MCESA
Maricopa County Education Service Agency

MCESA REILize Decision Support System
Business Requirements Specification (BRD)

Professional Development

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1 Document Information

1.1 Version History

VERSION HISTORY

ID	Date	Revised By	Reason for change
0.1	20-Mar-2012	Rich Schnettler	1st draft which includes the initial version as well as feedback and discussions with MCESA conducted on 3/16 and 3/20.
0.2	27-Mar-2012	Tara Sprouse	Merged requirements into section 5 and other misc. document updates
0.3	27-Mar-2012	Tara Sprouse	Updated Glossary and page layout
0.1	04-Apr-2012	Rich Schnettler	Updated document after completion of two reviews with MCESA on 3/26 and 4/3 as well as responses to queries via email.

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.	
MCESA Dashboard Vision PPTX	Provides a visual rendering of the conceptual Professional Learning Portal in a series of screenshot mockups covering the various features and functions.	

1.3 Stakeholders

STAKEHOLDERS

Organization	Stakeholder Name	Title	Email Contact
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1.4 Document Approvals

This document has been approved as the official Business Requirements Document (BRD) for the MCESA REILize Professional Development module 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		
Gene Saadi	Program Director and Primary Stakeholder Liason		
Linda Jewell	Deputy CIO and Stakeholder Liason		

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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 Professional Development module, MCESA will create a professional learning course catalog using a variety of progressive education approaches that also integrates with high-quality video content aimed at guiding and improving Teacher, Master Educator, and Principal efficacy in learning, coaching and leading. Professional education or learning offerings will be in the form of online modules, face-to-face classroom style settings, as well as online interactive and collaborative tools.

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, a series of review meetings on March 20th , March 26th and April 3rd with business stakeholders, additional follow-up email correspondence, as well ADE internal reviews.

Business owners and stakeholders from MCESA and ADE officials have specified business requirements and key features for the delivery of Professional Development. The next phase of the project is to consider either building in-house or buying from a third-party vendor, the Professional Development. Thus, a request for information (RFI) document will need to be prepared. An RFI is a

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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 Professional Development module 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 Professional Development feature or function, as well as articulating any exceptions and rules.

3.2.1 Out of Scope

The Observation Data Capture Tool (ODCT) should provide the capability to point directly to a course or course resource (e.g., video, files, URL links, iBooks) in a future iteration.

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4 Description of the Project

4.1 Description

The major goals and objectives of the Professional Development module are to provide the following key features and functions associated with professional learning:

- Manage course catalog including linkage to video files and other related education resources. The availability of courses may then be referenced in action plan items within educator goal plans for delivery to the Education Professional for a personalized experience
- Manage and categorize courses by series
- Manage a section and its setup requirements including registration, instructor, location, as well as scheduling (i.e. date/time, recurring, etc.) in Outlook or through other internal processes. Sections may sometimes be referred to as classes and class schedules
- Manage and store education resources and content (e.g., videos, file attachments, URL address links, assessments, course evaluations, credit and certificates) as well as equipment and payment requirements) associated with courses
- Browse and search catalog to quickly locate courses and sections that may be of interest to the Education Professional
- Personalized Calendar to provide visibility to each scheduled section including those, to which, an Education Professional has registered or completed
- Accept and process payments for taking a section that has a fee attached to it as well as handling credits for cancelations
- Manage section attendance, completion, and grading.
- A transcript, for each Education Professional that records each completed section, its date, score, and certificate if credit is awarded
- Display dashboard(s) and standard set of canned reports including scheduling, progress monitoring, tracking, and reporting the completion of assigned courses
- Provide on-line, real-time, 24 x 7 x 365 access to professional learning tools and content

4.2 Rationale

The overarching rationale and benefit of implementing the Professional Development module and the business requirements defined therein is that it will achieve REIL grant compliance by:

- Delivering over the internet, it is able to reach a larger audience regardless of their location and availability of time
- Providing a standard set of tools and course content to Education Professionals in order for them to achieve professional growth
- Aiding in the planning, scheduling and prioritization of professional development for Education Professionals using Educator Goal Plans
- Delivering education content covering the three career pathways: learning, coaching, and leading:
    - Online courses which includes online modules as well as online interactive and collaborative tools
    - Face-to-face classroom style settings
- Providing information and reports to aid Education Professionals in their professional development decision-making
- Flexibility in making choices from an open professional learning course catalog
- Effectively measuring and reporting on the progress and results achieved

But the Professional Development 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) in order to deliver a total solution as articulated in the REIL program.

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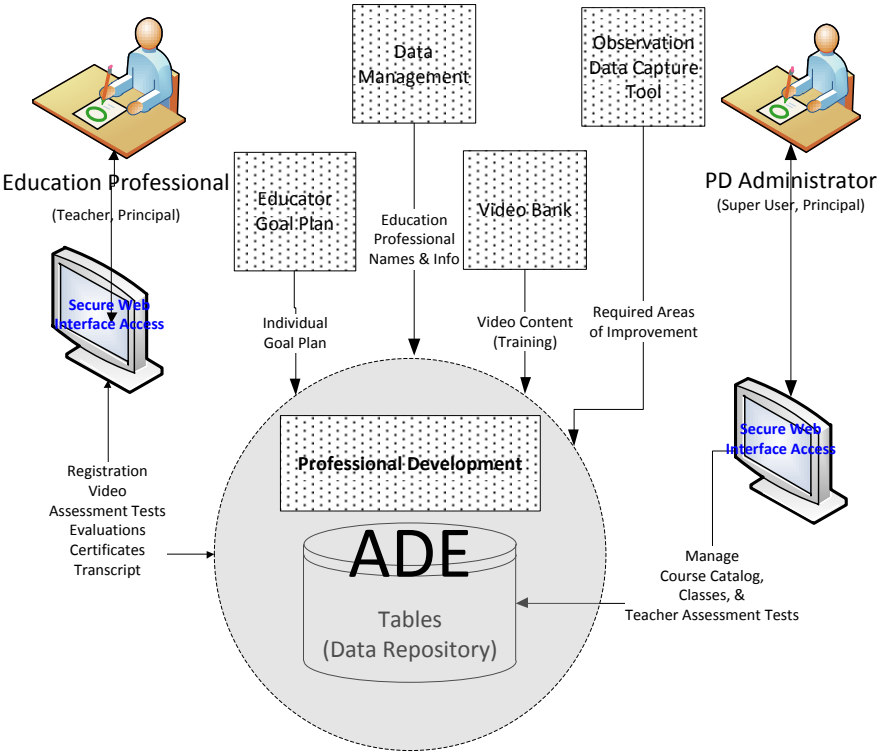
4.3 Environment



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4.4 User Characteristics

This section describes the Users and associated Roles that are expected to interact with the Professional Development module. It is possible to change the roles assigned to a given user as required. There are five general roles: Visitor, Education Professional, Instructor, Local Administrator and Super User, each with varying and increasing degrees of access, capabilities, and visibility. A Local Administrator is further broken down into subordinate roles: Course Designer, Course Creator, Assessment Editor and Section Scheduler. 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 will have access to public PD resources such as public online modules made available through the landing page. An Education Professional is someone who has logged into the system and is expected to have access to the Personal Learning Portal and to assigned courses via their educator goal plan, but they do have open access to any other courses in the catalog. A Local 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 Professional Development 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.

User(s)	Description	Skill Level	Role(s)
			Visitor
Anyone accessing the REIL DSS	• Should have read-only access to any published public professional learning content on the site, if there is any	Low	Visitor
			Education Professional
District Office Personnel: • Superintendent • Assistant Superintendent • Professional Development Staff	• Should have access to any open, unassigned professional learning courses in the catalog and sections that have been scheduled • Should be able to view professional development reports and transcripts of any teacher in any school but only in their own district	Medium	Education Professional
School Personnel: • Principal • Assistant Principal • Staff Advisor • Teacher • Instructional Coach • Master Educator	• Should have access to any open, unassigned professional learning courses in the catalog and classes that have been scheduled • Should be able to register for any section associated to a course assigned to them in their Educator Goal Plan. Should be able to view videos, related education resources, take a quiz embedded in a flash video, complete an assessment and associated evaluation, and earn a certificate, if one is awarded • Should be able to view professional development reports and transcripts for themselves as well as any teacher they supervise	Medium	Education Professional
	• Should have same capabilities as an Education		**School Administrator**

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User(s)	Description	Skill Level	Role(s)
	Professional		
School Personnel: • Principal • Assistant Principal • Staff Advisor	• Should be able to view any course content associated with logistics and forms including instructors, facility locations, equipment; evaluation forms and credit information • View courses in the catalog (browse/search, print, etc.) • View and print the Calendar for any Education Professional in their school • Override class enrollment for any Education Professional except themselves •	High	School Administrator
	• Should have same capabilities as an Education Professional		**Instructor**
MCESA Employee(s) District Employee(s) ASU Employee(s)	• Should be able to view all the section schedules, to which, they have been assigned as the instructor • Should be able to view a section roster • Should be able to record attendance • Should be able to access, reference, and if necessary print related resources for the course and section • Should be able to update room location and alert all registered attendees of the change • Should be able to administer an online or written assessment and/or evaluation • Should be able to record assessment scores that are rubric/performance-based • Should be able to assign grades • Should be able to view reports for their section (e.g. completion progress, registration and attendance tracking, assessment, evaluation and transcripts, online posting to discussion boards)	Medium	Instructor
	• Should have same capabilities as an Education Professional		**Local Administrator**
MCESA Employee(s): Assigned Staff Resource	• Manage the section schedule for all active courses in the course catalog • May browse, view the entire PD Calendar of scheduled sections. View list of active courses not yet scheduled	High	Local Administrator – Section Scheduler
MCESA Employee(s): • Assigned Staff Resource	• Locate and upload, select and assign, or enter course resources for any course in the catalog (e.g., videos, files, URL addresses, assessments, evaluations, certificates)	High	Local Administrator - Course Designer
MCESA Employee(s): • Assigned Staff Resource	• Manage the entire library of assessment and evaluation forms that will be reference by professional learning courses • Manage assessments and assessment items • Manage evaluation forms	High	Local Administrator – Assessment & Evaluation Editor
MCESA Employee(s): • Assigned Staff Resource	• Manage section resource meta data. Sometimes referred to as reference lists and reference list data, including instructors, rooms and calendars used in other course and section content • Manage the entire professional learning course catalog along with course resources and the collections, to which,	High	Local Administrator – Course Creator

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User(s)	Description	Skill Level	Role(s)
	they belong (e.g. series), May set payment requirements, assign instructor and location, override system configuration options such as wait list queue • May view completed assessments and evaluations • Monitor and report on section activity for any course for any school in any school district		
	• Should have same capabilities as an Education Professional		**Super User**
MCESA Employee	• Should be able to access and perform any function in the PD module associated with the role of a Local Administrator • 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 and transcripts	High	Super User

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4.5 General Constraints

ID	Constraint
4.5.1	Must be able to provide antivirus checking on any uploaded external file content (e.g. Module Workbook) being attached to a course.
4.5.2	A change to a RUBRIC Element may likely trigger a change required in a related professional learning course. This would include any courses and classes already and available on the site. The changes may be driven by feedback from the field.
4.5.3	Must be able to play a movie in Flash which may contain an embedded quiz in an Online Module.
4.5.4	Data that is stored or used by Professional Development should be CEDS compliant.
4.5.5	The system architecture should adequately support standard Learning Management System (LMS) features and functionality for the following online collaboration tools: Participate in Asynchronous Learning Event, Attend Web/Video/Audio Conference, Send/Receive Instant Messaging, and Voice Authoring and Collaboration.
4.5.6	If the User does not have the correct application in which to open content, then the system should attempt to proactively detect this condition and provide an option to download the software (if they have admin rights). For example, they may need Adobe Acrobat reader to open a PDF.

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4.6 Assumptions and Dependencies

4.6.1 Assumptions

This section describes major assumptions that were made prior to or during the Business Requirements gathering and documentation.

ID	Assumption	Implications
4.6.1.1	Professional Development (PD) module will manage and master the teacher assessments as well as the recording of answer responses and scoring. It will also provide a link from the plan to an Assessment Test in order to navigate and launch it from a course/class.	If not true, then teacher assessment content and recording of answer responses and scoring will need to be managed in another module otherwise the course/class-teacher assessment linkage will not be available.
4.6.1.2	Professional Development (PD) module will need to leverage video content player functionality from the Video Bank (VB) module in order to play videos that are mapped to professional learning courses. This includes 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.	If not true, then another module will need to provide this comparable functionality.
4.6.1.3	Professional Development (PD) module will provide online help system globally available on the site.	If not true, then an alternative method of providing help system should be provided.
4.6.1.4	The Educator Goal Plan (EGP) module will manage and master the Education Professional educator goal plans including definition of the goals, objectives, and action plans therein. It will also provide a link from the plan to a professional learning course if one has been referenced.	If not true, then the educator goal plan content will need to be managed in another module otherwise the professional learning course-EGP linkage will not be available.
4.6.1.5	The Video Bank (VB) module will manage and master the creation and delivery of video segments (e.g. training videos) used throughout the entire site. It will also provide a link from the plan to a professional learning course if one has been referenced.	If not true, then the video content will need to be managed in another module otherwise the professional learning course/class-VB linkage will not be available.
4.6.1.6	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 Professional Development BRD will need to be amended to include the expected features and functions of such an application.
4.6.1.7	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 Professional Development BRD will need to be amended to include the expected features and functions of such an application.
4.6.1.8	Data Management (DM) module which encompasses dashboard reporting should provide the visibility to course/class 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 course/class-standard will not be available.

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4.6.2 Dependencies

This section describes dependencies between the module for which these Business Requirements are written and other applications, databases, and/or processes.

ID	Dependency
4.6.2.1	Video Bank module (VB) may contain video segments that have been created from raw video footage. It is to a course that a video segment may be mapped. PD can only map a video segment if it has been published. If a logged-in teacher or school administrator registered for an online module, they should be able to launch and view an associated video.
4.6.2.2	The Educator Goal Plan module (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 professional learning course may be mapped. EGP can only map a professional learning course if it has been setup. They must be able to select the desired course and/or course resources: Watch Video, Online Module, PDF, etc. 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 class associated with a professional learning course.
4.6.2.3	The Data Management module (DM) may contain Education Professional name and information for teachers and school administrators that may be required by Professional Development. This may include other types of system setup data that is mastered here.

4.7 Project Risks

This section describes the identified risks to success as determined during the course of requirements gathering and definition. The business may already be aware of some of these, but they will be listed here as a reminder and confirmation of MCESA business and ADE Information Technology awareness, even if the current status is “Retired”.

ID	Project Risk	Implications	Severity	Status
4.7.1	This module is dependent upon the loading and publishing of video content in the Video Bank module.	If the Video content is missing then this places a severe constraint on the Professional Development course catalog and the overall professional learning experience.	High	Open

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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 Access Course Resource Content

BR-1	
Priority:	Critical
Release:	Initial
User Story:	As Visitor, I want to select course resources that I want to view in order to learn more about professional learning course catalog and sections that have been scheduled.
Module:	Professional Development
Description:	The system shall provide the capability to access related resources from the Professional Development course catalog that are publicly available.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

5.1.1 Course resources (e.g. videos, file attachmentss, URL links, etc.) should only be available if they are flagged or marked as public resources. Note: Course assessments and evaluations would not be available as public resources. SEE VISUALIZATION

5.1.2 The catalog should display all available active courses and scheduled sections.

5.1.3 Access to related resources does not require registration and/or payment.

5.1.4 A public online course may be accessed at any time since it is "open access" and not a scheduled event like a class.

5.2 Browse Course Catalog

BR-2	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to browse the entire professional learning catalog in order to locate and register to take a course that I am interested in and/or that was assigned to me in my Educator Goal

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BR-2	
	Plan. I should also be able to select to view all available courses. Note: School Administrators and Local Administrators should have comparable functionality with associated functionality as applicable.
Module:	Professional Development
Description:	The system shall provide the capability for a User to browse a list of all the courses and sections available from the professional learning catalog. Provide one or more filters to allow them to more quickly and easily locate the course that they wish to access (e.g. series name, course name, section type, grade level, subject area, RUBRIC element, search keywords, etc.).
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.2.1	The catalog should display all available active courses and sections.

5.3 Search Course Catalog

BR-3	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to search the entire professional learning catalog in order to locate and register to take a course that I am interested in and/or that was assigned to me in my Educator Goal Plan. I should also be able to select to view all available sections.
Module:	Professional Development
Description:	The system shall provide the capability for an Education Professional to search a list of all the scheduled sections available from the professional learning course catalog. Provide one or more filters to allow them to more quickly and easily locate the item that they wish to access (e.g. series name, course name, section type, grade level, subject area, RUBRIC element, search keywords, etc.).
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.3.1	The catalog should display all available active courses and scheduled sections.

5.4 View Course Description

BR-4	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to view a course description and other general information in order to learn more about it.
Module:	Professional Development

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BR-4	
Description:	The system shall provide the capability for an Education Professional to view a course description and other general information.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.4.1	The course should be active and available for viewing.

5.5 View Related Education Resources

BR-5	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to view related education resource information in order to learn more about a course.
Module:	Professional Development
Description:	The system shall provide the capability for an Education Professional to view other related resource information (Glossary: other resources that supplement or complement a course and may take the form of video segments, URL links to other web sites and pages, and file document attachments such as workbooks) relative to a course. o URL links should open a new browser window or tab to display the targeted web page o File attachment documents should open up in a new window with the appropriate application (e.g. MS Word or Acrobat) o Related video files should launch and display on the page
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.5.1	The course should be active and available for viewing.
5.5.2	Related education resources may be available for either of the two types of courses.

5.6 View Section Calendar Schedule

BR-6	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to drill down from a course in order to view its section schedule in order to locate and register to take a course that I am interested in and/or that was assigned to me in my Educator Goal Plan.
Module:	Professional Development
Description:	The system shall provide the capability for an Education Professional to drill down from a course in order to view its schedule.
Exceptions:	None defined at this time

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BR-6	
Rules:	The following business rules apply to this requirement:
5.6.1	The catalog should display all available active courses and scheulded sections
5.6.2	Sections scheduled prior to today's date should no longer be accessible for access or registration.

5.7 Register for Section

BR-7	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to select a scheduled section in order to register and enroll. Note: Participants should be able to upload videos, files, etc. for completing activities in courses. Need to determine capacity requirements to support this new requirement.
Module:	Professional Development
Description:	The system shall provide the capability for an Education Professional to register for any scheduled section to which they have not previously registered.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.7.1	The catalog should display all available active courses and scheduled sections.
5.7.2	Sections scheduled prior to today's date, should no longer be accessible for access or registration.
5.7.3	If the class has reached its capacity, and the waiting list feature has been turned on, then the User may choose to be added to the wait list queue if it is not filled.

5.8 Make Payment for Section

BR-8	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I need to make a payment for a section in order to complete my registration and enrollment.
Module:	Professional Development
Description:	The system shall provide the capability to require an Education Professional to make a payment for a section that is fee-based.
Exceptions:	If the section is not fee-based, then a payment is not required.
Rules:	The following business rules apply to this requirement:

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BR-8	
5.8.1	The catalog should display all available active courses and scheduled sections.
5.8.2	Sections scheduled prior to today's date, should no longer be accessible for access or registration.
5.8.3	Payment may be made using either of the following choices: Credit Card, Debit Card, Paypal, Purchase Order, etc.)
5.8.4	The system should evaluate the Education Professional login credentials to determine whether or not the class is free or not. Any person logging in from a REIL school or school district shoul dbe able to take the class for free.

5.9 Cancel Enrollment for Section

BR-9	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want select a section in order to cancel my enrollment due to another commitment.
Module:	Professional Development
Description:	The system shall provide the capability for an Education Professional to cancel my enrollment for any section.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.9.1	The catalog should display all available active courses and scheduled sections.
5.9.2	Cannot cancel an enrollment if the start date/time of the section has already been reached.
5.9.3	If the User cancels their enrollment and there is a wait list queue, then the next person may register to enroll in the section.
5.9.4	If the section is fee-based, then the User should receive a credit appropriate to the method of payment.
5.9.5	The School Administrator to whom the Education Professional reports administratively should be able to override by canceling or rescheduling an enrollment.

5.10 Print Course Description

BR-10	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to generate a print-friendly copy of a course description and related information (e.g. credits and certificate awarded) in order to review the content offline.
Module:	Professional Development
Description:	The system shall provide the capability for a User to print a course description and other related information including whether or not there are credits and a certificate attached.

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BR-10	
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.10.1	The catalog should display all available active courses and scheduled sections.

5.11 Print List of Courses/ Sections

BR-11	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to generate a print-friendly list of courses with scheduled sections, in order to review the content offline. The course description should be included on the report.
Module:	Professional Development
Description:	The system shall provide the capability for a User to print a list of courses with scheduled sections along with the course description.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.11.1	The function should only print the courses that are displayed on the screen so if the list is filtered then only the items that were displayed should print.

5.12 View/Print My Professional Development Calendar

BR-12	
Priority:	Medium
Release:	TBD
User Story:	As an Education Professional, I want to generate and view a print-friendly list of courses scheduled as sections for which I have registered for the selected reporting interval (e.g. month), in order to review the content offline. I may also optionally choose to view a list of sections that are available for which I have not registered.
Module:	Professional Development
Description:	The system shall provide the capability for a User to view and print a list of sections in which they are enrolled from theior professional development calendar.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.12.1	None defined at this time

5.13 Access Course Related Resources

BR-13

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BR-13	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to select and access related resources that I want to view in order to learn more about a professional learning course. Related resources may include videos, file attachments, assessments, evaluations, certificates, etc. Note: If a video is being viewed it must be launched in a content player with similar capability as defined in the Video Bank module.
Module:	Professional Development
Description:	The system shall provide the capability to select and access related resources that I want to view.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.13.1	The catalog should display all available active courses and scheduled sections.
5.13.2	Access to related resources requires registration and payment, if the course is fee based.
5.13.3	A course may contain one or more videos.

5.14 Complete Test

BR-14	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to take an assessment for an online module in order to measure my understanding of the subject matter.
Module:	Professional Development
Description:	The system shall provide the capability to access and complete an assessment that is required. Submitted tests are graded and scored with each attempt recorded in the database, When a passing score has been achieved then the course, completion date, and score are recorded in their transcript.
Exceptions:	None defined at this time

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BR-14	
Rules:	The following business rules apply to this requirement:
5.14.1	An assessment may be optional.
5.14.2	The video does not have to be viewed before the assessment is taken.
5.14.3	An assessment could be a pre-test (before viewing the video) or post-test (after viewing the video).
5.14.4	An online course may contain only one assessment.
5.14.5	If the assessment is taken more than one time, then the test questions and/or answers could be randomized if the respective system configuration option is turned on.
5.14.6	If the User exits the assessment before submitting their answers to be graded regardless if they have answered all the questions then the system should confirm what action they want to take (i.e. exit with submitting the test for grading or return to the test to complete).

5.15 Complete Evaluation

BR-15	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I need to complete a course/ section evaluation in order to provide constructive rating and commentary for improving it.
Module:	Professional Development
Description:	The system shall provide the capability to complete a course/ section evaluation. Submitted evaluations are reviewed by an administrator.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.15.1	If an evaluation is required, then the instructor may choose to manually release or assign the evaluation assessment after the course has been completed. The assessment should not be available until the assessment passign score has been achieved.
5.15.2	The entire evaluation form must be completed, in order to earn credits and a certificate.
5.15.3	If the User exits the evaluation before completing the form then the system should confirm what action they want to take (i.e. exit with submitting the completed evaluation or return to the evaluation to complete).

5.16 View/Print Certificate

BR-16	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to view and generate a print-friendly copy of a certificate which I have earned in order to have a copy for my personal portfolio.
Module:	Professional Development

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BR-16	
Description:	The system shall provide the capability for a User to print a certificate.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.16.1 If the course does not have credit and a certificate attached then this functionality should be hidden.	

5.17 Record Attendance

BR-17	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want the system to record my attendance to face-to-face classroom events in order to track and report on attendance to others. Note: Recording attendance is the responsibility of the Instructor.
Module:	Professional Development
Description:	The system shall provide the capability to record, track, and report on attendance to face-to-face classroom events. The system should try to provide automated solutions to recording attendance perhaps using handheld devices and uploading the roster which contains those that did or did not attend.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.17.1 None defined at this time	

5.18 Participate in Asynchronous Learning Event (ALE)

BR-18	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to be able to particpate in an Asynchronous Learning Event (e.g. Discussion board) in order to work with others collaboratively.
Module:	Professional Development
Description:	The system shall provide the capability to deliver Asynchronous Learning Events (e.g. Discussion board). For each form of ALE, the system should provide underlying functionality to support its delivery.
Exceptions:	None defined at this time

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BR-18	
Rules:	The following business rules apply to this requirement:
5.18.1 None defined at this time	

5.19 Attend Web/Video/Audio Conference

BR-19	
Priority:	Low
Release:	TBD
User Story:	As an Education Professional, I want to be able to particpate in a web, video, or audio. Note: Over the short-term, other tools may be used in place of this such as "Go To Webinar."
Module:	Professional Development
Description:	The system shall provide the capability to deliver web, video or audio conferencing.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.19.1 None defined at this time	

5.20 Send/Receive Instant Messaging

BR-20	
Priority:	Low
Release:	TBD
User Story:	As an Education Professional, I want to be able to utilize instant messaging in order to work with others collaboratively. Note: Over the short-term, other tools may be used in place of this.
Module:	Professional Development
Description:	The system shall provide the capability to deliver instant messaging.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.20.1 None defined at this time	

5.21 Voice Authoring and Collaboration

BR-21	
Priority:	Low
Release:	TBD
User Story:	As an Education Professional, I want to be able to utilize voice authoring and collaboration in order to work with others collaboratively. Note: Over the short-term, other tools may be used.

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BR-21	
Module:	Professional Development
Description:	The system shall provide the capability to authoring and collaboration. Same comment as above.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.21.1	None defined at this time

5.22 Education Professional - View/Print Transcript

BR-22	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to view and generate a print-friendly copy of my professional learning transcript in order to have a copy for my personal portfolio.
Module:	Professional Development
Description:	The system shall provide the capability for a User to view and print a transcript. The report 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.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.22.1	The report should only contain the first attempt at an assessment where a passing score was achieved. The report should include the title, date printed, name of the Education Professional, District Name, and School Name in the header along with a detail line for each completed course or class where a passing grade was achieved. The detail line should include the name of the course or class, completion date, score, type of credit, number of credits, and the name of the credit provider.
5.22.2	The items should be listed in Completion Date (Asc order).

5.23 Professional Development Progress Report

BR-23	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to view and generate a print-friendly copy of my professional learning progress report in order to have a copy for my personal portfolio.
Module:	Professional Development
Description:	The system shall provide the capability for a User to view and print their professional learning progress report. The User may choose to include only courses assigned to them from their Educator Goal Plan and the associated sections or they may want to include other courses and sections which were taken on their own initiative.

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BR-23	
	The report 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. Note: The report should also include classes in progress, including those which have been completed, but the participant has NOT yet received a passing score on the assessment.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.23.1	The report should only contain the first attempt at an assessment where a passing score was achieved. The report should include the title, date printed, name of the Education Professional, District Name, and School Name in the header along with a detail line for each completed course or section where a passing grade was achieved. The detail line should include the name of the course or section, completion date, score, type of credit, number of credits, and the name of the credit provider.
5.23.2	The items should be listed in Completion Date (Asc order).
5.23.3	The School Administrator to whom the Education Professional reports administratively should be able to view reports for any person who reports to them administratively and monitor their progress.

5.24 View My Alerts

BR-24	
Priority:	Critical
Release:	Initial
User Story:	As an Education Professional, I want to view any alert messages that I may have and navigate to the appropriate feature or function in order to address them.
Module:	Professional Development
Description:	The system shall provide the capability for a User to view alert messages and navigate to the appropriate screen or page. Some examples of alerts include: > Reminders of classes for which they are registered (by anyone) that are scheduled in the next week. > Alerts to inform when a class schedule has been changed. > Alerts of new classes scheduled in the next week. > Alerts from Instructor.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.24.1	If the issue associated with the alert has been completed, then the alert will cease to display the next time the User logs in.

5.25 Conduct a Professional Learning Section

BR-25	
Priority:	Critical
Release:	Initial

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BR-25	
User Story:	As an Instructor, I need to be able to perform various duties in order to conduct a professional learning section for a course including the following: • Should be able to view all the section schedules, to which, they have been assigned as the instructor • Should be able to view a section roster • Should be able to record attendance • Should be able to access, reference, and if necessary print related resources for the course and section • Should be able to update room location and alert all registered attendees of the change • Should be able to administer an online or written assessment and/or evaluation • Should be able to record assessment scores that are rubric/performance-based • Should be able to assign grades • Should be able to view reports for their section (e.g. completion progress, registration and attendance tracking, assessment, evaluation and transcripts, online posting to discussion boards)
Module:	Professional Development
Description:	The system shall provide the capability for an instructor to manage and conduct all aspects of a section.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.25.1 None defined at this time	

5.26 View/Print Education Professional Calendar

BR-26	
Priority:	Critical
Release:	Initial
User Story:	As an Instructor, I want to lookup to view and generate a print-friendly list of courses scheduled as classes that are available or to which the person I selected for the selected reporting interval (e.g. month), in order to review the content offline. Note: A School Administrator should have the same visibility.
Module:	Professional Development
Description:	The system shall provide the capability for a User to view and print a list of scheduled courses and section to which any subordinate is enrolled from their calendar.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.26.1 Should be able to look up any Education Professional enrolled in my section in my school and see their calendar and what courses and classes, for which, they have enrolled.	

5.27 View/Print Class Roster

BR-27

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BR-27	
Priority:	Critical
Release:	Initial
User Story:	As an Instructor, I want to view or print a print-friendly copy of a class roster in order to confirm which persons have enrolled. Note: A School Administrator should have the same visibility.
Module:	Professional Development
Description:	The system shall provide the capability for a User to view or print a print-friendly copy of a class roster.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.27.1 None defined at this time	

5.28 Record Attendance

BR-28	
Priority:	Critical
Release:	Initial
User Story:	As an Instructor, I want to scan and/or manually record persons that actually attended the class in order to repot and track class attendance.
Module:	Professional Development
Description:	The system shall provide the capability for a User to scan and/or manually record class attendance and upload or enter into the system.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.28.1 Should be able to record class attendance for any Education Professional in my school.	

5.29 Monitor Education Professional Progress

BR-29	
Priority:	Critical
Release:	Initial
User Story:	As an Instructor, I want to monitor the progress of the Education Professional in order to assess how many sections they have completed for the courses assigned to them in their Educator Goal Plan. Note: A School Administrator should have the same visibility.
Module:	Professional Development
Description:	The system shall provide the capability for a User to monitor the progress of the Education Professional.
Exceptions:	None defined at this time

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BR-29	
Rules:	The following business rules apply to this requirement:
5.29.1 None defined at this time	

5.30 Override Class Enrollment

BR-30	
Priority:	Critical
Release:	Initial
User Story:	As a School Administrator, I want to override a class for which another Education Professional has enrolled, in order to change a priority. There are three types of overrides: > cancel an class enrollment > add an class enrollment > change the date/time of a class enrollment
Module:	Professional Development
Description:	The system shall provide the capability for a User to override a class that had previously enrolled in from their calendar.
Exceptions:	If there is a fee involved, the person actually being enrolled will need to be able to make the necessary payment arrangements.
Rules:	The following business rules apply to this requirement:
5.30.1 Should be able to override class enrollment for any Education Professional in my school.	

5.31 View Attendance, Postings & Participation

BR-31	
Priority:	Critical
Release:	Initial
User Story:	As an Instructor, I want to view attendance, postings to online collaboration tools where possible in order to assess Education Professional participation in professional learning. Note: A School Administrator should have the same visibility.
Module:	Professional Development
Description:	The system shall provide the capability for a User to view attendance, postings to online collaboration tools where possible and Education Professional participation in professional learning.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

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BR-31	
5.31.1	Should be able to view class attendance, postings and participation in professional learning for any Education Professional in my school.

5.32 Create/Edit Reference List Data

BR-32	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator with the appropriate assigned role or permission, I want to create and manage reference data (e.g. Instructors, classroom locations, equipment, etc.) in order to reference this in other course and class content. For example a class may include which facility or room where it will be conducted, what equipment is needed and other relevant information for the set up of a face-to-face classroom event. The reference data may commonly be displayed in a drop-down list.
Module:	Professional Development
Description:	The system shall provide the capability for a User to create and manage reference lists and reference list data (e.g. Equipment List which contains items like projectors, smart boards, flip charts, etc. The management of reference lists and items in the reference list may include create, edit, copy, and delete functions where and as applicable.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.32.1	An item may not be deleted if it has been selected and used in other content.

5.33 Create/Edit Evaluation Forms

BR-33	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator with the appropriate assigned role or permission, I want to create and manage course or class evaluations (a.k.a. surveys) in order to attach them to a course or class. For example a class may require that the participant complete an evaluation form to provide feedback as to the effectiveness of the instructor and/or the material.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to create and manage course or class evaluations. The management of evaluations and questions and acceptable answer choices (e.g. Likert scale responses, yes/no, etc.) in the evaluation may include create, edit, copy, and delete functions where and as applicable.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

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BR-33
5.33.1 None defined at this time

5.34 Create/Edit Course Credit Information

BR-34	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator with the appropriate assigned role or permission, I want to create and manage credit information in order to attach them to a course or class. For example a course may have 1 credit hour awarded along with a certificate once it has been completed.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to create and manage credit information. The management of credit information may include create, edit, copy, and delete functions where and as applicable. Credit information may include course, credit type, credit units, credit provider, and the start and end dates for when this level of credits may be earned.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.34.1 An item may not be deleted if it has been selected and used in other content.	

5.35 Maintain Section Cancellation Policies

BR-35	
Priority:	Medium
Release:	Initial
User Story:	As a local administrator with the appropriate assigned role or permission, I want to create and manage the section enrollment cancellation policy in order to allow some flexibility for Education Professional in the scheduling of sections. For example a course may have forty-eight hour cancellatiion policy for any scheduled section. Thus, an Education Professional may only cancel their enrollment up to forty-eight hours before the class.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to create and manage cancellation policies for courses and sections. The management of cancellation policies may include create, edit, and delete functions where and as applicable. The system should support multiple policies if it is necessary to apply a different policy to different courses.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

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BR-35
5.35.1 None defined at this time

5.36 Local Administrator - Maintain Calendar Black-Out Dates

BR-36	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator with the appropriate assigned role or permission, I want to create and manage calendar blackout dates in order to prevent the scheduling of classes when their are conflicts with other local school or school district events that require mandatory attendance.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to create and manage calendar blackout dates.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.36.1 None defined at this time	

5.37 Browse Assessments

BR-37	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator, I want to browse the entire assessment library in order to locate and update an assessment that I am interested in revising. They should also be able to select to view all available items.
Module:	Professional Development
Description:	The system shall provide the capability for an local administrator to browse a list of all the assessment available from the professional learning catalog. Provide one or more filters to allow them to more quickly and easily locate the item that they wish to access (e.g. title, search keywords, etc.).
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.37.1 The library should display all available assessments, active or inactive.	

5.38 Search Assessments

BR-38	
Priority:	Critical
Release:	Initial

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BR-38	
User Story:	As a local administrator, I want to search the entire assessment library in order to locate and update an assessment that I am interested in revising. They should also be able to select to view all available items.
Module:	Professional Development
Description:	The system shall provide the capability for an local administrator to search a list of all the courses and classes available from the professional learning catalog. Provide one or more filters to allow them to more quickly and easily locate the item that they wish to access (e.g. series name, course type, grade level, subject area, RUBRIC element, search keywords, etc.).
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.38.1 The library should display all available assessments, active or inactive.	

5.39 Create/Edit Assessment Test

BR-39	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator with the appropriate assigned role or permission, I want to create and manage assessments in order to reference this in other course and class content. For example a course may include an assessment in the form of a pretest or a postest and accessible by Education Professionals.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to create and manage Assessment Tests. The management of Assessment tests may include create, edit, copy, and delete, print and print list functions where and as applicable.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.39.1 An assessment may not be deleted if it has been selected and used in other content.	

5.40 Create/Edit Assessment Test Items

BR-40	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator with the appropriate assigned role or permission, I want to create and manage assessment items (i.e. question, question type, answer choices, rationale, etc.) in order to reference this in the creation and managment of assessments. For example an assessment may consist of twenty questions including multiple choice and true/false and the questions must be displayed in a certain order.
Module:	Professional Development

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BR-40	
Description:	The system shall provide the capability for a local administrator to create and manage Assessment Tests. The management of Assessment tests may include create, edit, copy, and delete functions where and as applicable.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

5.40.1 Acceptable questioins types should include only the following:

- Either/Or: Must be answered Yes/No, Agree/Disagree, Right/Wrong, or True/False.
- Essay: For lengthy written answers.
- Fill in Multiple Blanks: Fill in more than one blank in the same sentence or paragraph.
- Fill in the Blank: Fill in one blank in a sentence or paragraph.
- Hot Spot: Upload an image and designate an area which must be selected in order to answer correctly. Example: Identify the stomach in a picture of the digestive system
- Matching: Match the items in column A with their counterparts in column B.
- Multiple Answer: Similar to multiple choice, except more than one answer may be selected if applicable.
- Multiple Choice: Select one correct answer from a group of potential answers.
- Short Answer: Similar to an essay question, but shorter.

5.41 Print List of Assessment Tests

BR-41	
Priority:	High
Release:	Initial
User Story:	As a local administrator, I want to generate a print-friendly list of assessments, in order to review the content offline.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to print a list of assessments.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

5.41.1 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.

5.42 Print Assessment Test

BR-42	
Priority:	High
Release:	Initial
User Story:	As a local administrator, I want to generate a print-friendly copy of an assessment in order to review the content offline.

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BR-42	
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to print an assessment including the name of the assessment, a list of all the test questions and for each the available answer choices and rationale, correct answer(s), etc.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.42.1 The library should display all available assessments, active or inactive.	

5.43 Browse Course Catalog

BR-43	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator, I want to browse the entire professional learning catalog in order to view the detailed information for the course or class that I am interested in. They should also be able to select to view all available items.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to browse a list of all the courses and classes available from the professional learning catalog. Provide one or more filters to allow them to more quickly and easily locate the item that they wish to access (e.g. series name, course type, grade level, subject area, RUBRIC element, search keywords, etc.).
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.43.1 The catalog should display all available courses and classes regardless of status.	

5.44 Search Course Catalog

BR-44	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator, I want to search the entire professional learning catalog in order to view the detailed information for the course or class that I am interested in. They should also be able to select to view all available items.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to search a list of all the courses and classes available from the professional learning catalog. Provide one or more filters to allow them to more quickly and easily locate the item that they wish to access (e.g. series name, course type, grade level, subject area, RUBRIC element, search keywords, etc.).

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BR-44	
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.44.1 The catalog should display all available courses and classes regardless of status.	

5.45 Create/Edit Course

BR-45	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator with the appropriate assigned role or permission, I want to create and manage Courses in order to create and schedule classes that will be available to Education Professionals.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to create and manage courses. The management of courses may include create, edit, copy, and delete, print and print list functions where and as applicable.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.45.1 A course may not be deleted if it has been selected and used in other content.	

5.46 Create/Map Related Resources

BR-46	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator, I want to create and map related resource information to a course in order for an Education Professional to learn more about the topic.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to create and manage other related resource information (Glossary: other resources that supplement or complement a course and may take the form of video segments, URL links to other web sites and pages, and file document attachments such as workbooks) relative to a course. o URL links should open a new browser window or tab to display the targeted web page o File attachment documents should open up in a new window with the appropriate application (e.g. MS Word or Acrobat) o Related video files should launch and display on the page
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

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BR-46
5.46.1 The course should be inactive for a related resource to be added, edited, or removed.
5.46.2 Related resources may be available for either of the three types of courses?

5.47 Upload File Documents

BR-47	
Priority:	High
Release:	Initial
User Story:	As a local administrator, I want to lookup, select and upload a document file to an existing Course from my local system. The attachment is mapped to the course as a related resource and then may be accessed by an Education Professional.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to lookup, select and upload a document file to an existing course. The system shall provide a method for allowing the local administrator to manage the order that the items display and replace a previous version should they need to do so.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.47.1 The course should be inactive for a document to be added or removed. **5.47.2** A course may optionally contain one or more documents. **5.47.3** Acceptable document format should be limited to any MS Office (i.e. Word, Powerpoint, Excel, etc.), and PDF's.	

5.48 Upload Certificate

BR-48	
Priority:	High
Release:	Initial
User Story:	As a local administrator, I want to lookup, select and upload a document file in the form of a certificate to an existing Course from my local system. The attachment is mapped to the course as a certificate and then may be accessed and printed by an Education Professional if they have successfully completed other required coursework.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to optionally lookup, select and upload a document file to an existing course in the form of a certificate to an existing Course from my local system. The system shall provide a method for allowing the local administrator to manage certificates and replace a previous version should they need to do so. It may be necessary to also manage credit type (e.g. hours and CEU), credit quantity, provider, etc.)
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

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BR-48	
5.48.1	The course should be inactive for a certificate to be added or removed.
5.48.2	A course may optionally contain a certificate if one is to be awarded but no more than one.
5.48.3	Acceptable document format should be limited to GIF's and JPG's unless another format is required?.

5.49 Print List of Courses/Classes

BR-49	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator, I want to generate a print-friendly list of course or classes, in order to review the content offline.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to print a list of courses or classes.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.49.1	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.

5.50 Manage and Monitor Asynchronous Learning Events

BR-50	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator, I want to be able to create and manage online collaboration sessions (i.e. discussion boards) in order for assigned Education Professionals to have the opportunity to learn using a different method.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to create and manage online collaboration sessions. This capability may include posting replies privately or publicly, assignments, grading and scoring.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.50.1	None defined at this time

5.51 Manage and Monitor Web, Video & Audio Conferences

BR-51	
Priority:	Low

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BR-51	
Release:	TBD
User Story:	None defined at this time
Module:	Professional Development
Description:	Manage and Monitor Web, Video & Audio Conferences
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.51.1 None defined at this time	

5.52 Manage and Monitor Instant Messaging

BR-52	
Priority:	Low
Release:	TBD
User Story:	None defined at this time
Module:	Professional Development
Description:	Manage and Monitor Instant Messaging
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.52.1 None defined at this time	

5.53 Manage and Monitor Voice Authoring & Collaboration

BR-53	
Priority:	Low
Release:	TBD
User Story:	None defined at this time
Module:	Professional Development
Description:	Manage and Monitor Voice Authoring & Collaboration
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

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BR-53
5.53.1 None defined at this time

5.54 View/Print Course/Class Calendar

BR-54	
Priority:	Critical
Release:	Initial
User Story:	As a local administrator, I want to lookup to view and generate a print-friendly list of courses scheduled as classes that are available for the selected reporting interval (e.g. month), in order to review the content offline.
Module:	Professional Development
Description:	The system shall provide the capability for a User to view and print a list of scheduled courses and classes on the overall calendar.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.54.1 None defined at this time	

5.55 Manage Section Schedule

BR-55	
Priority:	Critical
Release:	Initial
User Story:	As an local administrator, I want to manage the class schedule associated with a course in order to provide flexibility to Education Professional's work schedule as well as the availablity of the course being offered and instructors, if they are required to conduct the class.
Module:	Professional Development
Description:	The system shall provide the capability for a local administrator to manage the class schedule associated with a course.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.55.1 The catalog should display all available active courses and classes already scheduled, if there are any. **5.55.2** Classes scheduled prior to today's date, should no longer be accessible for access or registration.	

5.56 Archive Completed Professional Learning

BR-56	
Priority:	Low
Release:	TBD

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BR-56	
User Story:	None defined at this time
Module:	Professional Development
Description:	Archive Completed Professional Learning
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.56.1	

5.57 Set Wait Listing Option

BR-57	
Priority:	Critical
Release:	Initial
User Story:	As a Super User, I want to set the configuration option 'on' for the wait listing feature in order to allow the system to track people wanting to register for a class in case someone else cancels their enrollment.
Module:	Professional Development
Description:	The system shall provide the capability for a Super User to set the Wait Listing configuration option on or off. Default: on.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.57.1 Must be logged into the system as a Super User. **5.57.2** If the configuration option is on, then the other wait list configuration options may be accessible and set.	

5.58 Set Wait Listing Queue

BR-58	
Priority:	Critical
Release:	Initial
User Story:	As a Super User, I want to set the configuration option to the maximum number of people that can be placed on the wait list if the class size is already at capacity. People are added to the queue and allowed to enroll on a first come, first serve basis.
Module:	Professional Development
Description:	The system shall provide the capability for a Super User to override the Wait Listing Queue configuration option. Default: Maximum of 10 people in the Wait Listing Queue.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

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BR-58
5.58.1 None defined at this time

5.59 Set Wait Listing Free-Space Notification

BR-59	
Priority:	Critical
Release:	Initial
User Story:	As a Super User, I want to set the configuration option 'on' for the wait listing notification feature in order to allow the system to notify the next person in the queue either via an online alert or email wanting to register for a class in case someone else cancels their enrollment before the class is scheduled to start.
Module:	Professional Development
Description:	The system shall provide the capability for a Super User to set the Wait Listing configuration option on or off. Default: on.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.59.1 None defined at this time	

5.60 Set Assessment Test Question Randomization Option

BR-60	
Priority:	Critical
Release:	Initial
User Story:	As a Super User, I want to set the configuration option 'on' for the Assessment Test Question Randomization feature in order to allow the system to automatically randomize the order of the test questions if the same person attempts to take the same assessment more than one time.
Module:	Professional Development
Description:	The system shall provide the capability for a Super User to set the Assessment Test Question Randomization configuration option on or off. Default: off.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.60.1 None defined at this time	

5.61 Set Assessment Test Answer Randomization Option

BR-61	
Priority:	Critical
Release:	Initial

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BR-61	
User Story:	As a Super User, I want to set the configuration option 'on' for the Assessment Test Answer Randomization feature in order to allow the system to automatically randomize the order of the test answers if the same person attempts to take the same assessment more than one time.
Module:	Professional Development
Description:	The system shall provide the capability for a Super User to set the Assessment Test Answer Randomization configuration option on or off. Default: off.
Exceptions:	This is limited to the questions that contain multiple choice answer structure.
Rules:	The following business rules apply to this requirement:
5.61.1 None defined at this time	

5.62 Set Assessment Test Grade Threshold

BR-62	
Priority:	Critical
Release:	Initial
User Story:	As a Super User, I want to set the configuration option to the minimum threshold that must be met in order to achieve a passing grade on an assessment.
Module:	Professional Development
Description:	The system shall provide the capability for a Super User to override the Assessment Test Grade Threshold configuration option. Default: 80% to schieve a passing score.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.62.1 Must be logged into the system as a Super User.	

5.63 Set Assessment Test Maximum Attempts Threshold

BR-63	
Priority:	Critical
Release:	Initial
User Story:	As a Super User, I want to set the configuration option to the maximum attempts that the same person may take an assessment before the system locks down any further test attempts.
Module:	Professional Development
Description:	The system shall provide the capability for a Super User to override the Assessment Test Attempts Threshold configuration option. Default: 3 attempts.
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:

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BR-63
5.63.1 Must be logged into the system as a Super User.

5.64 RDSS Identity Management & Interoperability

BR-64	
Priority:	Critical
Release:	Initial
User Story:	As a User, I want to be able to login only one time in order to access each module to which I have access.
Module:	TBD
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:
5.64.1 None defined at this time	

5.65 Secured Login Credentials

BR-65	
Priority:	Critical
Release:	Initial
User Story:	As a 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:	TBD
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:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.65.1 None defined at this time	

5.66 Professional Development Reports

BR-66	
Priority:	Critical
Release:	Initial
User Story:	As a logged in User, I want to be able to access and view reports about professional development

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BR-66	
	including progress and usage appropriate to the role and/or permissions I have been assigned.
Module:	TBD
Description:	The system shall provide the capability for a logged in User to access and view reports about Professional Development 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. Examples of reports may include but are not limited to the following: Education Professional Reports for Teachers -- TBD Local Administrator Reports -- TBD Super User Reports • Users with PD Administrator Roles and Permissions Assigned Report • Professional Development Content Audit Log History Report • List/count of courses and classes aggregated by the various metadata with drill downs to view the general information including status • Report on progress of Educational Professionals towards completing courses assigned to them in the their Educator Goal Plans • Reports should be available for slice and dice by Entity and User Type
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.66.1 None defined at this time	

5.67 View Alerts

BR-67	
Priority:	Critical
Release:	Initial
User Story:	As a logged in User, I want to be able to access and view professional development alerts in order to receive up-to-date information and enhancement my personal experience and interaction.
Module:	Professional Development
Description:	The system shall provide the capability for an User to view alerts. Alerts will be generated by the system (e.g. class is about to start, assignment due, payment due, etc.). Alerts may also be generated by the Course Instructor (e.g. class room location has changed, reminder to bring materials. etc.)
Exceptions:	None defined at this time
Rules:	The following business rules apply to this requirement:
5.67.1 None defined at this time	

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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 Professional Development 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.

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 Vi Professional Development module. The future capacity is the projected or estimated requirements.

6.3.1 Current

ID	Requirement
6.3.1.1	**# 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. 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 are not included in this estimate.

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**

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ID	Requirement		
	Other	1429	763
	Subtotal	**1889**	**1294**
	GRAND TOTALS	**3875**	**2579**
	REIL & REIL ALLIANCE GRAND TOTALS		**6454**

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	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.
6.3.2.3	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	Professional Development course catalog search response should be at ± 10 seconds.
6.5.2	Professional Development page refresh should be at ± 10 seconds.

6.6 Scalability

This section describes the business expectations for IT management of the anticipated growth for the Professional Development 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.

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6.6.2 Application Scalability

ID	Requirement
6.6.2.1	The Professional Development module 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 Professional Development.
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.

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6.7 Security

6.7.1 Authorization and Access Controls

This Authorization and Access Control requirements associated with the roles and permissions for the Professional Development module should be similar as to those defined in the Video Bank and other BRD's to ensure consistency in the overall solution. The figure from Video Bank was included only for illustrative purposes.

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.

6.8 Stability

ID	Requirement
6.8.1	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	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.

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7 Glossary of Terms

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

Terms	Acronyms	Definitions	PD
Arizona Department of Education	ADE		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**
Assistant Principals			**Yes**
Assistant Superintendent			
Career Pathways		A specific position in the Rewarding Excellence and Instruction and Leadership program designed to create opportunities for growth and increased compensation, assisting in the recruitment and retention of the most talented and effective teachers and principals. These include Master Educators, In-Demand Teachers, Peer Evaluators, Turnaround Teachers, and Turnaround Principals. Each Career Pathway contains Professional Development Topics and a variety of Professional Development Options to support all learners in moving their professional practice from theory, to practice and on to learning and leading.	**Yes**
Catalog		A listing of the courses offered by Maricopa County Educational Service Agency which includes online modules, face-to-face classroom settings, and online interactive and collaborative tools.	**MCESA**
Class		A course that has been scheduled for one or more sessions that may be attended by Education Professionals.	**MCESA**
Coach Observation Data Capture Tool	CODCT	The suite of tools that enable the entry of Observation scores for Coach	
Common Education Data Standards	CEDS	A specified set of the most commonly used education data elements to support the effective exchange of data within and across states, as student's transition between educational sectors and levels, and for federal reporting. This common vocabulary will enable more consistent and comparable data to be used throughout all education levels and sectors necessary to support improved student achievement. The standards are being developed by NCES with the assistance of a CEDS Stakeholder Group that includes representatives from states, districts, institutions of higher education, state higher education agencies, early childhood organizations, federal program offices, interoperability standards organizations, and key education associations and non-profit organizations. CEDS is a voluntary effort and will increase data interoperability, portability, and comparability across states, districts, and higher education organizations.	**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	**Yes**

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Terms	Acronyms	Definitions	PD
		stillshot), search criteria, as well as other content to which it may be related.	
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**
Course		One topic or module within a catalog. A course may include a title, synopsis or description, status, target audience (by grade/department and subject), as well as related education resources or content such as video segments, document attachments (e.g. Module Workbook), certificate attachment, URL navigation links, RUBRIC elements and education standards.	**MCESA**
Course Type		The type of course may be in the form of an online module, face-to-face classroom setting, or online interactive and collaborative tool.	**MCESA**
Dashboard			
Data Element			
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**
Educator Goal Plan	EGP		
Embed Code		All videos will have an embed code and it will be necessary to have a video content item data attribute option 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.	
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.	
Face-to-Face		Characteristics of this type of class includes registration; payment if there is a fee; and related resource information.	**MCESA**
Formative Conference		This is the first and second formal meeting of a principal with an evaluator.	
Formative Cycle		Teacher output report provided after every cycle completes	

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Terms	Acronyms	Definitions	PD
Report			
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**
Local Education Agency	LEA	Typically a School District	
Leading Observation Instrument		Composed of 5 rubrics, this document is the basis for the principal evaluation and scoring. The Acronym LOI can be used here as well.	
Learning Observation Instrument	LOI	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.	
Maricopa County Education Service Agency	MCESA		**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).	
Observation Data Capture Tool Suite	ODCT	The suite of tools that enable the entry of observation scores for Evaluatees.	
Observation Cycle Session		One of three components of a teacher Observation Cycle. The three components are: Pre conference, Observation, and Post-Conference.	
Observation Score		Numeric value applied to rubric elements and events by evaluators after observing evaluatees in their associated environments where job performance typically occurs.	

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Terms	Acronyms	Definitions	PD
Observation Super User	OSA	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).	
Online Course		Asynchronous learning delivered in the form of Wikis, Blogs, and Discussion boards; Web, Video, and Audio Conferencing; Presence and Instant Messaging; and Voice Authoring and Collaboration.	MCESA
Online Interactive and Collaborative Tools		• Wikis, blogs, and discussion boards • Web, Video, and Audio Conferencing • Presence and Instant Messaging • Voice Authoring and Collaboration	MCESA
Online Module		Characteristics of this type of class include a twenty to forty-five minute flash video which may include an interactive embedded quiz or a recorded webinar; optional educator assessment; evaluation form and certificate if credits are attached.	MCESA
Personnel Action Request	PAR	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 MCESA employee whose primary responsibility is to perform classroom observations of teachers in REIL districts	**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**
Presence and Instant Messaging		The function of being able to see if people are logged in on the network, and send them messages in real time. Note: Not certain that the combined functionality is fully available at present as it may be one of the hardest functions to standardize on the internet.	MCESA
Principal Observation Data Capture Tool	PODCT	The suite of tools that enable the entry of Observation scores for Principals.	
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.	**Yes**
Private		• 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. Note: Refer to **Appendix 8.4 - MCESA RDSS Video Content Delivery Model**.	**Yes**
Professional Learning Portal		Serves teachers, instructional leaders, and administrators with high quality, engaging professional learning opportunities. Offerings are organized by Learning Series and divided into modules. Modules are offered online and in face-to-face workshops.	MCESA
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**
Related Education Resources		Other resources that supplement or complement a course and may take the form of video segments, URL links to other web sites and pages, and file document attachments such as workbooks.	MCESA

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Terms	Acronyms	Definitions	PD
Report			
Rewarding Excellence in Instruction and Leadership	REIL	An initiative of the Maricopa County Education Service Agency, engages six Maricopa County school districts in implementing systemic change aimed at transforming how schools recruit, retain, support, and compensate effective teachers and principals. The ultimate goal is building the capacity of educators, targeted professional learning, tools for measuring student success, establishment of multiple career pathways, and sustainable, differential, performance-based compensation are critical elements of REIL. The five year initiative, which will culminate in 2014-2015, is funded by a $51.5 million Teacher Incentive Fund Grant from the US Department of Education.	**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		A rubric is a scoring tool used to assess educators (e.g. Teachers, principals)	**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 to the hardware capacity added is said to be a scalable system.	**Yes**
Section Type		Online course or Face-to-face course.	**Yes**
Series		A group of related courses. There are three series to which a course may be categorized: learning, coaching and leading. A course may be categorized in one and only one series.	**MCESA**
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**
Student Test Score		Numeric value resulting from the administration of a student assessment	
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 district. 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 Suite to mitigate special circumstances in business process (a.k.a. Super User or sysadmin). 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**
Synchronous		A student-centered teaching method that uses online learning resources to	**MCESA**

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Terms	Acronyms	Definitions	PD
Learning		facilitate information sharing outside the constraints of time and place among a network of people.	
Teacher		Educators instructing students in the schools within each district. Teachers are the Evaluatees of the Learning Observation Instrument.	**Yes**
Teacher Observation Data Capture Tool	TODCT	The suite of tools that enable the entry of Observation scores forTeachers	
Value		Number representing the performance level of a particular element in an Observation Cycle Session	
Value Added Score		Numeric value resulting from the application of a mathematical model designed to measure instructional effectiveness	
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 Bank	VB	A component of the RDSS housing videos	
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, academic standards, etc.). Note: Video thumbnail images may show up next to main video on VB tab as per the conceptual slides.	**Yes**
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**
Voice Authoring and Collaboration		Online tool set used for language learning, instruction and collaboration that facilitates vocal instruction, collaboration, personalized coaching, and assessment. Podcasting allows instructors to create instant lectures and notes, while voice recordings provide thoughtful, quick feedback to students.	**MCESA**

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APPENDIX A. Supporting Documentation

A1. Data Requirements

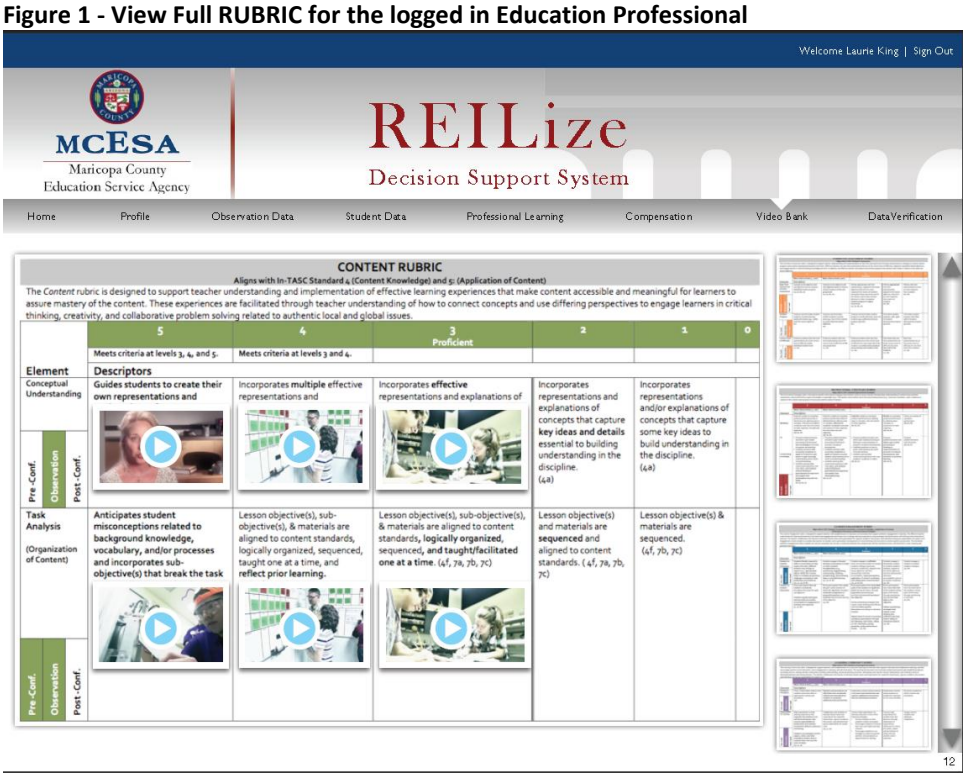
These are the data requirements that were collected during the Business Requirements discovery phase. See section A3 for an initial list of elements.

Data Element	Priority	Comments

A2. REIL DSS Conceptual Screenshots

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

Figure 1 - View Full RUBRIC for the logged in Education Professional



A3. Professional Development Course Content Hierarchical Structure

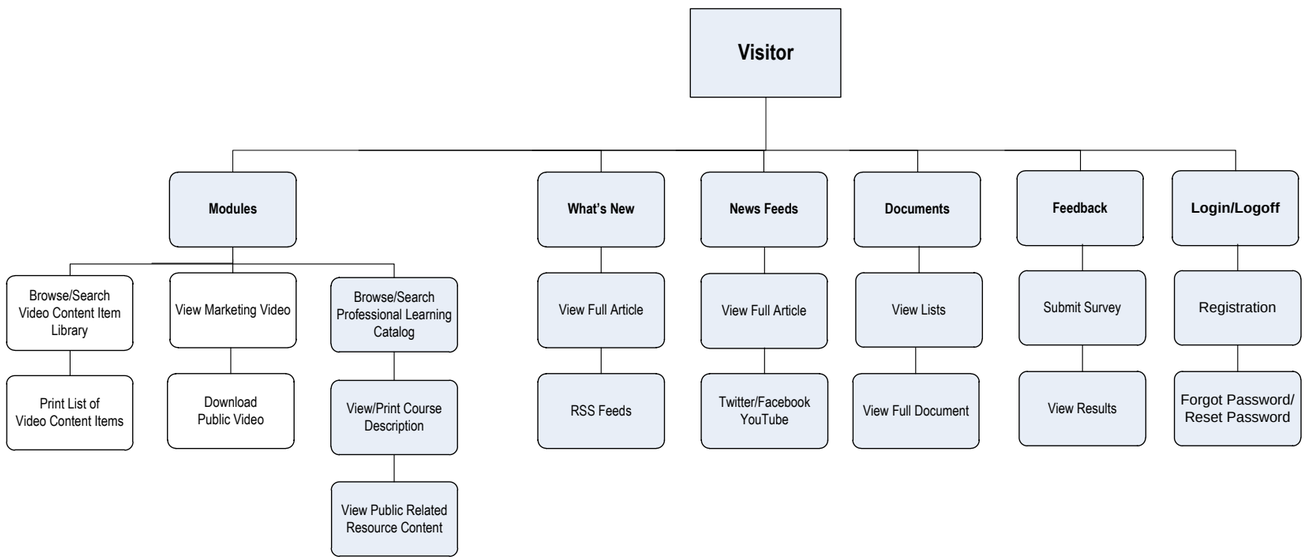
Catalog
- Series
  - Course
    - Title
    - Course Description
    - URL links
    - Video(s)
    - File attachments (e.g. Module Workbook)
    - educator assessment
    - evaluation survey
    - certificate
    - online course -- (e.g. online modules, wikis, blogs and discussion boards)
    - face-to-face course -- (e.g. workshop),
    - other related education resources
      - section 1
      - section 2
      - section n

A4. REIL DSS Functional Model

The figures in this section define the high-level functions that may be accessed and performed by a Visitor, Education Professional, School Administrator, Instructor, Local Administrator, and Super User feature sets to support the business requirements in the REIL DSS.

Visitor

TITLE	REVISED	DRAWN BY	PAGE
REIL System High-Level Functional Model – Visitor	04/04/2012	Rich Schnettler	1 OF 11



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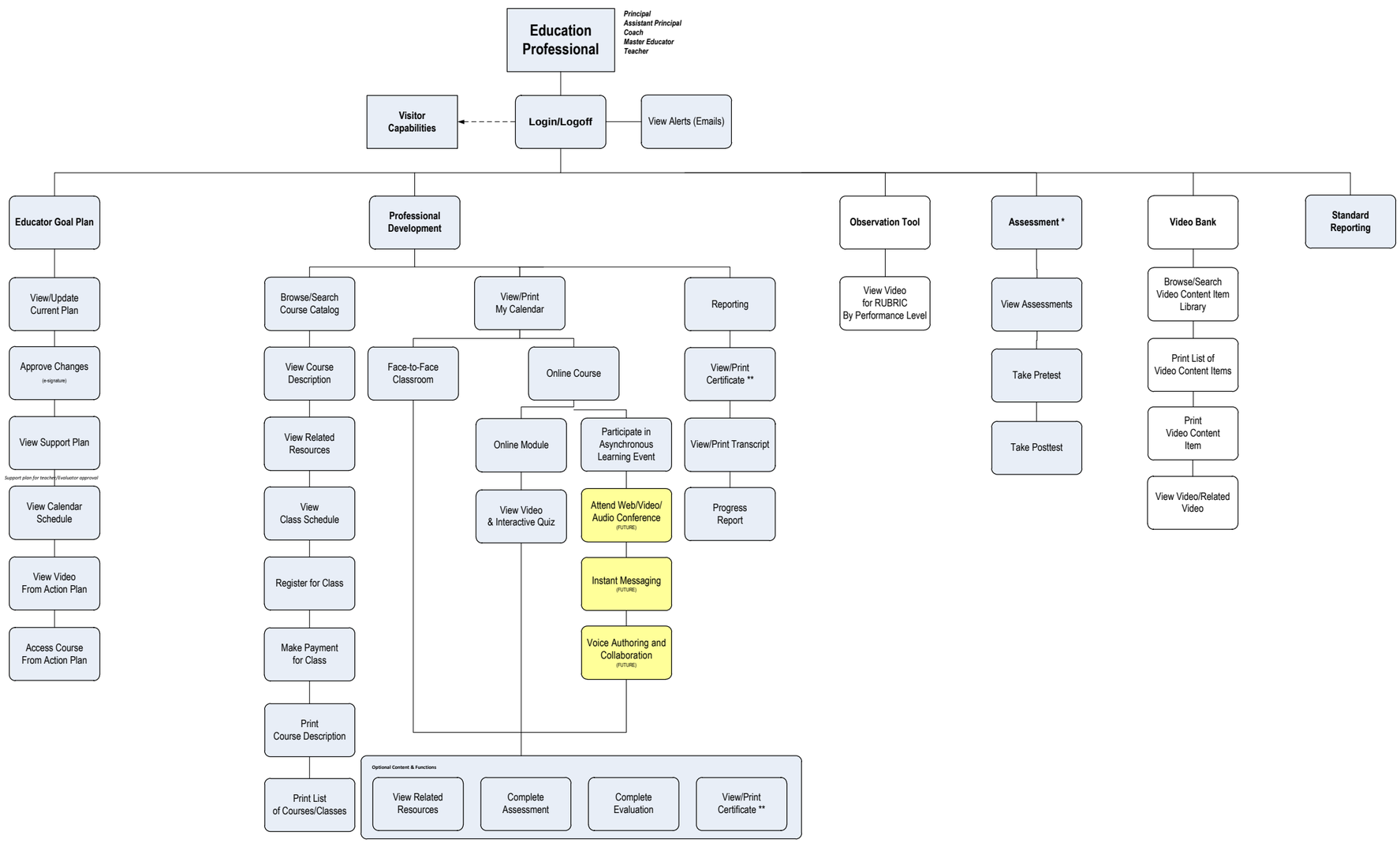
Education Professional

TITLE	REVISED	DRAWN BY	PAGE
REIL System High-Level Functional Model – Education Professional	04/04/2012	Rich Schnettler	1 OF 11



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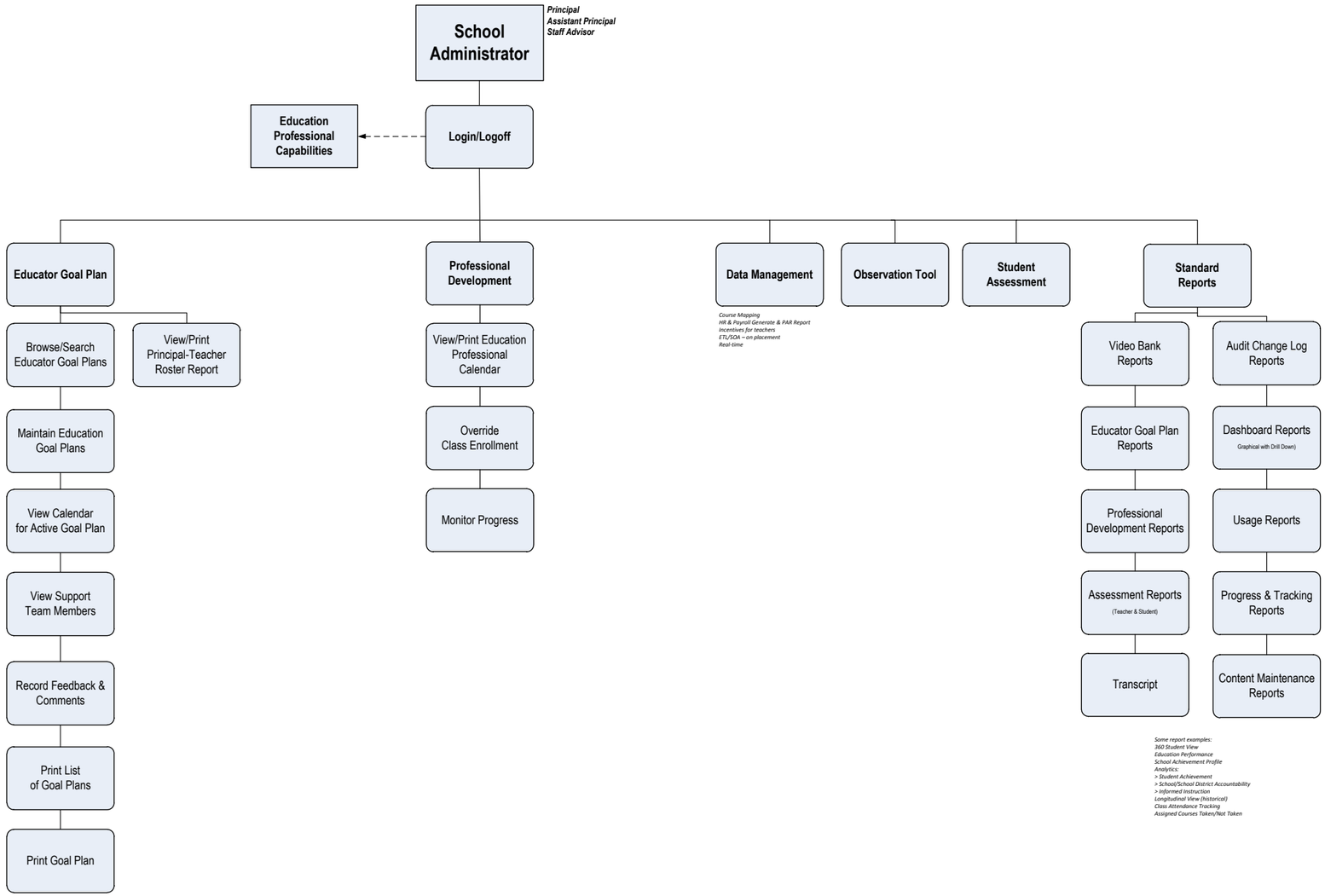
School Administrator

TITLE	REVISED	DRAWN BY	PAGE
MCESA REIL System High-Level Functional Model – School Administrator	04/04/2012	Rich Schnettler	1 OF 11



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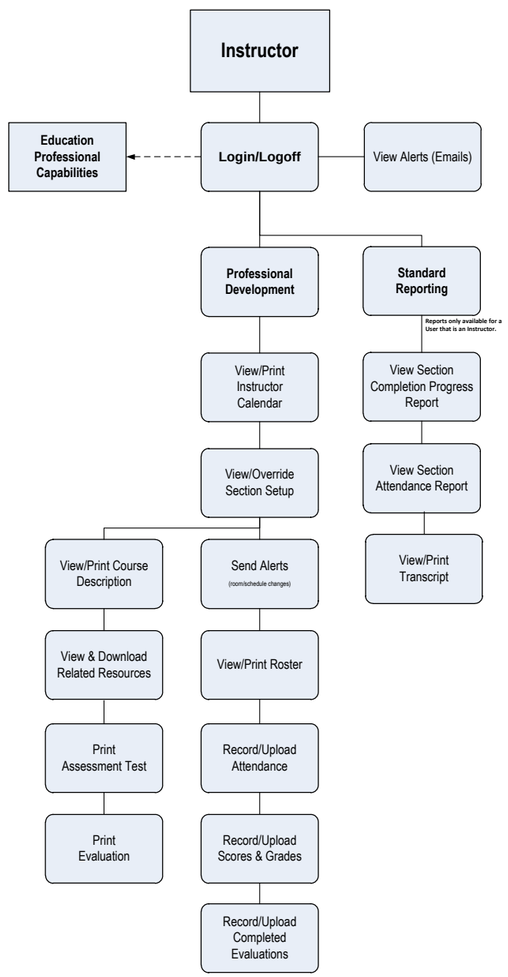
Instructor

TITLE	REVISED	DRAWN BY	PAGE
REIL System High-Level Functional Model – Instructor	04/04/2012	Rich Schnettler	1 OF 11



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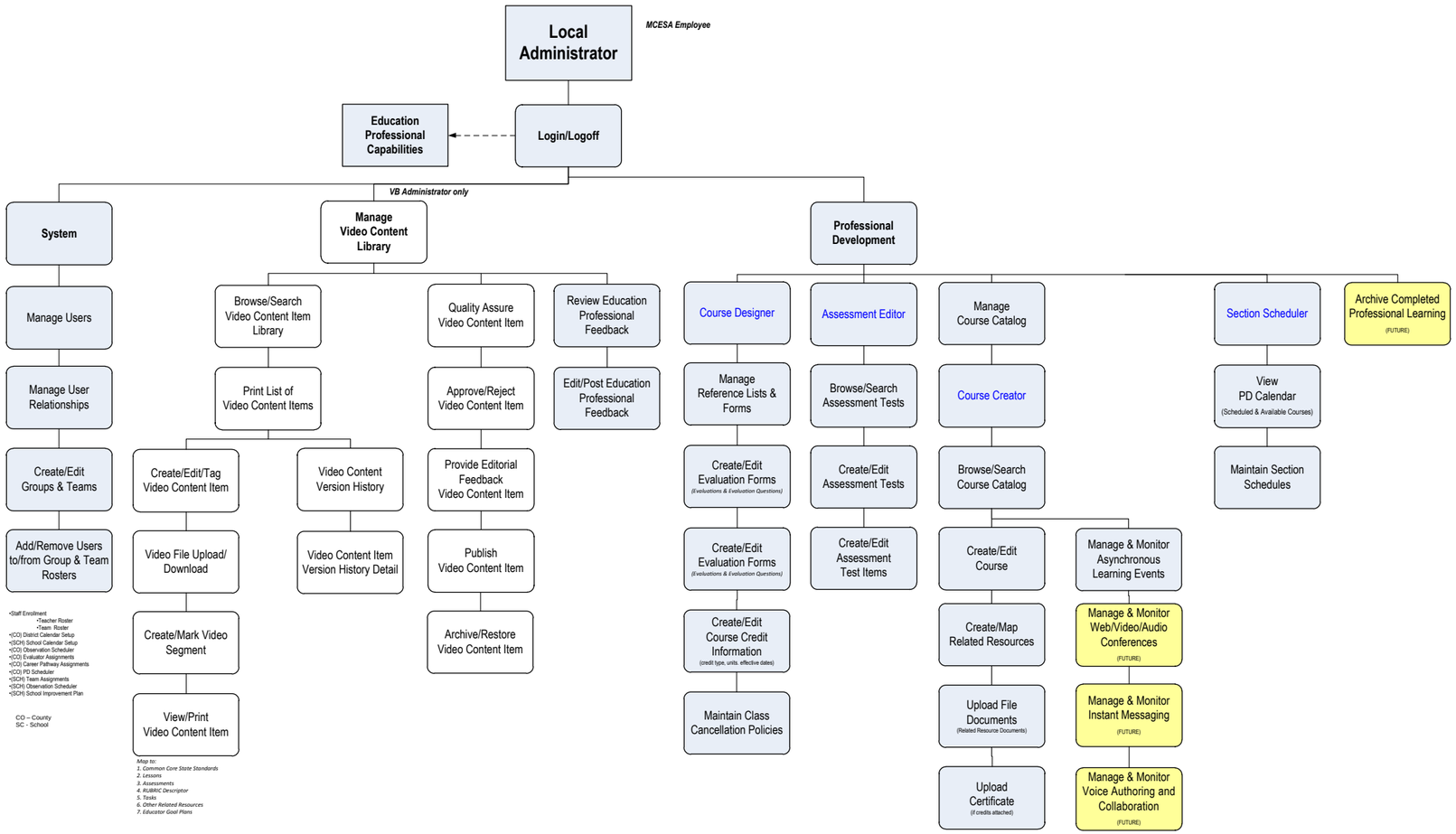
Local Administrator

TITLE	REVISED	DRAWN BY	PAGE
MCESA REIL System High-Level Functional Model – School Administrator	04/04/2012	Rich Schnettler	1 OF 11



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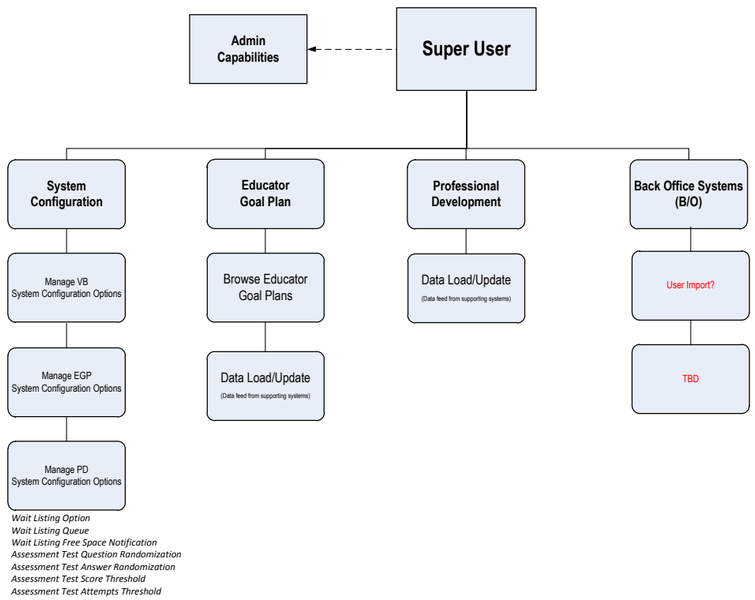
Super User

TITLE	REVISED	DRAWN BY	PAGE
REIL System High-Level Functional Model – Super User	04/04/2012	Rich Schnettler	1 OF 11



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