|
| | descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.). |
| Exceptions: | The following exceptions apply to this requirement: <ul style="list-style-type: none"> Public videos are excluded from this requirement. |
| Rules: | The following business rules apply to this requirement: |
| A system configuration option may be turned on/off with respect to collecting video feedback. Default setting: off. | |
| Only an active, published private video may be viewed for which feedback can be provided. | |
| Feedback may be provided for a video at any time. It is not necessary to completely view the video. | |

5.32 View Posted Feedback about Video Content Item

| BR-32 | |
|---|---|
| Priority: | Low |
| Release: | TBD |
| User Story: | As an Education Professional, I want to view any posted feedback in the form of comments and/or vote (i.e. like it) for a Video Content Item in order to view the other opinions about the content. |
| Module: | Video Bank |
| Description: | The system shall provide the capability for an Education Professional to provide feedback to a VB Administrator in the form of a vote and/or textual comments for a Video Content Item. |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| Only active, published video may be viewed along with any optionally posted feedback. | |
| A system configuration option may be turned on/off with respect to collecting video feedback. Default setting: off. | |

5.33 View RUBRIC Descriptor for Video Content Item

| BR-33 | |
|---------------------|--|
| Priority: | Critical |
| Release: | Initial |
| User Story: | As an Education Professional, I want to access and view the RUBRIC Descriptor that is associated with a Video Content Item in order to view the narrative performance expectations defined therein. |
| Module: | Video Bank |
| Description: | The system shall provide the capability for an Education Professional to access and view the details for a RUBRIC Descriptor that is associated with a Video Content Item. They should also be able to navigate and view video for other performance levels within the same RUBRIC. The Education Professional |

| BR-33 | |
|----------------------------|---|
| | <p>may also be able to locate a RUBRIC using other lookup options such as but not limited to Element, Descriptor, etc.</p> <p>A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.).</p> <p>A RUBRIC consists of a unique definition of an Area, Element, and up to five Performance Levels. For each performance level, there should be a score value, descriptor, related video, related standard, course and grade. The RUBRIC will target a different audience to which it is intended: Principal, Teacher, and Master Educator.</p> <p>NOTE: See Appendix Figure 3.</p> |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| None defined at this time. | |

5.34 View Public Video on Home Page

| BR-34 | |
|----------------------------|--|
| Priority: | Medium |
| Release: | Initial |
| User Story: | As a Visitor, I want to access and view any public video published to the site to learn more about the REIL grant program on the home/landing page. |
| Module: | Video Bank |
| Description: | The system shall provide the capability for a Visitor to access and view a default featured marketing video. There may be other public videos that are also available for viewing. |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |
| None defined at this time. | |

5.35 Video Bank Reports

| BR-35 | |
|------------------|------|
| Priority: | High |

| BR-35 | |
|---------------------|---|
| Release: | Initial |
| User Story: | As a logged in Video Bank User, I want to be able to access and view reports about video content and video content usage appropriate to the role and/or permissions I have been assigned. |
| Module: | Video Bank and/or Administration & Reporting |
| Description: | <p>The system shall provide the capability for a logged in Video Bank User to access and view reports about Video Content and video content usage appropriate to the role and/or permissions I have been assigned. The reports shall include use of various filters to provide flexibility in getting the desired report output. The reports should feature export options including saving as a PDF, XLS or CSV as appropriate. The reports should be able to produce a printer-friendly copy to a local printer.</p> <p>Examples of reports may include but are not limited to the following:</p> <p><u>Education Professional Reports for Teachers</u> Teacher, Principal, Superintendent List of videos viewed/not viewed and frequency</p> <p><u>Administration Reports for Content Editing and Publishing</u> Content Editor & QA Report on QA comments Report on Approver comments Approver Report on QA comments Report on Approver comments Report on Education Professional Feedback comments Report on Education Professional Like It Survey Results</p> <p><u>Super User Reports</u></p> <ul style="list-style-type: none"> • Users with VB Administrator Roles and Permissions Assigned Report • Video Bank Content Audit Log History Report • List/count of video content items aggregated by the various metadata with drill downs to view the general information including status and editing status • Report on video viewing attempts, completions, and abandon rates usage • Report on top ten, bottom ten videos, etc. • Aggregate and detailed reports on Video Content Items by overall status, edit status, content type (i.e. video) • Reports should be available for slice and dice by Entity and User Type • Video Segment Where-Used Report is a report of videos and in which content they are mapped throughout the RDSS |
| Exceptions: | None defined at this time. |
| Rules: | The following business rules apply to this requirement: |

BR-35

Data visibility rules are broken in to Entity and User groupings and provide general guidance as to the highest level of data a User should be able to access and view. For example a superintendent should be able to view dashboard, aggregate and detail data for any school in their school district

| Entity | User |
|--------------------------------|---|
| State | ADE Employee |
| County | MCESA Employee |
| School District | Superintendent, Assistant Superintendent |
| School | Principal, Assistant Principal, Student Advisor |
| High School Grade Levels | Teacher |
| Middle School Grade Levels | Teacher |
| Elementary School Grade Levels | Teacher |
| Individual Grade Level | Teacher |

5.36 View Video Publishing Alerts

BR-36

| | |
|--|--|
| Priority: | High |
| Release: | Initial |
| User Story: | As a logged in Video Bank User, I want to be alerted when a video has been published to the site. |
| Module: | Video Bank |
| Description: | As a logged in Video Bank User, I want to be alerted when a video has been published to the RDSS site when new video or changes to existing video is being released. |
| Exceptions: | Public video is excluded from this requirement. |
| Rules: | The following business rules apply to this requirement: |
| When a video segment has been published to the site, then any Video Bank User, to which it may be relevant for them to access and view should see an electronic alert. | |
| Once a Video Bank User has logged in and has started to view the video then the alert should no longer display. | |
| Once a Video Content Item has been deactivated, then the alert should no longer display. | |

6 NON-FUNCTIONAL REQUIREMENTS

6.1 Availability

| ID | Requirement |
|-------|--|
| 6.1.1 | The system needs to be accessible 24x7x365, except for scheduled periodic maintenance. The schedule should be published and clearly communicated to all system Users in advance. A Service Level Agreement (SLA) should be drafted in support of the overall system and not just the Video Bank module |

6.2 Backup and Restore

| ID | Requirement |
|-------|--|
| 6.2.1 | The application server and the associated data should have backup and restore capabilities that are part of the ADE Information Technology Department's approved server backup plan. |
| 6.2.2 | In the event of a catastrophic failure, the application should be fully functional within 24 hours. |
| 6.2.3 | Business expectations for restoration capabilities are that backup and restore processes will be tested for viability once a quarter, beginning with Q3 2012. |



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

6.3 Capacity

The current capacity that the system needs should be based in part on the following estimated for the initial release of the Video Bank module. The future capacity is the projected or estimated requirements.

6.3.1 Current

| ID | Requirement | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------------------|-------------|----------------------|---------------------|--|--|--|-----|----|----------|------|------|-------|-----|-----|-----------------|-------------|-------------|----------------------|--|--|----------------------------------|----|----|---------------|-----|-----|-------|------|-----|-----------------|-------------|-------------|---------------------|-------------|-------------|--|--|-------------|
| 6.3.1.1 | <p># of Logged In Users. This is the number of people expected to need login credentials for the REIL and REIL Alliance schools, the district offices, and MCESA office in order to access the initial release of Video Bank is approximately seven thousand.</p> <p>The estimate is based upon the information pulled directly from the REIL grant. Users included in the tabulation are certified superintendents, principals, other administrators; certified teachers and other certified personnel; classified managers, supervisors and directors. Additionally, the MCESA office is expected to need login credentials for less than one hundred employees. Note: Classified teacher aids and other personnel is not included in this estimate.</p> <table border="1"> <thead> <tr> <th>Staff Type</th> <th>REIL TOTALS</th> <th>REIL Alliance Totals</th> </tr> </thead> <tbody> <tr> <td>Certified --</td> <td></td> <td></td> </tr> <tr> <td>Superintendent, Principals, Other Administrators</td> <td>174</td> <td>95</td> </tr> <tr> <td>Teachers</td> <td>3380</td> <td>1500</td> </tr> <tr> <td>Other</td> <td>261</td> <td>913</td> </tr> <tr> <td>Subtotal</td> <td>3815</td> <td>2508</td> </tr> <tr> <td>Classified --</td> <td></td> <td></td> </tr> <tr> <td>Managers, Supervisors, Directors</td> <td>60</td> <td>71</td> </tr> <tr> <td>Teachers Aids</td> <td>400</td> <td>460</td> </tr> <tr> <td>Other</td> <td>1429</td> <td>763</td> </tr> <tr> <td>Subtotal</td> <td>1889</td> <td>1294</td> </tr> <tr> <td>GRAND TOTALS</td> <td>3875</td> <td>2579</td> </tr> <tr> <td>REIL & REIL ALLIANCE GRAND TOTALS</td> <td></td> <td>6454</td> </tr> </tbody> </table> | Staff Type | REIL TOTALS | REIL Alliance Totals | Certified -- | | | Superintendent, Principals, Other Administrators | 174 | 95 | Teachers | 3380 | 1500 | Other | 261 | 913 | Subtotal | 3815 | 2508 | Classified -- | | | Managers, Supervisors, Directors | 60 | 71 | Teachers Aids | 400 | 460 | Other | 1429 | 763 | Subtotal | 1889 | 1294 | GRAND TOTALS | 3875 | 2579 | REIL & REIL ALLIANCE GRAND TOTALS | | 6454 |
| Staff Type | REIL TOTALS | REIL Alliance Totals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Certified -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Superintendent, Principals, Other Administrators | 174 | 95 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teachers | 3380 | 1500 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 261 | 913 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subtotal | 3815 | 2508 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Classified -- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Managers, Supervisors, Directors | 60 | 71 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teachers Aids | 400 | 460 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | 1429 | 763 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subtotal | 1889 | 1294 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GRAND TOTALS | 3875 | 2579 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| REIL & REIL ALLIANCE GRAND TOTALS | | 6454 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.3.1.2 | <p># of Video Titles. This is the number of discrete (not counting video segments, versions, archives, etc.) private videos in the form of raw footage that will be loaded to the Video Bank ranges between fifty and one-hundred eighty for launch. This total does not include the number of public videos as the quantity of this type of video is not expected to be significant.</p> <p>For private video segments, there is expected to be at least one video segment per RUBRIC-Performance Level combination for levels 3 through 5, only for grades K through 12. There are six RUBRICS, three performance levels and thirteen grade levels for a total of two-hundred sixteen and that is assuming that only one video segment is being mapped though more than one could be mapped.</p> <p>Note: 240+ videos have already been created. The lengths of a video may vary from as little as thirty seconds to as much as eight hours with longer files containing "chapters."</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

6.3.2 Forecast

| ID | Requirement |
|---------|--|
| 6.3.2.1 | # of Logged In Users. It is expected that the number of people expected to need login credentials in the future will need to include all schools and school districts in Maricopa County. The planned implementation strategy is not known at this time. |
| 6.3.2.2 | <p># of Video Titles. This is the number of discrete (not counting video segments, versions, archives, etc.) private videos in the form of raw footage that will be loaded to the Video Bank ranges between fifty and one-hundred eighty for launch. This total does not include the number of public videos as the quantity of this type of video is not expected to be significant.</p> <p>For private video segments, there is expected to be at least one video segment per RUBRIC-Performance Level combination for levels 1 and 2, only for grades K through 12. There are six RUBRICS, two performance levels and thirteen grade levels for a total of one-hundred sixty-six and that is assuming that only one video segment is being mapped though more than one could be mapped.</p> |
| 6.3.2.3 | The infrastructure should support the MCESA REILize Decision Support System storage capacities required for the ongoing storage of a rolling ten (10) years of data. |
| 6.3.2.4 | A mutually agreeable archiving strategy has yet to be determined between ADE and MCESA; however, the business has determined that whatever archive management approach is decided upon, archived data must be quickly accessible, secure, and online to users of the RDSS. |

6.4 Resource Constraints

| ID | Requirement |
|-------|--|
| 6.4.1 | At the time of this writing, ADE has not finalized their standard SLA from which to base the service needs of the MCESA REILize Decision Support System. |

6.5 Response Time

| ID | Requirement |
|-------|---|
| 6.5.1 | Video Bank content library search response should be at ± 10 seconds. |
| 6.5.2 | Video Bank page refresh should be at ± 10 seconds. |
| 6.5.3 | A Video Content Item, once published, should be accessible within ± 10 minutes. |

6.6 Scalability

This section describes the business expectations for IT management of the anticipated growth for the Video Bank module. The overall infrastructure must support vertical and horizontal scalability (see [Glossary](#) in this document).

6.6.1 User Scalability

| ID | Requirement |
|---------|---|
| 6.6.1.1 | The number of concurrent users is expected to grow from 250 for the initial release to 5,500 concurrent users (statewide) in the next five years. |
| 6.6.1.2 | The total number of users is expected to grow from 2,500 to 55,000 users (statewide) in the next five years. |

6.6.2 Application Scalability

| ID | Requirement |
|---------|--|
| 6.6.2.1 | The Video Bank is expected to be capable of full integration with the identified modules comprising the MCESA REILize Decision Support System (RDSS) product. The “look and feel” of each module should have continuity with the Video Bank. |
| 6.6.2.2 | The overall RDSS product is expected to have a ‘wrapper’ as the front-end design that will complement the yet-to-be designed MCESA web site currently under discussion with a third party vendor. |

6.6.3 Data Scalability

| ID | Requirement |
|---------|--|
| 6.6.3.1 | The MCESA database must be able to accommodate storage of a rolling ten (10) years of data without sacrificing processing and refresh times. If a yet-to-be-determined portion of this data will be archived, it must remain readily available to RDSS users via the archive management processes. |



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

6.7 Security

6.7.1 Authorization and Access Controls

This section describes the Authorization and Access Control requirements associated with the roles and permissions for the Video Bank module:

| REIL ROLES | VIEW PUBLIC VIDEO | PRIVATE NON-SECURE VIDEO | VIEW PRIVATE SECURE VIDEO | MANAGE CONTENT | QA | APPROVER/PUBLISHER | REPORTS | HIGHEST REPORTING LEVEL |
|---------------------------------------|---------------------------------|--------------------------|---------------------------|----------------|----|--------------------|---------|-------------------------|
| | <----- ROLES/PERMISSIONS -----> | | | | | | | |
| Visitor | Y | N | N | N | N | N | N | N/A |
| Teacher | Y | Y | Y* | N | N | N | Y | Self |
| Assistant Principal/Principal | Y | Y | Y* | N | N | N | Y | Own School |
| Superintendent | Y | Y | Y* | N | N | N | Y | Own District |
| VB Administrator - Content Editor | Y | Y | Y* | Y | N | N | Y | All Districts |
| VB Administrator - Quality Assurance | Y | Y | Y* | N | Y | N | Y | All Districts |
| VB Administrator - Approver/Publisher | Y | Y | Y* | N | N | Y | Y | All Districts |
| Super User | Y | Y | Y* | Y | Y | Y | Y | All Districts |

* Note: May not have been assigned permission to access and view certain videos.

Individual Users of the REIL system must first be identified. They then must be provided with secured access from the office in which they are located or via VPN over the internet to the web site URL where the application domain resides. Each User must be provided a unique login credential with a strong password in accordance with best practices. From this list of Users, those that will serve in the role of an administrator must be identified as well, along with roles and permissions to which they will be granted

- A Visitor is considered to be anyone that accesses the site but is not logged in. They may only view the marketing content or collateral which is free for anyone to access and view. They should not be able to drill into the system for a “personalized experience” nor should they be able to access administration features and functions, since they have not yet been logged in to the system.
- An Authenticated User is anyone that accesses the site and successfully logged in. The services and content to which they have access may vary significantly. Authenticated User may be an Education Professional, Administrator or Super User.
- An Education Professional User is anyone without an administration role or permission assigned to them will only be able to access features and functions on the site associated with the Education Professional experience (e.g. View a video associated with a RUBRIC-Element-Descriptor to which the Teacher is assigned).
- An Administrative User is anyone with one or more administration roles or permissions assigned to them additionally should be able to access features and functions on the site in the administration area (e.g. Manage Video Bank Content).
- A Super User (i.e. Super User) is anyone who has been granted this role and normally restricted to no more than a couple of selected personnel at most. They should have full permission over all available administration features and functions along with full visibility to any other User or Data in the system including reports.

An Administrative User other than the Super User may have one or more administrator roles or permissions assigned to them. Their privileges should be the union of the roles to which they are assigned when they login thus enabling them to the desired set of features and functions.

- Content Editor – should have the full permission (e.g. create, edit, etc.) to manage any content items (i.e. video, lessons, etc.) and upload video files
- Content QA – should have the permission to participate in the content QA process workflow by reviewing and providing a critique of any content being created or modified back to the editor.
- Content Approver – should have the permission to participate in the content QA process workflow by providing the final review and approval of any content being created or modified.





Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

6.8 Stability

| ID | Requirement |
|---------|---|
| 6.8.1.1 | The system should be designed such that time-out events and other unexpected system errors are non-occurring or minimally occurring events. If and when these system events occur then the system should record and report it to the IT Development & Support team. |

6.9 Minimum User System Capabilities

| ID | Requirement |
|---------|---|
| 6.9.1.1 | The system should be designed such that it includes the best practices recommendations of a User Centric Design Team to ensure consistency, ease of navigation and intuitiveness. |



7 Glossary of Terms

Definitions of terms, acronyms, and abbreviations used in this document for Video Bank are marked 'Yes':

| Terms | Acronyms | Definitions | VB |
|----------------------------|----------|--|-----|
| ADE | | Arizona Department of Education | Yes |
| VB Administrator | | A VB Administrator is broadly defined as any user with either a role and/or permission assigned that enables them to administer the Video Bank component of the site by management of its content. | Yes |
| Administrator Roles | | A User may have one or more administrator roles assigned to them. Their permissions should be the sum total of the roles to which they are assigned when they login to the system. They should also have access to reports relating to any related area. • | Yes |
| Assessment | | A teacher assessment which is linked to a video may be in the form of an optional pretest and/or required posttest. | Yes |
| Content Item | | A Content Item, may consist of general information (e.g. title, description, status, etc.), textual html tagged content, image file (i.e. video thumbnail stillshot), search criteria, as well as other content to which it may be related. | Yes |
| Content Library | | The content library is a storage repository that may include various types of content used throughout the system including but not limited to text, images, and video. The content may be viewed or referenced in Video Bank, Assessments, Lessons, etc. | Yes |
| Descriptor | | A block of descriptive text that is always visible to the user when viewing the Observation Entry screens of the ODCT application. It is associated to each scoring value (0-4 for Administrator Principal) for elements in the rubrics. | Yes |
| Documentation Event | | Applies only to the ODCT Principal Tool and is an evaluation occurrence where the principal's evaluator observes and gathers information that is part of the element scoring criteria. There are 8 types of Documentation events out of a total of 15 events. | |
| Education Professional | | An Education Professional is broadly defined as any User that needs to view or access its content, reports, dashboards, as well as related functionality (e.g. Teachers, Principals, Superintendents, District personnel, MCESA personnel, etc.). | Yes |
| Embed Code | | <u>All videos</u> will have an embed code and it will be necessary to have a video content item data attribute <u>option</u> that turns this feature on or off for a given video file. For example: A published short video or video snippet that will allow a credentialed User to optionally login to access private, non-secure content published (e.g. Introduction to RUBRIC teaser snippet). | Yes |
| Entry Constraint Indicator | | For purposes of this document, this is a grayed-out entry box or a grayed-out cell in a table that indicates an inactive state of availability. | |
| Evaluatees | | Persons who are being observed and evaluated; individuals that receive element scores associated to five, Principal-centric rubrics within a variety of event opportunities occurring throughout the Observation Cycle school year. | |

| Terms | Acronyms | Definitions | VB |
|---------------------------------|----------|--|-----|
| Evaluators | | Persons who will use the Observation Data Capture Tool to record rubric element scores of the Evaluatees they have been assigned to observe and score. | |
| Event | | This is the specific occurrence of an observation setting/documentation in the Observation Data Capture Tool for Principals and Assistant Principals. | |
| Formative Conference | | This is the first and second formal meeting of a principal with an evaluator. | |
| Formative Cycle Report | | Teacher output report provided after every cycle completes | |
| Horizontal Scalability | | Horizontal scalability is the ability to connect multiple entities so that they work as a single logical unit. Also see Scalability in this Glossary. | Yes |
| In System Editing | | In System Editing is a feature that allows the Content Editor to choose where a raw video starts and stops and then tag that video segment with the appropriate descriptors (grade, subject, element, level, etc.). Video segments edited in this manner will be branded with a pre-loaded branding video that will play at the start of each video. | Yes |
| LEA | | Local Education Agency | |
| Leading Observation Instrument | | Composed of 5 rubrics, this document is the basis for the principal evaluation and scoring. | |
| Learning Observation Instrument | | Composed of 6 rubrics, this document is the basis for the teacher evaluation and scoring. | |
| Mapping | | Mapping is the function or process of relating one content item to another (e.g. Mapping a Video Content Item to a Teacher's Educator Goal Plan because the teacher has an action plan item to view a video. | Yes |
| Maximum Scoring Value | | The highest scoring value achieved. | |
| MCESA | | Maricopa County Education Service Agency | Yes |
| MCESA Employee | | A person employed by the Maricopa County Educational Service Agency. | Yes |
| Mean Value | | The mathematical average that is the calculated result of the sum of all scores divided by the count of scores, e.g. $(4+2+3+1+4) / 5 = 2.8$ | |
| Minimum Scoring Value | | The lowest scoring value achieved. | |
| Mode Value | | The value that occurs most frequently in a data set. | |
| Observation Cycle | | A completed evaluation period. An Administrative/Principal Observation Cycle is not broken down into sessions, as is the Teacher Observation Cycle. The Principal Observation Cycle encompasses an entire school year. | |
| Observation Setting Event | | Applies only to the ODCT Principal Tool and is an evaluation occurrence where the principal's evaluator observes and gathers information that is part of the element scoring criteria. There are 7 event types of Observation Settings out of a total of 15 events. | |
| Observation Super User | | A new REIL role being added in ODCT R2v1 that falls into the new 'super user' class of functional role. Only one Observation Super User may be designated a Primary within each District. All others are Secondary (see OSA in this Glossary). | |

| Terms | Acronyms | Definitions | VB |
|-----------------------------------|----------|---|-----|
| ODCT | | Observation Data Capture Tool – part of the MCESA REILize Decision Support System suite of tools that enable entry and retention of performance measurement scores and opportunities for professional growth. | |
| OSA | | Observation Super User - a new REIL role being added in ODCT R2v1 that falls into the new ‘super user’ class of functional role. Only one OSA may be designated a Primary within each District – all others are Secondary (see Super User in this Glossary). | |
| PAR | | Personnel Action Request (e.g. payment transaction related to paying a performance incentive). | Yes |
| PD Resource Coordinator | | Professional Development Resource Coordinator is a person that reviews raw footage, annotates footage to note alignment with RUBRIC descriptor and tags areas for editing. | Yes |
| Peer Evaluator | | A peer evaluator evaluates the classroom performance of teachers. | Yes |
| Performance level | | Correlated to element scoring numbers within each of the rubrics (values of 0-4 for Administrators / Principals and 0 to 5 for teachers). | Yes |
| Principals Assistant Principals | | A Principal is an educator who has executive authority for a school. They may be assisted in the execution of their duties by an Assistant Principal. Evaluatees that are observed and evaluated, then formally scored using the Observation Data Capture Tool (ODCT) for Principals. These same functional roles can also perform as evaluators when teachers are the focus of the Observation Cycles. | Yes |
| Private | | <ul style="list-style-type: none"> Private, non-secure content available to anyone that has logged into the site. An example of this content type is a 4 Pillars video. Private, secure content only available to anyone that has logged into the site and, to which, they have been granted access. Performance Assessment video is an example of this type of content. <p>Note: Refer to Appendix 8.4 - MCESA RDSS Video Content Delivery Model.</p> | Yes |
| Public | | Public content is available to anyone who visits the site but has not logged in. A couple of examples of this type of content are the “About REIL” and “teaser” videos. Note: Refer to Appendix 8.4 - MCESA RDSS Video Content Delivery Model. | Yes |
| REIL Field Specialist | | REIL Field Specialist is a person that is responsible for the supervision of Peer Evaluators and that may also vet the video content being developed for delivery in the Video Bank since they are also the Subject Matter Expert (i.e. SME). | Yes |
| RUBRIC | | RUBRIC’s covers six different evaluation domains: Content, Formative Assessment, Instructional Strategies, Learner Engagement, Learning Community, and Professional Responsibilities. Each RUBRIC contains one or more elements and each element consists of a descriptor that clearly and concisely describes the expected level of performance for rating levels. Each descriptor/performance level combination may have one or more video or video clips linked which also provides linkage to a grade, grade span, or department. Note: Actual rating levels range from zero to five (i.e. low to high). | Yes |
| Scalability | | Scalability is the ability of a system, network, or process to handle an increasing amount of work in a capable manner, or its ability to be enlarged to accommodate growth. A system whose performance improves proportionally | Yes |

| Terms | Acronyms | Definitions | VB |
|--------------------------|----------|--|-----|
| | | to the hardware capacity added is said to be a scalable system. | |
| Score | | Numeric value applied to rubric elements and events by evaluators after observing evaluatees in their associated environments where job performance typically occurs. ODCT is the application interface to be used for the recording and retention of these scores. | |
| Shared Observation Cycle | | Relates to ODCT R2v1 only: The assignment of two or more evaluators to a single evaluatee for an Observation Cycle within a fiscal year. This is likely to occur in the larger school districts, e.g. Phoenix Union, due to the higher count of Principals and Assistant Principals to be evaluated for the year, coupled with the large number of events to observe within multiple settings. | |
| Standard Report | | Any other report that is not a dashboard or graphical style of report such as a list of items. | Yes |
| Summative Conference | | The third (and final) formal meeting of a principal with an evaluator. | |
| Summative Cycle Report | | Summary report of the Observation Cycle for a school year. | |
| Superintendent | | A person who directs and manages a school system. They may be assisted by an Assistant Superintendent in the execution of these duties. | Yes |
| Super User | | A class of functional role with an associated REIL role that has special permissions and screen visibility associated to login identification processes. The super user class has multiple types to accommodate the unique business rules and functional requirements of each type. Each type of super user will have a unique name to identify it. Super user types are required in the ODCT to mitigate special circumstances in business process (a.k.a. sysadmin). They are also responsible for managing the overall website in support of the Video Bank module. The responsibilities typically include setup and configuring, establishing and managing user accounts, etc. They should have full visibility to anyone in the system including reports. | Yes |
| Teacher | | Educators instructing students in the schools within each district. Teachers are the Evaluatees of the Learning Observation Instrument (versus the Leading Observation Instrument). Some teachers may also perform as evaluators of their peers in a subsequent release of the ODCT. | Yes |
| Value | | Numeric score applied to an individual's performance on a particular element within a rubric. | |
| Vertical Scalability | | Vertical scalability is the ability to increase the capacity of existing hardware or software by adding resources, such as adding processing power to a server to make it faster. Also see Scalability in this Glossary. | Yes |
| Video Content Item | | A Video Content Item, specific to video media, may consist of general information (e.g. title, short and long description, status, etc.), one or more raw footage video files, and one or more video segments created from the raw footage video. A video segment may also feature related metadata and/or tagged content (e.g. district name, school name, teacher name, RUBRIC descriptor-performance level, grade band or level (i.e. pre-K thru 12), subject area (e.g. Math or Art), video score, search keywords, standards, etc.). Note: Video thumbnail images may show up next to main video on VB tab as per the conceptual slides. | Yes |



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

| Terms | Acronyms | Definitions | VB |
|---------------|----------|---|-----|
| Videographer | | A person that has been assigned the role or permission to manage the production of video and video content. | Yes |
| Video Segment | | A Video Segment is a fragment of the entire raw footage of a video. The segment may be a still shot, a video clip, short or long video. The content editor should be able to perform "in system editing" and brand each video instead of relying on the videographer. | Yes |
| Visitor | | Any person who is visiting the RDSS site and has not logged in. | Yes |



APPENDIX A. Supporting Documentation

A1. Data Requirements

These are the data requirements that were collected during the Business Requirements discovery phase.

| Data Element | Priority | Comments |
|-------------------|----------|---|
| Title | C | Title of the content up to 80 characters; Required |
| Short Description | C | Short description of the content up to 100 characters; Required |
| Long Description | C | Long description of the content up to 2000 characters; Required |
| Status | C | Status of the content item including all related content and information; Required 1 – Active: Content is available to be mapped to other content and/or viewed on the site. This may also be considered ‘published’ content. 2 – Inactive: Content is not available to be mapped to other content and/or view on the site 3 – Archived: Content has been copied offline and no longer accessible to an administrator |
| Type | C | Type of Content (e.g. Video, Assessment, Educator Goal Plan, Rubric, etc.); Required |
| Access Setting | C | Content accessibility; Required 1 - Public content shall be available to anyone who visits the site but has not logged in 2 - Private, non-secure content shall be available to anyone that has logged into the site 3 - Private, secure content shall be only available to anyone that has logged into the site and, to which, they have been granted access |
| Category | C | Category of video file; Required only if type is ‘video’. <u>PUBLIC:</u> 1 – Marketing Collateral <u>PRIVATE, NON-SECURE</u> 2 – Testimonial 3 – Introductory 4 – 4 Pillars 5 – Rubric Descriptor 6 – Training 7 – PD Module 8 – Webcast <u>PRIVATE, SECURE</u> 9 – Certified Training 10 – Performance Assessment 11 – Qualified Evaluation 12 – Certified Evaluation Note: Refer to Appendix A4. Video Content Delivery Model. |
| Video Duration | C | Length of video file in HH:MM:SS format. Range From 5 min to 8 hours with Chapters |

| Data Element | Priority | Comments |
|---|----------|--|
| | | (Laurie King) Being able to create chapters within a longer video is necessary; Required only if type is 'video'. |
| Video Format | C | Format of the video file (e.g. MP4). (AL) whatever it takes that the system can tell what the device is and present that format; Required only if type is 'video'. |
| Video Embed Code | C | Embed Code contained in the video. |
| Video File Reference Link | C | This is the "path" and name of the physical file to which the video is mapped and linked. Required only if type is 'video'. |
| Video Transcript | L | Full textual transcript of the video; Optional. |
| Video Download Enabled | H | Indicator that a video file may be downloaded from the web site. Required only if type is 'video'. Default 'no'. 0 – No 1 – Yes |
| Metadata | C | Metadata is structured information that describes, explains, locates, or otherwise makes it easier to retrieve, use, or manage an information resource. Metadata is often called data about data or information about information. Source: National Information Standards Organization. For video content, meta data may include but is not necessarily limited to district name, school name, grade level, subject area, teacher name, RUBRIC descriptor, video score, search keywords, tagging, content provider name, videographer name. |
| Last Updated Date | C | Date that any part of the content item was created or last updated. Format: MM-DD-YYYY HH:MM. |
| Last Updated By | C | Person name, by whom, that any part of the content item was created or last updated. Format: First Name & Last Name. |
| Last Reviewed or QA'd Date | H | Date that the content was last reviewed for quality assurance. Format: MM-DD-YYYY HH:MM. |
| Last Reviewed or QA'd By | H | Person name, by whom, the content was last reviewed for quality assurance. Format: First Name & Last Name. |
| Version Number | C | When content is published, this is the version number associated with the published content. Required only if the content is being published. Example (#.#.#) 1.0.0 – major release, intermediate release, minor release. |
| Version History Comments | C | When content is published, this is the version history comments associated with the published content. Up to 2000 characters. Required only if the content is being published. |
| Last Published Date | H | Date that the content was last published. Format: MM-DD-YYYY HH:MM. |
| Last Published By | H | Person name, by whom, the content was last published. Format: First Name & Last Name. |
| Video mapping: | | Video Content Items may be mapped to other content created and published to RDSS as noted in this section. |
| Mapped to 1:M RUBRIC-Element-Descriptor/ Performance level | C | A video Segment needs to be mapped for the Video Content Item to the object. |



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

| Data Element | Priority | Comments |
|---|----------|---|
| Mapped to 1:M Educator Goal Plan | M | Video Segment needs to be mapped for the Video Content Item to the object. |
| Mapped to 1:M Professional Development Course | M | Video Segment needs to be mapped for the Video Content Item to the object. |
| Feedback: | | |
| QA Comments | H | When QA has performed quality assurance review of the content, they may record their comments and provide feedback to the content editor. Up to 2000 characters. Optional and only if the content is being quality assured. |
| Approver Comments | H | When Approver has performed a final review of the content, they may record their comments and provide feedback to the content editor. Up to 2000 characters. Optional and only if the content is being reviewed. |
| Feedback Comments | H | When an Education Professional has chosen to record their comments and provide feedback to the content editor. Up to 2000 characters. Optional. |
| Feedback Date | L | Date that the Education Professional feedback comments was provided. Format: MM-DD-YYYY HH:MM. |
| Feedback By | L | Education Professional person name, from whom, the feedback comments were provided. Format: First Name & Last Name. |
| "Like It" Survey Counts | L | Count of anonymous survey responses for 'like it'. |



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

A2. REIL DSS Conceptual Screenshots

Here are some selected screenshots from the MCESA Vision Conceptual Dashboard document.

Figure 1 - Public Video on Home Page

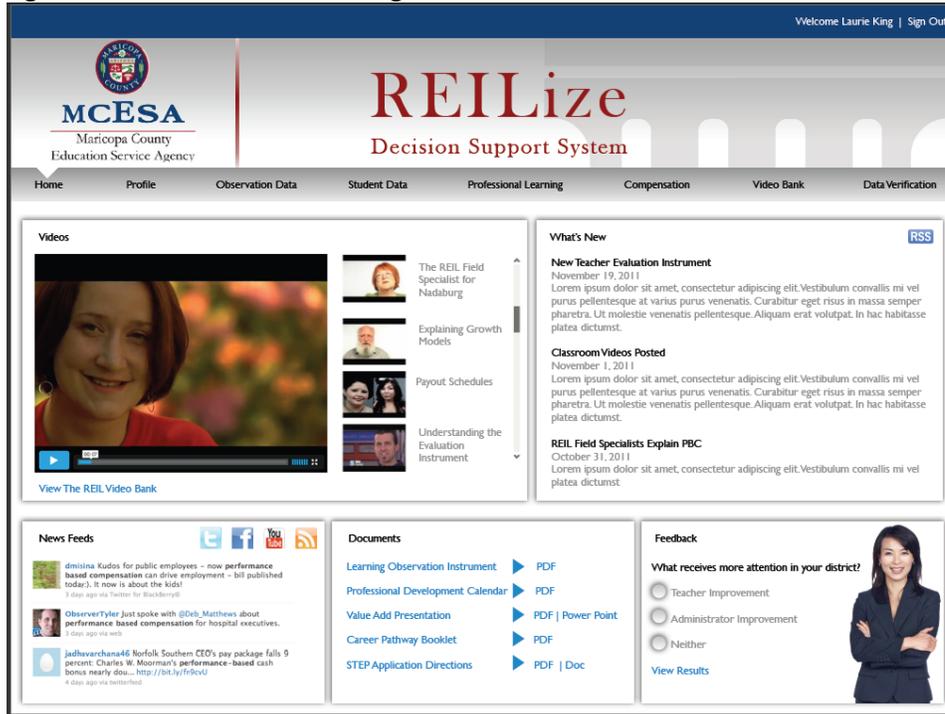


Figure 2 - Videos for RUBRIC-Element-Descriptors





Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

MCESA Maricopa County Education Service Agency
REILize Decision Support System
 Home Profile Observation Data Student Data Professional Learning Compensation Video Bank Data Verification

Video Bank RSS
 Search Videos [See All Videos](#) [View Rubric](#)

Content Rubric

- Conceptual Understanding**
 Level 4
 8th Grade Science
- Conceptual Understanding**
 Level 3
 11th Grade English
- Conceptual Understanding**
 Level 5
 6th Grade Social Studies
- Task Analysis**
 Level 4
 8th Grade Science

Comments
 Ronald McDonald
 November 19, 2011
 Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum convallis mi vel purus pellentesque at varius purus venenatis. Curabitur eget risus in massa semper pharetra. Ut molestie venenatis pellentesque. Aliquam erat volutpat. In hac habitasse platea dictumst. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum convallis mi vel purus pellentesque at varius purus

Figure 3 - View Full RUBRIC for the logged in Education Professional

Welcome Laurie King | Sign Out
 MCESA Maricopa County Education Service Agency
REILize Decision Support System
 Home Profile Observation Data Student Data Professional Learning Compensation Video Bank Data Verification

CONTENT RUBRIC
 Aligns with In-TASC Standard 4 (Content Knowledge) and 5 (Application of Content)
 The Content rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

| Element | CONTENT RUBRIC | | | | |
|---|--|---|--|--|---|
| | 5 | 4 | 3 Proficient | 2 | 1 |
| Conceptual Understanding Descriptors Guides students to create their own representations and | Meets criteria at levels 3, 4, and 5. | Meets criteria at levels 3 and 4. | Incorporates effective representations and explanations of | Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4A) | Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4A) |
| Task Analysis (Organization of Content) Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task | Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught one at a time, and reflect prior learning. | Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time. (4F, 7A, 7B, 7C) | Lesson objective(s) and materials are aligned to content standards. (4F, 7A, 7B, 7C) | Lesson objective(s) & materials are sequenced. (4F, 7B, 7C) | Lesson objective(s) & materials are sequenced. (4F, 7B, 7C) |

12

Figure 4 - Partial Sample RUBRIC with Video Mapping



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

| | 5 | 4 | 3 Proficient | 2 | 1 | 0 |
|-------------------------------|---|--|--|--|---|---|
| | Meets criteria at levels 3, 4, and 5. | Meets criteria at levels 3 and 4. | | | | |
| Element | Descriptors | | | | | |
| Connections to Content | Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues . (5b, 5d, 5g) | Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b) | Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f) | Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content . (4b, 4d, 8f) | Uses questioning strategies and/or activities to develop students' understanding of the content. (4b) | |
| | Clip #590 Grade 5 Clip #210 Grade 2 | Clip #987 Grade 9 | Clip # 012 Grade K Clip # 1002 Grade 10 Clip #816 Grade 8 | | | |



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

A3. REIL DSS Functional Model

The figures in this section define the high-level of key Visitor, Education Professional, and Administrator feature sets to support the video bank business requirements and all video available in RDSS. Not all features and functions are including in this diagram.

Figure 5 – Visitor

| | | | | | | | |
|-------|---|---------|------------|----------|-----------------|------|--------|
| TITLE | REIL System High-Level Functional Model – Visitor | REVISED | 03/13/2012 | DRAWN BY | Rich Schnettler | PAGE | 1 OF 9 |
|-------|---|---------|------------|----------|-----------------|------|--------|

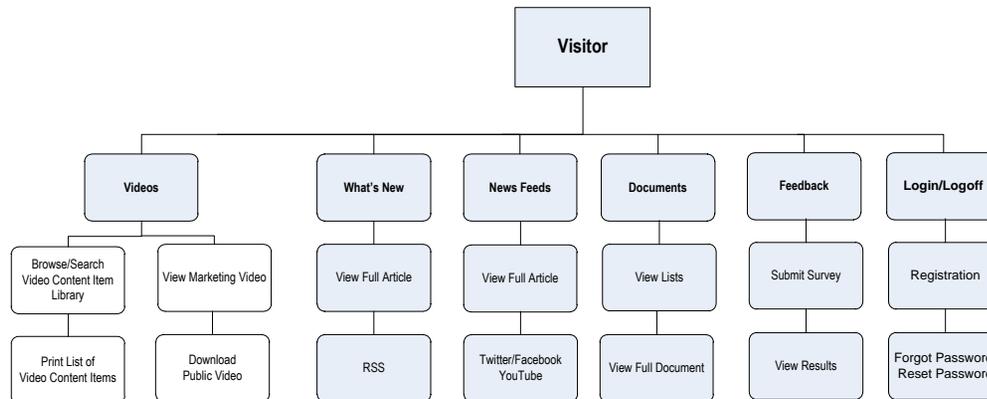


Figure 6 - Education Professional

| | | | | | | | |
|-------|--|---------|------------|----------|-----------------|------|--------|
| TITLE | REIL System High-Level Functional Model – Education Professional | REVISED | 03/13/2012 | DRAWN BY | Rich Schnettler | PAGE | 1 OF 9 |
|-------|--|---------|------------|----------|-----------------|------|--------|

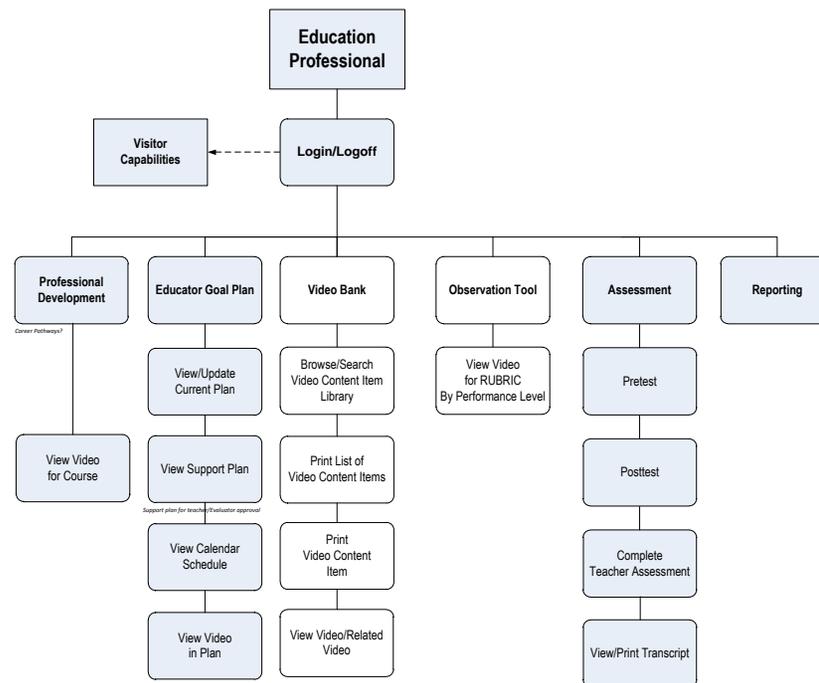
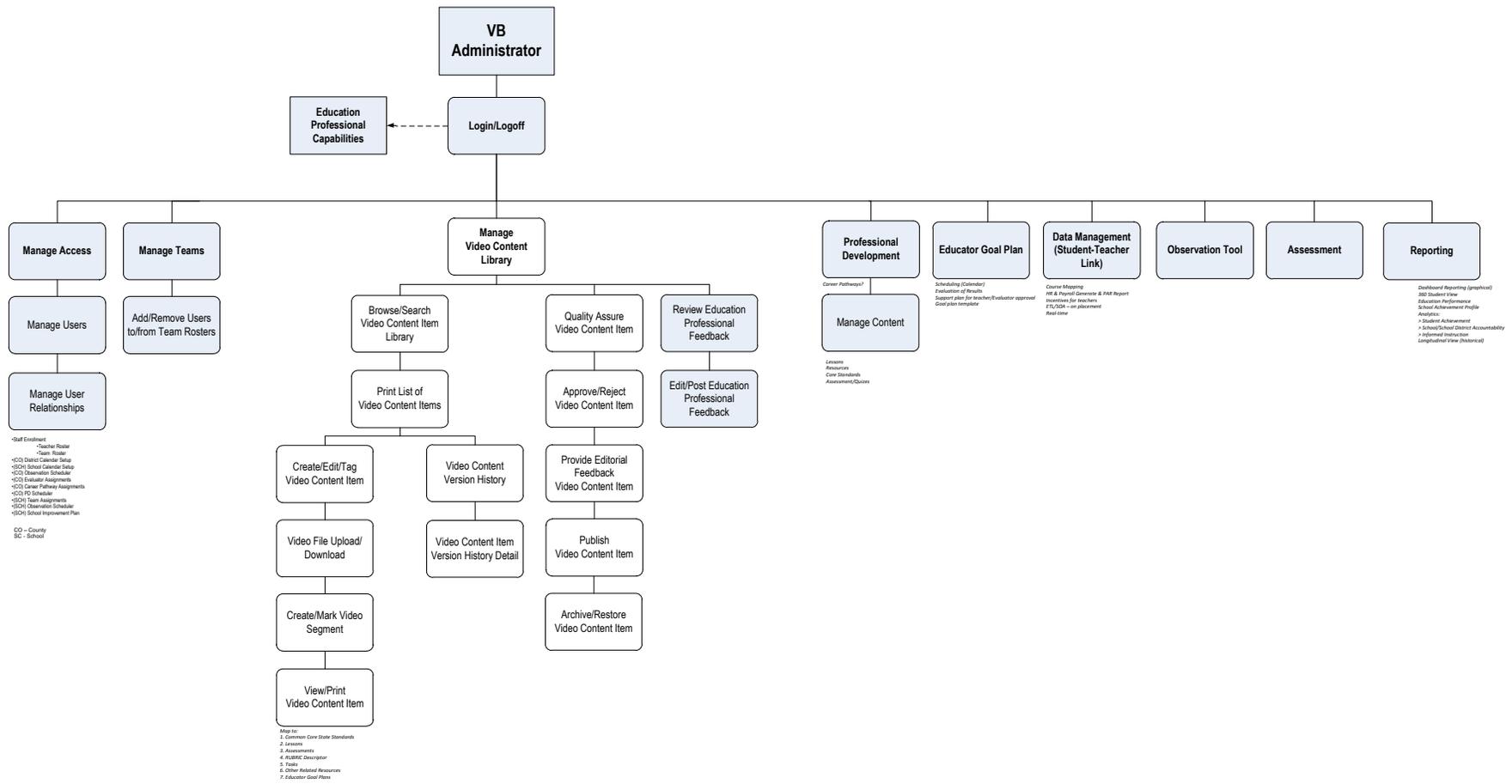
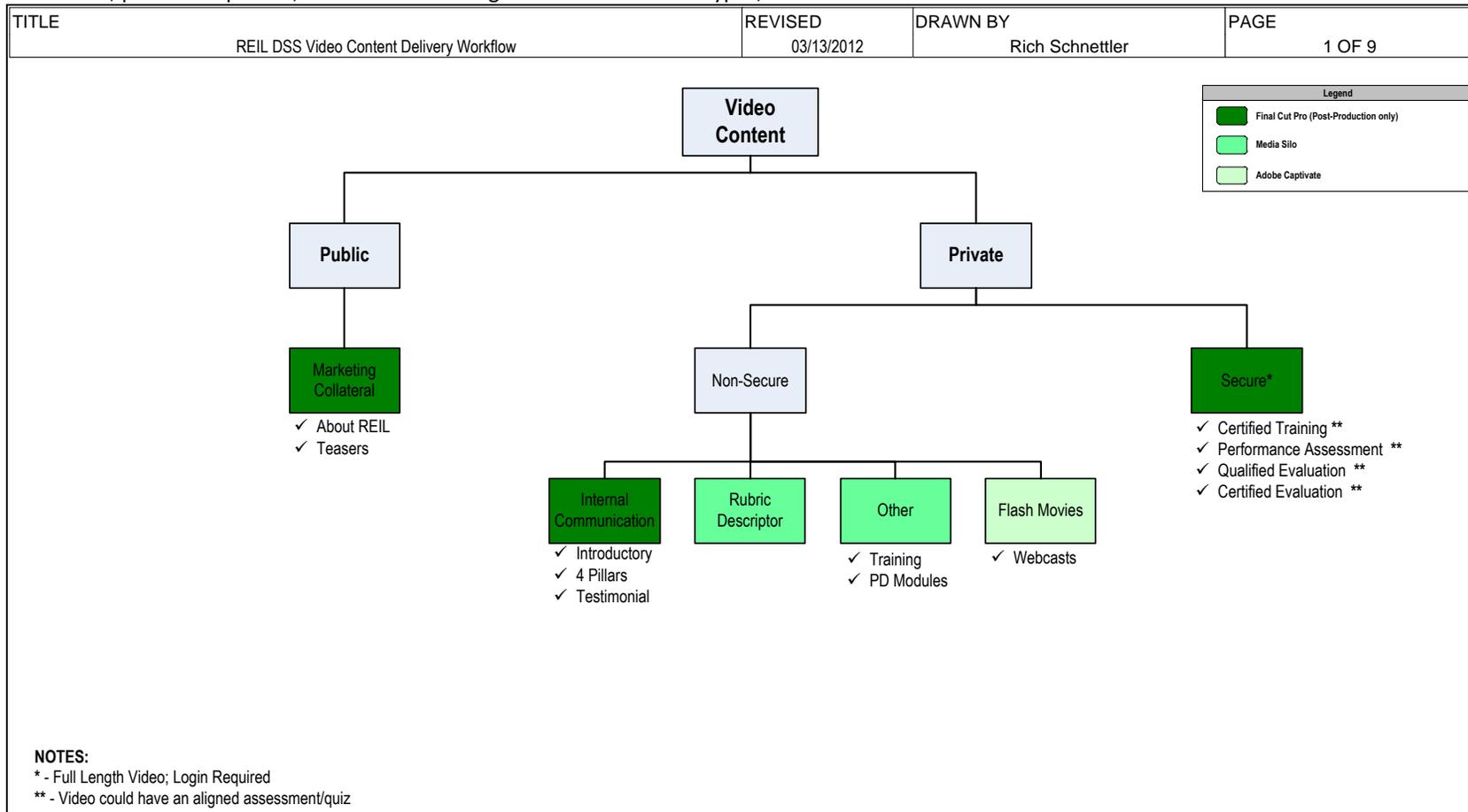


Figure 7 - VB Administrator



A4. Video Content Delivery Model

This diagram presents and describes the video and movie content that is expected to be delivered to the site and made available for the various Users'. There are two general types of video content, public and private, with the latter being broken into two sub-types, non-secure and secure.





Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

A5. New Video Content Item Development Workflow

This workflow defines one possible method of managing and publishing video content for use in the Video Bank. There may be alternative workflows depending upon the finalized set of business requirements and support processes. This workflow only describes the creation of a new Video Content Item (“Item”) and does not cover the copy, delete, deactivation, archive and restore functionality. A visual diagram follows the narrative on the following page.

One other aspect of the workflow is a question about what environments would be the best way to manage the video content. For example, a staging environment could be utilized for content creation and editing of the content. After which the content is assigned to QA and made available in a pre-production or preview environment. Once approved, then the content can be published to production.

Videographer

- scripts and films the initial video that satisfies the desired scenario
- produces the video using Final Cut Pro tool.
- generates a raw footage video file and uploads to Video Bank

Content Editor

- chooses to create a new Item. They key in general information including title, description, various meta-data, search criteria if there are any, etc.;; upload video; tags content and marks the start and stop time for each video segment of the raw footage. Lastly, checks spelling and grammar, etc.
- preview the Item(s) to make sure they are entered correctly and “play” with expected quality and performance on the site
- Chooses to assign the Item to a person that has the Quality Assurance role or permission assigned. Alternatively, they may choose to bypass the QA step and assign directly to an Approver.
- Makes changes to the video based upon annotations and editorial feedback from Quality Assurance and/or Approver/Publisher

Quality Assurance

- previews the video and directly annotates changes or corrections on the media file
- previews and/or reviews all of the content components associated with the video possibly using a QA checklist
- optionally keys in overall comments for the Item
- determines if Item is approved or rejected
 - If accepted then it is assigned to a person with the Approver role or permission assigned
 - If rejected then it is reassigned to the Content Editor with annotations and overall feedback comments

Approver/Publisher

- previews the video
- previews and/or reviews all of the content components associated with the video
- optionally keys in overall comments for the Item
 - If accepted then it is published. The Item is now active and available for assignment or access on the site (e.g. include in an Educator Goal Plan)



Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

If rejected then it is reassigned to the Content Editor with overall feedback comments. The comments may be optionally made available to QA

Status Flow

It may be necessary to track the **edit status** of an Item while it is in an inactive or content development status in addition to the **overall status**.

Inactive →

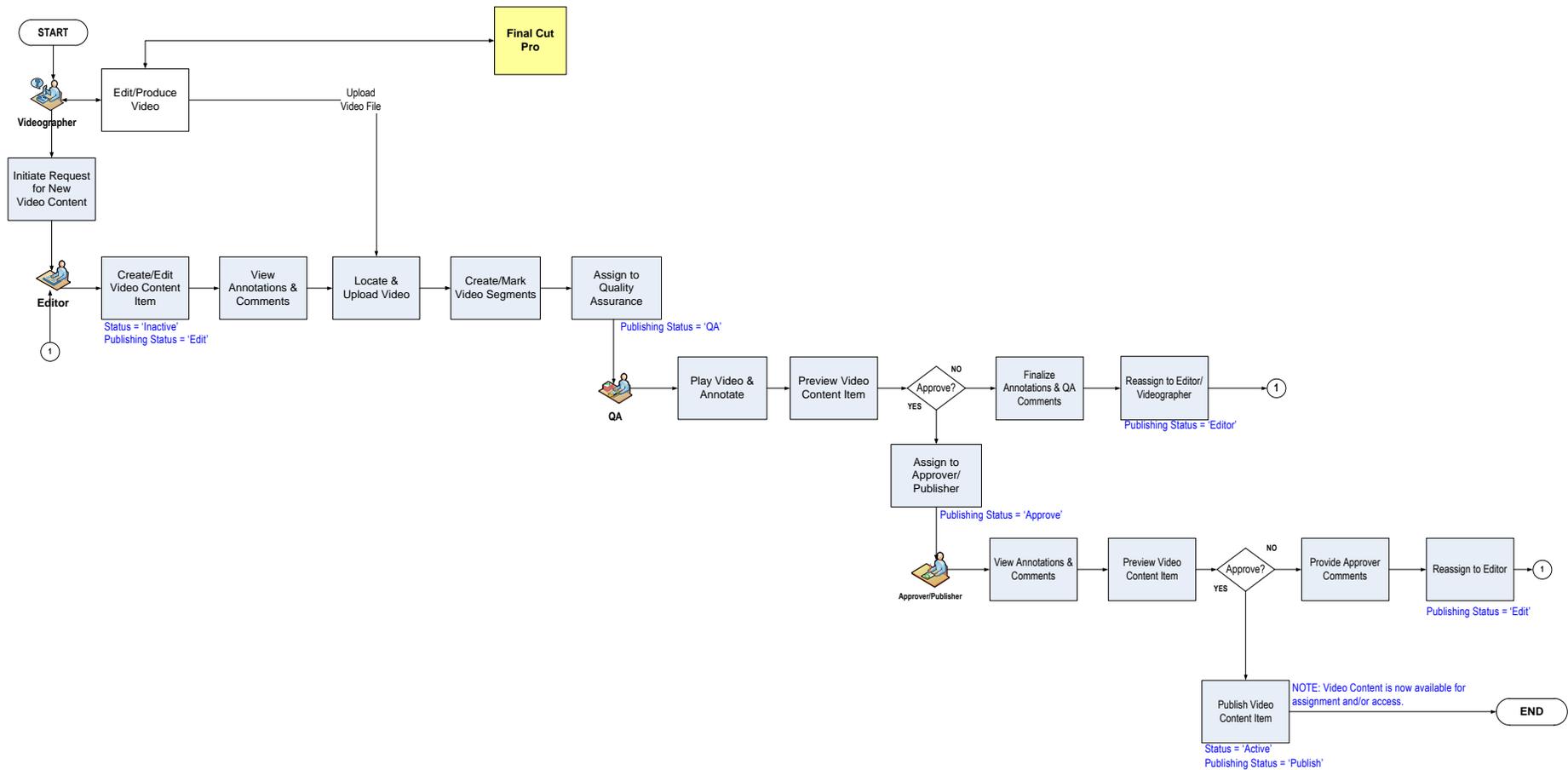
Editor → completed/assigned to → **QA** → accepted/assigned to → **Approver** → accepted/publish →
←rejected/reassigned to

Active →

Inactive →

Archived

| | | | | | | | |
|-------|--|---------|------------|----------|-----------------|------|---------|
| TITLE | REIL DSS New Video Content Item Workflow | REVISED | 03/13/2012 | DRAWN BY | Rich Schnettler | PAGE | 1 OF 10 |
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Program: MCESA REILize Decision Support System
Module: Video Bank
Release:
Document: Business Requirements Document
Version: 5.0

¹ The document approvals for the Video Bank Baseline BRD include Kristine Morris, Laurie King and Dr. Lori Renfro from MCESA. The document will also be distributed to Al Dullum and Anabel Aportela.