A large graphic of the state of Rhode Island is composed of four interlocking puzzle pieces. The top-left piece is light purple, the top-right is light yellow, the bottom-left is light green, and the bottom-right is light pink. The text "Instructional Management System" is overlaid on the puzzle pieces.

***Instructional Management
System***

District Deployment Guide



Last revised: 28 August, 2012

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1.0 OVERVIEW

The Rhode Island Instructional Management System (IMS) brings data, curriculum, assessments, and professional development together into one place for educators statewide. It is a complex system that contains a great deal of functionality to support ongoing data analysis, instruction and assessment support of student learning. Successful deployment of the system requires careful planning and consideration at the district level. This document, which should be used by district level administrators, is intended to help with that planning.

In completing this deployment guide, it is important to keep in mind that one person will likely not have the answers to all of the questions that must be answered nor be able to make all of the decisions essential for a successful deployment. It will be necessary for several district personnel with varying expertise to have input into the IMS deployment planning process.

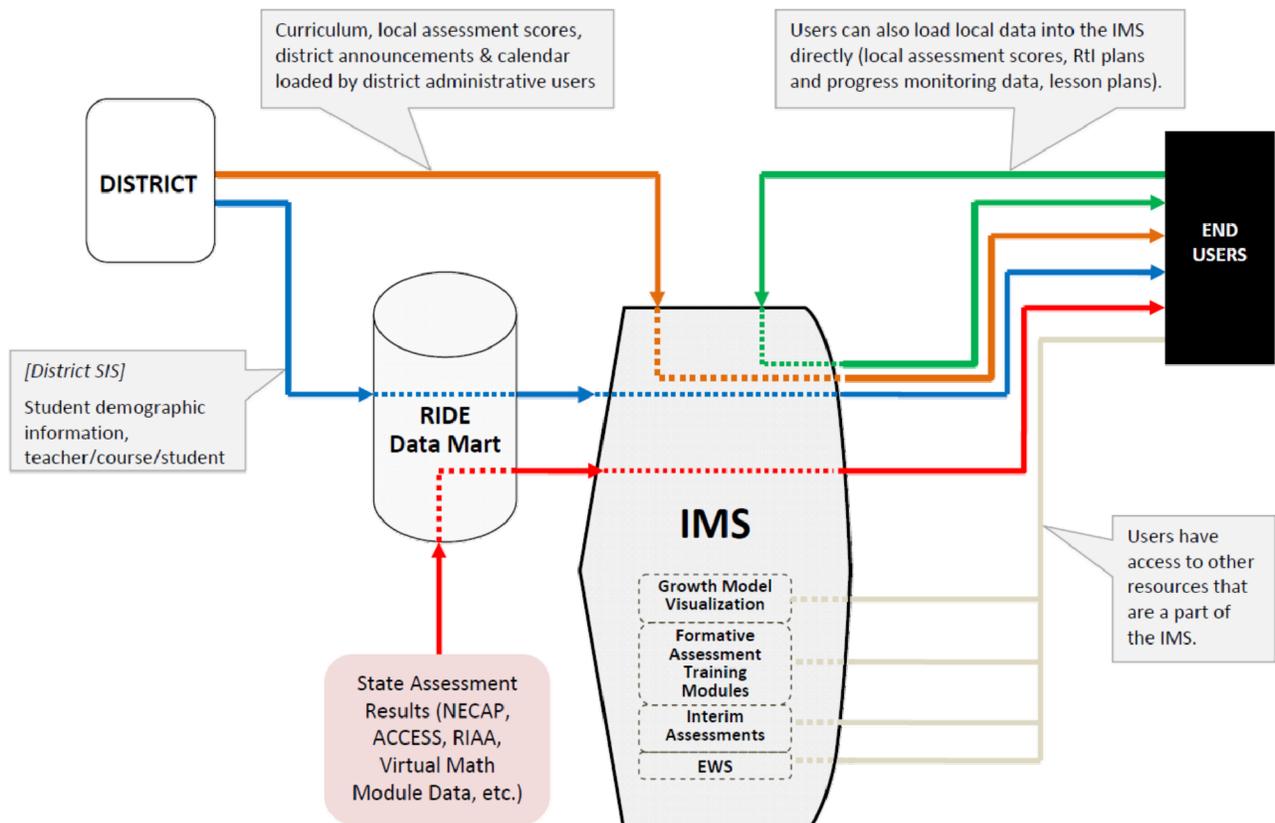
The primary content of this guide is divided into three sections:

- 2.0 Preparing for Deployment
- 3.0 Training and Communication
- 4.0 Support and Maintenance

The first section lays out the decisions that must be made before deploying the system. The second explains training workshops and how to design a training plan to meet the needs of the district as well as how to develop an effective communication plan. The third section outlines what must be in place to maintain the system and support users after deployment. A final deployment checklist is provided in section 6.0. There are also appendices that provide minimum system requirements and a form to designate district roles to complete for RIDE.

1.1 IMS Data Flow

The following diagram displays where data originates and how it moves between state and local systems and end users of the IMS.



2.0 PREPARING FOR DEPLOYMENT OF THE IMS

The first part of this section gives a very brief overview of the various functionalities that exist in the IMS to help in making decisions regarding what will be deployed, what will not be deployed, and on what timeline deployment will take place. This section does not contain detailed “how to” information about the system. That information and directions are contained in trainer manuals and other system documents that can be found on the IMS webpages of the RIDE website at: <http://www.ride.ri.gov/Division-EEIE/IMS.aspx>

2.1 Overview of IMS Functionalities

Curriculum

The IMS contains the Common Core State Standards as well as other state and national academic standards. These have been loaded by the state. It can also house district curriculum (scopes and sequences, units of study, lesson plans, activities, and resources). Some district curricula have been loaded by the state on behalf of the districts, while others are being/will be loaded by districts themselves. Additionally, some districts and consortia of districts are building curricula directly in the IMS. These curricula, including lesson plans, activities, resources, and locally developed assessments, can be shared across districts or across the state.

Assessments

The IMS contains access to the Rhode Island Interim Assessments functionality that supports locally developed/loaded assessments and items.

The Rhode Island Interim Assessment Engine will provide two new assessment opportunities – fixed form assessments and a test construction tool for grades 3-11.

- ◆ **Fixed Form Assessments:** These assessments are meant to provide rich information for groups of students. They will assess student progress on understanding the Common Core State Standards material in mathematics and ELA on three occasions throughout the year. These will likely be administered in November, February, and April, starting in the 2012-13 school year. Users must use all three assessments in order to gather adequate information on student progress to inform decisions.
- ◆ **Test Construction Tool:** This tool will allow educators to create various local tests, quizzes, or exercises using items written to the Common Core State Standards in mathematics and ELA, as well as the new standards in Science and Social Studies. For example, an educator could create unit tests using a test blueprint with certain pre-determined specifications, or the educator could create short quizzes or exercises that do not necessarily require certain test properties. Within the test construction tool the user will be able to select the domain, cluster, or standards to assess and the tool would populate the test form with items through a guided process. Users will be able to save assessments for later use. This will be available in early 2013 for mathematics and ELA and in late 2013 for Science and Social Studies.

The IMS local assessment tool allows educators and/or districts to create assessments and attach them to lessons or units. It also allows third party assessment banks to be loaded. For assessments that have been created/loaded into the IMS, various reports will be available.

For both the Interim Assessment System and the IMS local assessment tool, districts have the option to schedule and assign local assessments to schools and/or educators. Various types of reports, including standards-based reports, will be available for viewing data from locally-developed, state (NECAP, RIAA, ACCESS for ELLs, etc.), and Interim assessments in the IMS.

Rtl

The IMS contains an Rtl component. It is a powerful tool to assist districts in their execution of Rtl processes and procedures. Its successful use is dependent largely on the quality of the Rtl program within the district or school. It has been preconfigured by the state so that districts can begin using it right away, however districts will be trained in and have the ability to further configure the system to fit their particular setting.

Professional Development

The IMS is able to store, schedule, and deliver online professional development content to educators and administrators. Currently, a series of formative assessment professional development modules developed by the state under the Race to the Top grant have been loaded into the IMS. However, districts may create or purchase additional professional development content and load it into the IMS.

Early Warning System

The IMS will contain a collection of indicators that will identify secondary students most at risk for dropping out and in need of interventions.

2.2 Components of the IMS to deploy – when, who, how many

The district may wish to deploy the IMS for some functions but not others or for some functions initially and others later. It is important to make an initial decision as to which functions of the IMS the district will use and when it will begin using them (e.g. curriculum functionality to begin using in September, 2012 and Rtl to begin using February, 2013)

The district must also decide, for each set of functionalities identified, who will be the users (e.g. educators, administrators, Rtl teams, a particular content department or grade, etc.) and how many users there will be.

System Functionality	Date	Users (Who)	Approximate Number
<input type="checkbox"/> Curriculum			
<input type="checkbox"/> Rtl			
<input type="checkbox"/> Online professional development <input type="checkbox"/> State formative assessment PD modules <input type="checkbox"/> District developed/purchased content			
<input type="checkbox"/> Assessment functionality (Interim Assessment Engine) <input type="checkbox"/> Fixed Form Assessments <input type="checkbox"/> Test construction tool <input type="checkbox"/> Assessment functionality (IMS assessment tool) <input type="checkbox"/> District-developed assessments <input type="checkbox"/> Local assessment item bank			

2.3 Decision Points

For each of the system functionalities selected in the table in 2.2, there are several decisions that must be made regarding policies, processes, and procedures. Complete the sections below that correspond to the table in 2.2.

A. CURRICULUM:
1. For which subjects and grades will the district use curriculum functionality?
2. If the district has already developed curriculum, for what grades and subject areas does it exist?
3. In what format does the district curriculum exist (Word, .pdf, paper copy, html)?
4. If district curriculum exists in an editable electronic format, it can be cut and pasted into the IMS. Who will load curriculum into the IMS?
5. If curriculum is not loaded into the IMS prior to deployment, educators will not be able to use the curriculum functionality of the system when they login. Will your district load curriculum into the IMS prior to planned deployment or after?
6. Once curriculum is loaded into the IMS, it must be assigned to particular courses in order for educators to see it when they log in. Who will assign curriculum to courses and educators?
7. <i>The IMS will allow educators from different districts to work collaboratively on curricula. This involves the creation of an online space to collaborate on document creation and engage in discussion.</i> Does the district work collaboratively with other districts to develop curricula?
8. If the district is working collaboratively with other districts to develop curricula, will curriculum be loaded/maintained as a consortium or will the district upload and maintain the curriculum independently?
9. Who will be able to edit scopes and sequences and units of study (e.g. curriculum department, content area leads, all educators, etc)?
10. <i>Templates for units of study have been created and loaded by the state. Districts may choose to create new unit templates if necessary. However, if the district wishes to share curriculum in the state curriculum library, the state templates must be used.</i> Will the district create new unit templates? (if no then skip to A.10. below)
11. Who will create unit templates?
12. <i>Templates for lesson plans with accepted components have been created and loaded by the state. Educators may add components to the state template. Districts may choose to create new lesson plan templates if necessary. However, if the district wishes to share lesson plans in the state curriculum library, the accepted components of the state templates must be used.</i>

Will the district create new lesson plan templates? <i>(if no, skip to A.12. below)</i>
13. Who will create lesson plan templates?
14. Who will create lesson plans?
15. <i>When educators create lesson plans attached to units of study, they can either keep them in their own personal lesson plan bank or share them with the school, district, or state. The district can select either a 1-step or 2-step review process to approve lesson plans for sharing. A 1-step process requires the approval of lesson plans by lead reviewers. A 2-step process requires that a review team approve lesson plans prior to the final approval by the lead reviewer. Reviewers can be assigned for content areas, schools, departments, etc. For example, the lead reviewer for math lesson plans might be the math department head, math coach, or a selected educator, and review team members might be selected educators from the math department.</i> Will the district use a 1- or 2-step review process for lesson plans?
16. Who will be identified as reviewers (lead reviewers and, if using a 2-step process, review team members)?
B. RtI
1. In which schools, grade levels, content areas, and/or domains does the district have a well-developed RtI program in place?
2. In which schools, grade levels, content areas, and/or domains will the district deploy the RtI component of the IMS?
3. What changes will your district have to make to procedures or practices as a result of moving to this tool?
4. Does the district have the technology capacity to allow access to the RtI module for team members during problem solving meetings, data meetings, grade level meetings, etc.?
5. Who will monitor the RtI module to ensure appropriate use in the execution of RtI processes and procedures?
C. ONLINE PROFESSIONAL DEVELOPMENT - State formative assessment PD modules
1. Will educators be required to complete the modules, will completion of the modules be voluntary, or does the district not wish for educators to complete the modules at this time?

2. Who will be assigned to take the modules?

3. Educators must be assigned to take the modules within the IMS. Who will assign educators to take the modules?

D. ONLINE PROFESSIONAL DEVELOPMENT - District developed/purchased content

1. What professional development content will be loaded into the IMS?

2. If the district has purchased PD content in a SCORM package, it can be loaded directly into the IMS. Does the district have content that is SCORM compliant?

3. Who will load SCORM content into the IMS? (Some technical skills required)

4. In addition to uploading SCORM content, the district has the ability to create PD courses directly in the IMS. Will the district create PD in the IMS?

5. Who will create PD courses in the IMS?

6. Will educators be required to complete the professional development?

7. Who will be assigned to take the professional development?

8. Who will assign educators to take the modules?

E. ASSESSMENT FUNCTIONALITY – Rhode Island Interim Assessments

1. Will the fixed form interim assessments be administered?
- In Math and/or ELA?
 - In grades 3-11?
 - Across the entire LEA, in certain schools, or only in certain classrooms?

2. Will the test construction tool be used?
- In Math? ELA? Science? Social Studies?
 - In grades 3-11?
 - Across the entire LEA, in certain schools, or only in certain classrooms?

The test construction tool will be available in January.

<p>3. Will the assessments be administered on paper or via the computer?</p>
<p>4. If administered on paper, what is your availability of scanners?</p> <p><i>This will be available for tests created through the test construction tool in January. During the 2012-2013 school year the vendor will provide shipping and score the fixed form assessments.</i></p>
<p>5. If using scanners, who will scan student work? Educators or support staff?</p> <p><i>This will be available for tests created through the test construction tool in January. During the 2012-2013 school year the vendor will provide shipping and score the fixed form assessments.</i></p>
<p>6. If computer based, who will schedule use of computer labs?</p>
<p>7. When will students be able to take practice assessments if taking online? The system will be ready mid-September for practice.</p>
<p>8. Will the LEA or school want to implement a distributed scoring process?</p> <p>If so, will educators share scoring responsibility across the school or the district?</p> <p><i>This will be available for tests created through the test construction tool in January. During the 2012-2013 school year the vendor will provide shipping and score the fixed form assessments.</i></p>
<p>9. Will school administrators enforce that the scoring is completed? (keep in mind that emergency scoring responsibility can be reassigned)</p> <p><i>This will be available for tests created through the test construction tool in January. During the 2012-2013 school year the vendor will provide shipping and score the fixed form assessments.</i></p>
<p>10. <i>Training will be offered via in-person training on multiple occasions throughout the year.</i></p> <p>Who will attend the in-person training and serve as the trainer?</p>
<p>11. <i>Training on how to install the student testing software will be offered via a webinar for technology coordinators in schools. This will also address technology trouble-shooting.</i></p> <p>Who will serve as the technical coordinator?</p>

F. ASSESSMENT FUNCTIONALITY – IMS Assessment Tool

1. Will the district import an item bank? *(if no, then skip to F.2. below)*

1.1 Will all items in the item bank be available to all educators or will some be reserved for district-wide assessments?

1.2 *If the district chooses to load the item bank, an item bank administrator must be identified. The item bank administrator(s) are the only users in the district who have access to load items to the bank.*

Who will be given item bank administrator privileges?

1.3 What process will be used to review locally-developed items that will be loaded into the item bank and who will review them?

1.4 *If educators create assessments in the IMS and attach them to lessons, they have the ability to share the assessments. The system contains a 1- or 2-step review process for assessments that must be completed prior to sharing.*

Will the district use a 1- or 2-step review process for assessments?

2. *In addition to the item bank functionality, educators may create assessments linked to lessons or units. When educators create assessments linked to lesson plans or units of study, they can either keep them private or share them with the school, district, or state. The district can select either a 1-step or 2-step review process to approve assessments for sharing. A 1-step process requires the approval of lesson plans by lead reviewers. A 2-step process requires that a review team approve assessments prior to the final approval by the lead reviewer. Reviewers can be assigned for content areas, schools, departments, etc. For example, the lead reviewer for math assessments might be the math department head, math coach, or a selected educator, and review team members might be selected educators from the math department.*

Will the district use a 1- or 2-step review process for assessments?

3. Who will be identified as reviewers (lead reviewers and, if using a 2-step process, review team members)?

G. GENERAL

In order to access the IMS, users will need to log into the RIDE portal with a single sign-on. Most users will receive an e-mail from RIDE informing them of their single-sign on login credentials once the new RIDE portal is active. There will, however, be some users who will require additional login support. Also, admin roles, such as principals, will need to be assigned manually. Finally, user accounts must be maintained after the initial setup.

1. Who will confirm and resolve issues regarding information for single sign-on as well as assign admin roles and maintain user account information?

The district must provide RIDE with accurate and timely Teacher-Course-Student (TCS) data in order for the IMS to display this information correctly. This information must be provided to RIDE before your planned deployment date for the IMS.

2. Will your district be providing RIDE with this data prior to the deployment of the IMS?

Permissions and security must be set manually for some specialized users in the IMS. Permissions and security must be assigned for both the curriculum/assessment and the Rtl module portions of the IMS separately.

3. Who will set permissions and security for specialized users in the curriculum/assessment portion of the IMS? Who will perform this task for the RtI Module?
4. What will be the district process for identifying new users, removing old staff, and changing user permissions?
5. Does the district have the technology capacity (adequate number of computers, bandwidth capacity, supported operating systems and browsers, etc.) to ensure access to the system for all users (see Appendix I for a minimum systems requirements table)?

3.0 TRAINING AND COMMUNICATION ¹

Once decisions are made regarding which parts of the IMS will be deployed and when, the district must plan for communicating with all stakeholders, and training the appropriate district personnel to fulfill the required roles (outlined in section 4.1). This section is meant to help in developing a district training and communication plan that will allow for a successful deployment of the IMS.

Separate trainings are required for the curriculum/assessment/PD functionality of the IMS and the RtI module. Section 3.1 below covers curriculum/assessment and section 3.2 covers RtI module training.

3.1 Curriculum/Assessment Functionality of IMS

3.1.1 Types of users to be trained

1. District Trainers

Trainers will be responsible for developing a training plan and training end users within the district as well as additional trainers if needed.

2. Administrative Users

Administrative Users are responsible for configuring and managing the IMS for the district, which includes creating end user accounts and calendars, managing security, managing curriculum, and connecting appropriate curriculum to courses.

3. End Users

End users are all educators who will use the IMS to access curricula and PD modules, create lesson plans, and/or assign and administer assessments.

3.1.2 Responsibilities for Training

- RIDE is responsible for training an initial cohort of district trainers.
- RIDE is responsible for training administrative users.
- The district is responsible for training end users using district training resources.

3.1.3 District Training Preparation

Prior to initiating IMS user training, your district should address the following items:

¹ Note: Training on the Rhode Island Interim Assessments will be conducted separately from the IMS training so that enough emphasis can be given to the Interim Assessment functionality.

- Development of a communications plan that outlines the planned deployment of the IMS within the district, the changes that will occur as a result of using the IMS platform, and the benefits to the end user, the district, and the students. The development of the communication plan is outlined in section 3.3.
- Identification of changes to existing policies, procedures, and processes as a result of using the IMS. The changes identified here will be used during end user training to explain how the new system works in relationship to existing systems.
- Development of a support system to address issues and questions that arise after participants complete end user training. The system should include district policies, FAQs, links to supporting documentation, and, when possible, identify mentors responsible for assisting end users. This is covered in greater detail in section 4.0.

3.1.4 DISTRICT TRAIN-THE-TRAINER WORKSHOP

3.1.5 Goals and Objectives

The goal of the IMS District Train-the-Trainer workshop is to equip district trainers with the knowledge to successfully deliver hands-on IMS training for end-users.

The objectives for these workshops are for district trainers to be able to:

- gain an understanding of the curriculum hierarchy.
- navigate the different areas of the curriculum/assessment/PD functionality of the IMS.
- locate and access curriculum.
- create units, lessons, and activities.
- schedule lessons and activities.
- review lessons and activities.
- use Planbook for scheduling and accessing lessons and activities.
- access assessments.
- access assessment results and reports.
- create an end user training agenda specific to RIDE.

3.1.6 Workshop Overview

The IMS District Trainer Workshop is a 2-day session.

- The fully hands-on workshop is limited to 20 participants.
- Training documents used for the training sessions are provided by RIDE and can be reproduced locally by the district.

3.1.7 Responsibilities for Training

The district is responsible for ensuring that participants in the IMS Train-the-Trainer workshops are knowledgeable in the status and format of the district's curriculum and will be available to provide end-user training. RIDE is responsible for training district trainers so that they are prepared to conduct end-user training.

3.1.8 Training Database

All district workshops and end user trainings will use the RIDE-hosted IMS training environment.

3.1.9 Resources and Facilities

The district will provide all equipment and facilities for training conducted locally.

3.1.10 Schedules

Task	Responsibility	Timeframe
IMS Train-the-trainer provided by RIDE	RIDE	
Modification of training documents for district use	district	
Delivery of End User Sessions	district	
Analyze feedback/develop report	district	

3.1.11 Training Materials List

The IMS district trainer workshop uses several documents to present information and provide ongoing reference. Documents used during the workshop and for ongoing support include:

- IMS Basics Guide
- IMS Beyond the Basics Guide
- IMS Quick Reference Cards

In addition to the print-based documents, RIDE provides eLearning video tutorials to be used for general learning or as post-training support. These video tutorials are generic in nature and do not necessarily represent the specifics of the RIDE IMS product.

3.1.12 IMS End User Training

3.1.13 Overview

The IMS district Train-the-Trainer workshop provides a template for end user training.

- The objectives for IMS end user training are a subset of the objectives outlined for the trainer sessions above.
- End user training includes most IMS functionality and is usually delivered in one or multiple sessions equaling ½ day in length, but the district may extend the training to include practice exercises to reinforce learning.
- Physical delivery of IMS end user training is best delivered in a live, hands-on session.

3.1.14 End User Training Development

All IMS training materials used during the District Train-the-Trainer workshops are provided as a template for developing end user training.

- Development/customization and delivery of IMS end user training is the responsibility of the district. RIDE is available to provide assistance or guidance as needed.
- End user training should follow a “flow of work” path to provide context for educators.
- Master documents used for the District Train-the-Trainer sessions and for support are provided by RIDE for the district to use as appropriate.

3.1.15 ADMINISTRATIVE USER TRAINING

3.1.16 Goal and Objectives

The objectives for IMS administrative user training are for IMS system administrators to be able to:

- configure their IMS environment.
- create and manage curriculum within the IMS.
- connect appropriate curriculum to courses.
- manage user accounts for the IMS.
- assign permissions and security.

3.1.17 Training Breakdown

The administrative user training is a 1-day, fully hands-on session limited to 20 participants.

3.2 Rtl MODULE

3.2.1 Background and Scope

A successful deployment of the Rtl module in your district is reliant upon the development and delivery of an effective and comprehensive training program. This section provides an overview of the RIDE-recommended training and rollout approach for district deployment of the Rtl Module.

3.2.2 Types of users to be trained

1. District Trainers

Trainers will be responsible for developing a training plan and training end users within the district as well as additional trainers if needed.

2. Administrative Users

Administrative users are responsible for configuring and managing the Rtl module for the district, which includes creating end user accounts and calendars, managing security, and configuring measures, goals, and interventions.

3. End Users

End users are all educators who will use the Rtl module to create intervention plans and track student progress within those plans.

3.2.3 Responsibilities for Training

- RIDE is responsible for training district trainers.
- RIDE is responsible for training administrative users.
- The district is responsible for training end users and additional district trainers if necessary using district training resources.
- The district is also responsible for developing the processes and policies related to the use of customized Rtl forms. Once the district has established these processes and policies, they should be incorporated into the Rtl training materials for use within the district.

3.2.4 Training Prerequisites

Each district facilitator of a RIDE-sponsored Rtl Train-the-Trainer workshop should be thoroughly familiar with Rtl concepts and comfortable facilitating a hands-on software workshop.

Educators who attend the Rtl end user training should be familiar with Rtl practices and district policies and procedures.

3.2.5 District Training Preparation

Prior to initiating Rtl end user training, your district should address the following items:

- Development of a communications plan that outlines the planned deployment of the Rtl module within the district, the changes that will occur as a result moving to the platform, and the benefits to the end user, the district, and the students.
- Identification of changes to existing policies, procedures, and processes as a result of migrating to the Rtl module. The changes identified here will be used during end user training to explain how the new system works in relationship to the existing system.

- Development of a support system to address issues and questions that arise after participants complete end user training. The system should include district policies, RtI form FAQs, links to supporting documentation, and, when possible, mentors responsible for assisting end users.

3.2.6 DISTRICT TRAIN-THE-TRAINER WORKSHOP

3.2.7 Goals and Objectives

The goal of the RtI module District Train-the-Trainer workshop is to equip district trainers with the knowledge to successfully deliver hands-on RtI module training for district end users.

District trainers will be able to:

- use dashboard components and navigate the different areas of the module.
- locate students using the search function.
- access and review information from various areas of a student’s profile.
- add an RtI plan, modify the plan, and rate and end a plan.
- enter progress monitoring scores for plan goals.
- display progress monitoring status in graphical or tabular format.
- log plan interventions and enter student notes.
- create and manage a student watch List.
- create and manage student groups, and add and remove students from groups.
- schedule and manage events (RtI forms).
- use Visual Instructional Grouping to identify at-risk students.
- relate items on user screens to configuration options in the system administration

3.2.8 Workshop Overview

The RtI Train-the-Trainer workshop is a 2-day session.

- The fully hands-on workshop is limited to 20 participants.
- Training documents used for the training sessions are provided by RIDE and can be reproduced locally by the district.
- RIDE provides master files for all training documents so that they can be customized by the district to address specific user groups.
- End user training will be provided by district training staff who have completed the T³ session conducted by RIDE.

3.2.9 Training Database

District T³ sessions and end user trainings will use the RIDE hosted RtI module training environment.

3.2.10 Resources and Facilities

The district will provide equipment and facilities for training conducted locally.

3.2.11 Schedules

Task	Responsibility	Timeframe
Tier 1 RtI module Train-the-Trainer session	RIDE	
Modification of training documents for district use	district	
Delivery of End User Sessions	district	
Analyze feedback/develop report	district	

3.2.12 Training Materials List

The RtI module Train-the-Trainer workshop uses several documents to present information and provide ongoing reference. Documents used during the workshop and for ongoing support include:

- RtI Workshop Participant Guide
- RtI Step-by-Step Guides
- RtI Quick Start Cards
- RtI User Guide (online only)

In addition to the print-based documents, RIDE provides eLearning video tutorials to be used for general learning or as post-course support. These video tutorials are not specific to the district configuration and are generic in nature.

- RtI Overview/Demo
- Dashboard and Navigation
- Creating Intervention Plans
- Creating Student Groups
- Documenting an Intervention
- Entering a Note
- Adding Scores or Progress
- Entering Roster Scores
- Scheduling a Meeting
- Early Warning System (EWS)

3.2.13 RtI Module End User Training

3.2.14 Overview

The RtI module train-the-trainer workshop provides a template for end user training delivery.

- The objectives for the RtI module end user training are a subset of the objectives outlined in the train-the-trainer section of this document.
- End user training that includes most RtI module functionality is usually delivered in a single day, but the district may extend the training to include practice exercises to reinforce learning.
- Physical delivery of RtI module user training is best delivered in a live, hands-on session.

3.2.15 End User Training Development

All RtI module training materials used during the district train-the-trainer workshops are provided as a template for developing end user training.

- Development/customization and delivery of RtI module end user training is the responsibility of the district. RIDE is available to provide assistance or guidance as need.
- End user training will need to incorporate IMS specifics and district processes, procedures, and policies.
- End user training should follow a “flow of work” path to provide context for educators.
- Master documents (editable) used for the train-the-trainer workshops and for support are provided by RIDE for the district to modify and use as appropriate.

3.2.16 ADMINISTRATIVE USER TRAINING

3.2.17 Goal and Objectives

The goal of the district administrative user training is to prepare the RtI administrative staff to configure and manage the RtI module environment for their district and populate the environment with RtI metadata.

3.2.18 Training Breakdown

TIER I Administrative User Training

The onsite Tier I administrative user training is a 3-hour session that walks the district Rtl module administrators through entering and reviewing all of the initial setup information for the district. The following topics are covered:

- Grade levels
- Rtl module codes that are used in the dropdowns
- Application settings
- Operations screen
- School administration screen
- School year entry screen
- Instructional weeks
- Calendars and exemption days
- Security permissions/users
- Importing progress monitoring scores into the Rtl module.

3.3 Scheduling Training

Training for district trainers or administrative users for either the IMS or Rtl module must be scheduled with RIDE in advance and is subject to the availability of RIDE trainers. Also, in order to conduct training for end-users, district trainers must request an IMS training environment from RIDE. To schedule train-the-trainer or administrative user workshops or to request that RIDE provide a training environment for end-user training, contact the IMS program leads at RIDE:

Bob Measel – robert.measel@ride.ri.gov (401)222-8480

Heather Heineke – heather.heineke@ride.ri.gov (401) 222-8493

4.0 SUPPORT AND MAINTENANCE

In order to ensure sustained success in the use of the IMS, districts must have a plan to support educators and maintain the system both during deployment and for the longer term. This section will outline RIDE’s policies with regard to help and support as well as give districts a framework for developing local plans aligned to state policies and procedures.

4.1 District Roles Required for Support and Maintenance

The following table outlines the various roles that will be required to support educators and maintain the IMS system, what each role is responsible for, which training level is appropriate for the role, and who is responsible for providing the training. There is an additional column for the district to fill out indicating the projected number of personnel to be trained for each role.

NOTE: Roles are dependent on district IMS deployment choices so not all roles identified below may be required.

While reviewing the table, keep in mind that one person may fill multiple roles. For example, the district IMS point person may also be a program lead and a reviewer.

IMS Deployment Guide

	Role	Responsibilities	Training Required	Training Provider	Number
Curriculum/Assessment/PD	District IMS Point Person	<ul style="list-style-type: none"> Lead for all IMS communications to and from the district Ensures that RIDE processes for use of the IMS are in place Ensures that the distinct is in the appropriate curriculum consortia and serve as point of contact. 	Train the Trainer	RIDE	
	District IMS Program Lead(s)	<ul style="list-style-type: none"> Trains end users for using curriculum and assessments Supports end users at the school or district level Ensures use of the IMS conforms to district/RIDE policies and procedures Ensures that there is a district process in place for creating curriculum in the IMS Creates curriculum/assessment templates and assign roles to review teams Assigns educators to PD courses 	Train the Trainer	RIDE	
	District IMS Technology and Data Lead	<ul style="list-style-type: none"> Point person in district for technology related issues from users or program leads – Connectivity, login credentials, software/hardware support, data issues, etc. Links courses to curriculum Assigns permissions and security to users within the system Loads SCORM PD packages 	Admin User	RIDE	
	Lead Curriculum Reviewers	<ul style="list-style-type: none"> Final approval of curriculum and/or lesson plans <p><i>NOTE: May be assigned by content area and/or grade</i></p>	End User	District	
	Peer Curriculum Reviewers	<ul style="list-style-type: none"> Team that reviews and approves curriculum/lesson plans <p><i>NOTE: Only applicable if the district chooses a 2-step review process for curriculum</i></p>	End User	District	
	Lead Assessment Reviewer	<ul style="list-style-type: none"> Final approval of assessments created in the IMS <p><i>NOTE: May be assigned by content area and/or grade</i></p>	End User	District	
	Peer Assessment Reviewers	<ul style="list-style-type: none"> Team that reviews and approves assessments created in the IMS <p><i>NOTE: Only applicable if the district chooses a 2-step review process for curriculum</i></p>	End User	District	
	Educator(s)	<ul style="list-style-type: none"> Attends PD, creates lesson plans, activities, and assessments, serves on development/review teams 	End User	District	
	Item Bank Roles <i>(may be more than one person)</i>	<ul style="list-style-type: none"> Administrator – assigns roles for item bank permissions and security Author – Enters/edits items in item bank, load items banks Reviewer – Ensures that the item bank is aligned to standards and that items have undergone a review process 	End User	District	
Rtl Module	District Rtl Point Person	<ul style="list-style-type: none"> Lead for all Rtl module related communications to and from the district Ensures that RIDE processes for use of the Rtl module are in place 	Train the Trainer	RIDE	
	District Rtl Module Lead(s)	<ul style="list-style-type: none"> Trains end users for using the Rtl module Supports end users at the school or district level Ensures that use of the Rtl module conforms to district/RIDE policies and procedures 	Train the Trainer	RIDE	
	District Rtl Module Technology and Data Lead	<ul style="list-style-type: none"> Point person in district for technology related issues from users or program leads – Connectivity, login credentials, software/hardware support, data issues, etc. Assigns roles to users within the system System configurations 	Admin User	RIDE	
	Educators and service providers	<ul style="list-style-type: none"> Creates interventions, rate plans, group students, enter progress monitoring data, schedules and manages events. 	End User	District	

4.2 RIDE Roles Required for Support and Maintenance

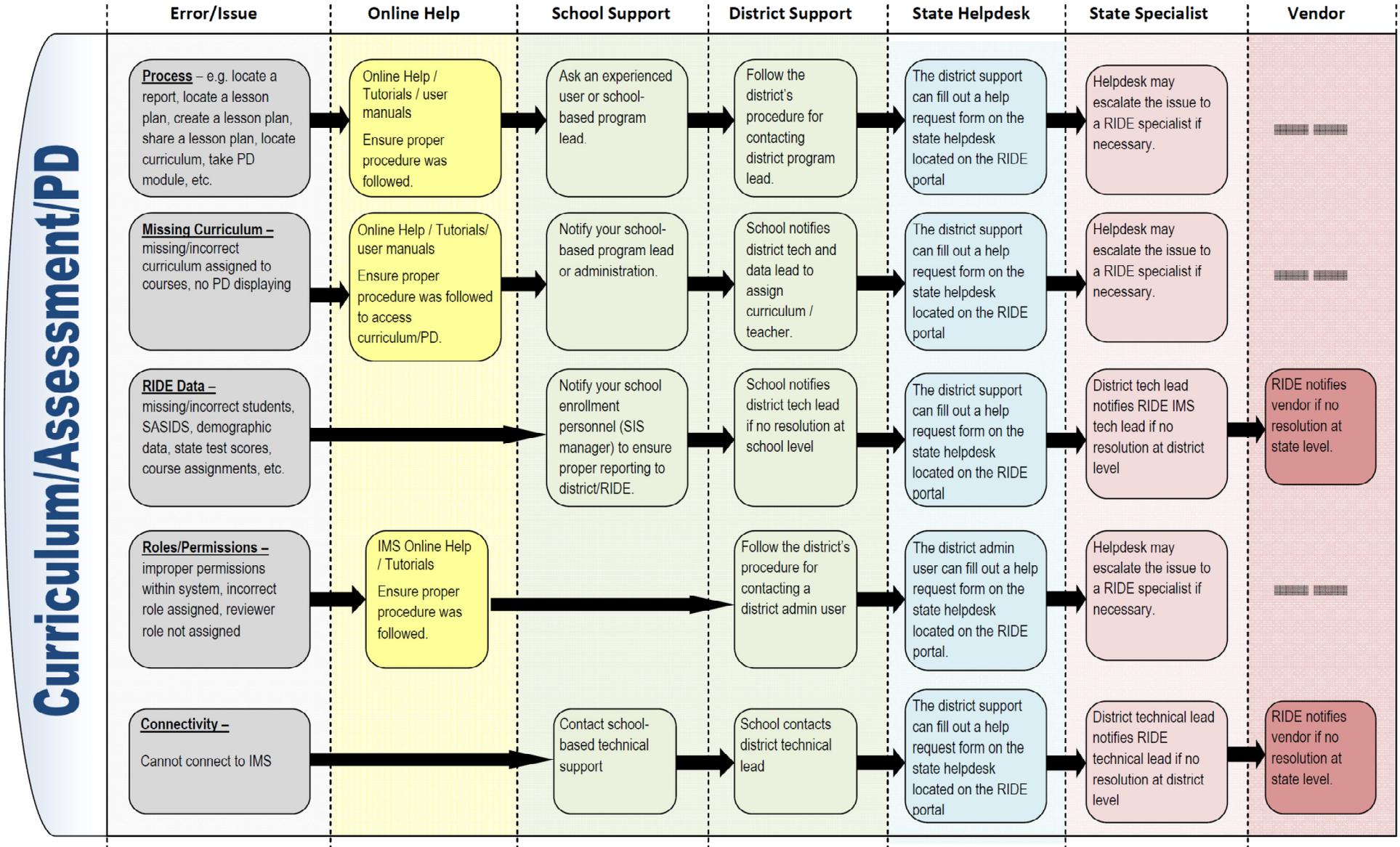
The following table outlines the roles that RIDE will fill to support and maintain the IMS system at the state level.

	Role	Responsibilities	Name	E-mail	Phone
Curriculum/ Assessment/PD	Curriculum Point Person	<ul style="list-style-type: none"> Accountable for creating the RIDE content templates Accountable for collecting the desired curriculum consortia and maintaining the list Accountable for curricula processes: PD academy, etc. 	Kate Schultz	Kate.schultz@ride.ri.gov	222-8489
	Program Point Person	<ul style="list-style-type: none"> Accountable for ensuring the districts have the appropriate RIDE processes in place. Lead for all IMS communication to and from the district 	Bob Measel Heather Heineke	Robert.measel@ride.ri.gov Heather.heineke@ride.ri.gov	222-8480 222-8493
	Technology and Data Lead	<ul style="list-style-type: none"> Point person at RIDE for technology related issues from program leads – Connectivity, login issues, software/hardware support, data issues 	TBD	TBD	TBD
	RIDE Trainers	<ul style="list-style-type: none"> Responsible for training district trainers sessions for districts 	Kate Schultz Laura Kacewicz	Kate.schultz@ride.ri.gov Laura.kacewicz@ride.ri.gov	222-8254 222-8489
RtI Module	RtI Point Person	<ul style="list-style-type: none"> Lead for all RtI module related communications to and from the districts Ensures that RIDE processes for use of the RtI module are in place 	Emily Klein Michelle Walden-Doppke	Emily.klein@ride.ri.gov MWalden-Doppke@nric-ri.org	222-8985 495-2025
	RtI Module Trainers	<ul style="list-style-type: none"> Responsible for training district trainers 	Emily Klein Michelle Walden-Doppke Lindsay Wepman	Emily.klein@ride.ri.gov MWalden-Doppke@nric-ri.org Lindsay.wepman@ride.ri.gov	222-8985 495-2025
	RtI Module Technology and Data Lead	<ul style="list-style-type: none"> Point person at RIDE for technology related issues from program leads – Connectivity, login issues, software/hardware support, data issues 	TBD	TBD	TBD
	State Helpdesk	<ul style="list-style-type: none"> Responsible for providing intermediate level support to districts Responsible for routing support requests to the appropriate RIDE specialists 	Basics Group	https://support.ride.ri.gov/	N/A

4.3 Procedures Required for Support and Maintenance

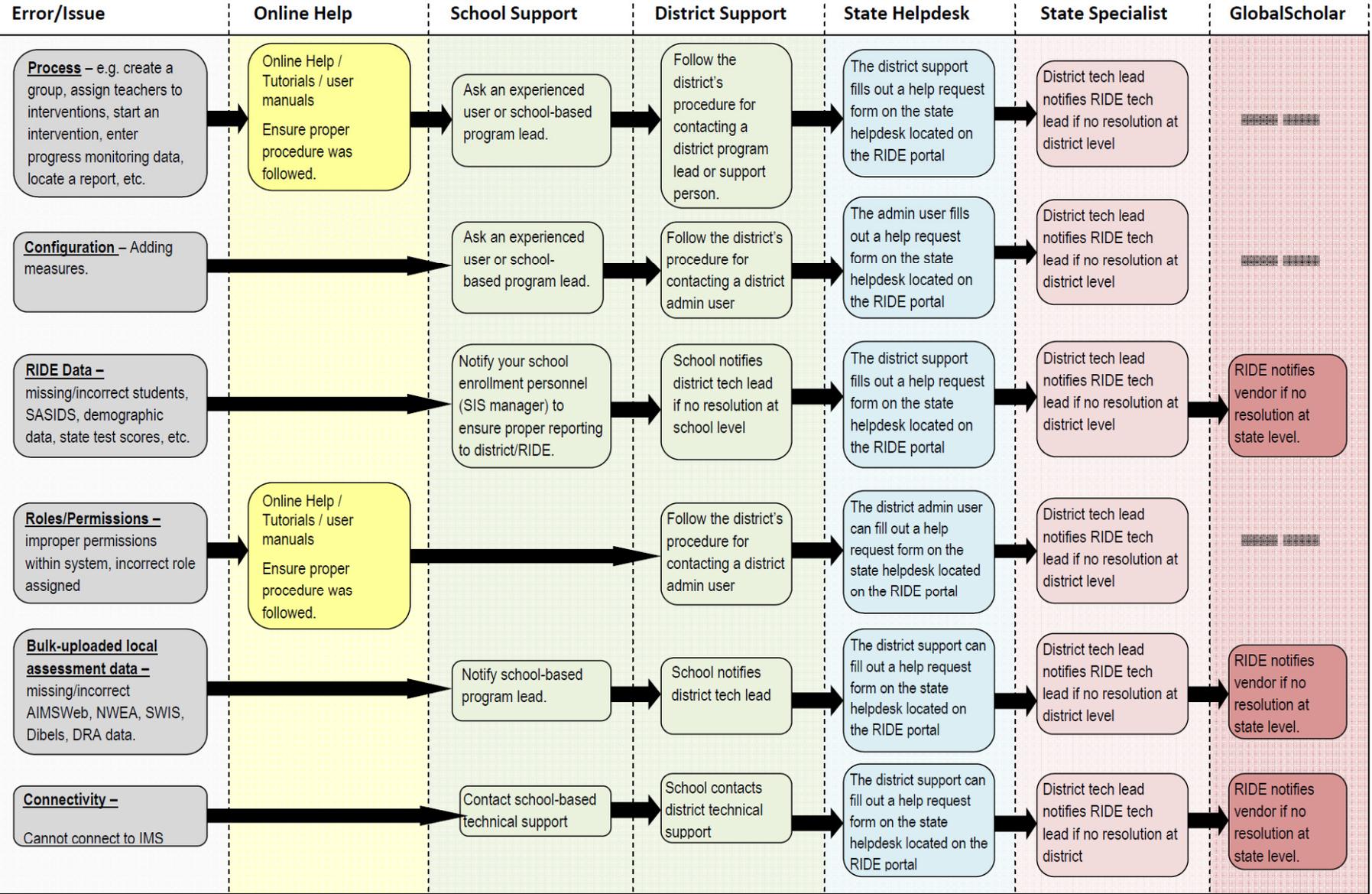
In addition to filling the required roles for successful deployment and ongoing support and maintenance, districts must develop local procedures and plans for support and maintenance that align to RIDE’s plans.

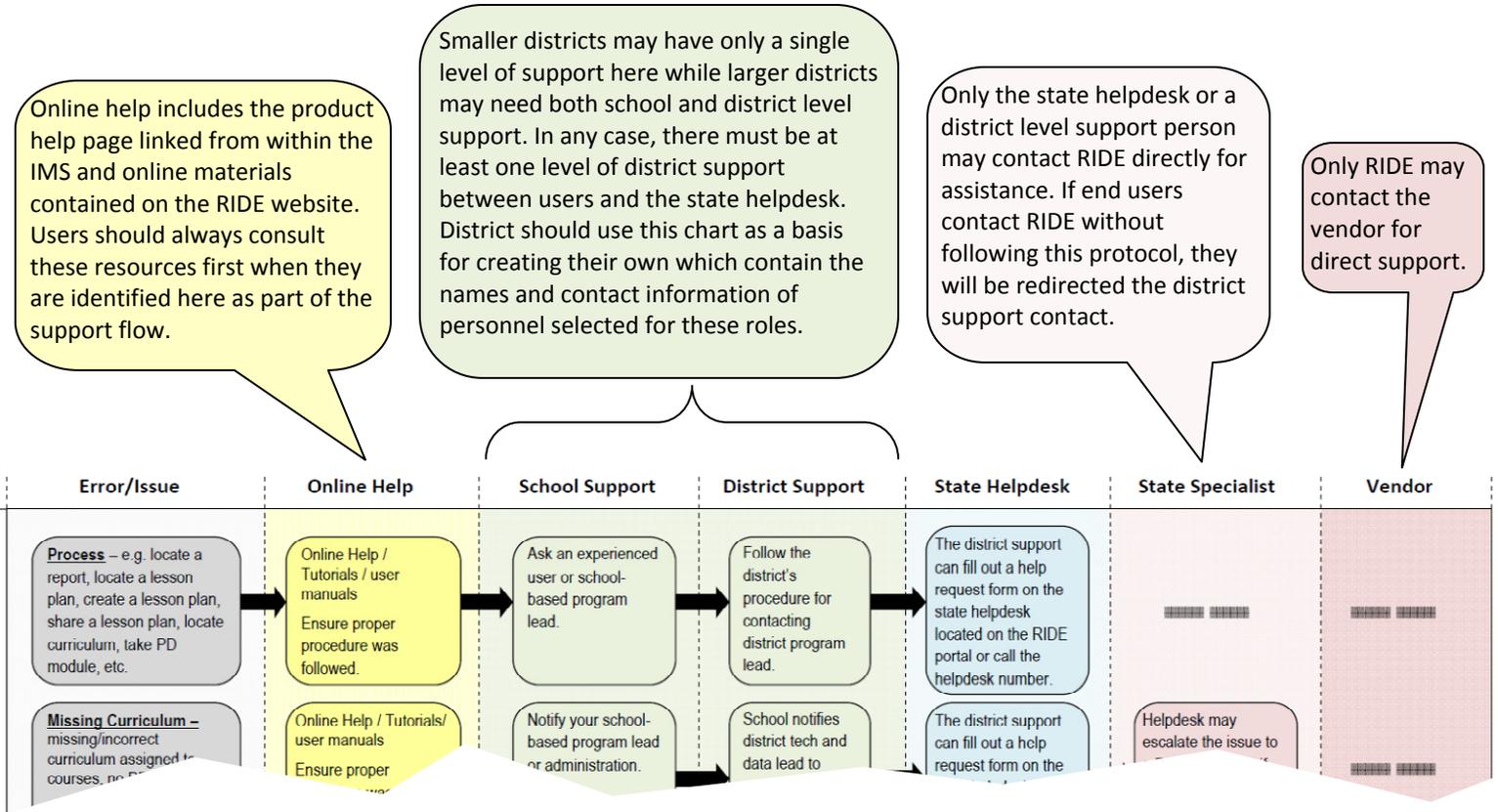
The following two charts outline the protocol for support that RIDE has established. Districts should use these charts as a basis for creating their own support flow. The district charts should contain the names and contact information of the personnel selected to fill each district support role.



NOTE for the Rti module - questions or issues relating to the district policies, processes, or procedures for Rti should be addressed by district Rti staff.

Rti Module





5.0 DEPLOYMENT CHECKLIST

After finishing this document, the district should complete the following deployment checklist to ensure that all decisions have been made, all appropriate roles have been filled, and all processes and procedures are established.

SYSTEM DEPLOYMENT PREREQUISITES	
The district has the technology capacity to ensure access to the system for all users.	<input type="checkbox"/>
All users have been assigned logins for SSO.	<input type="checkbox"/>
Personnel have been identified who will manage roles and permission for the curriculum/assessment/PD and Rtl module of the IMS.	<input type="checkbox"/>
All specialized users of the IMS have been assigned appropriate permissions and security access. This includes school administrators, item bank administrators, reviewers, etc.	<input type="checkbox"/>
Accurate teacher-course-student data is being provided to RIDE.	<input type="checkbox"/>
A process for identifying new users, removing old staff, and changing user permissions has been established and communicated to the appropriate personnel.	<input type="checkbox"/>
All personnel required for the specific district deployment have attended or are scheduled to attend the appropriate training.	<input type="checkbox"/>
CURRICULUM	
Personnel have been identified to load curriculum into the IMS and notified of responsibilities.	<input type="checkbox"/>
Personnel have been identified to assign curriculum to courses and educators and have been notified of these responsibilities.	<input type="checkbox"/>

Personnel have been identified to manage the district’s consortium processes (if working in a curriculum development consortium).	<input type="checkbox"/>
If a member of a curriculum development consortium, collaboration policies and procedures have been established and key personnel have been identified and notified of their responsibilities.	<input type="checkbox"/>
Personnel who will have access to edit scopes and sequences and units of study have been identified and notified of this responsibility.	<input type="checkbox"/>
A decision has been made whether or not to create new unit and lesson plan templates to use in addition to the state templates.	<input type="checkbox"/>
If creating new templates, personnel have been identified who will create and maintain them and they have been notified of this responsibility.	<input type="checkbox"/>
A decision has been made regarding whether to use a 1- or 2-step process for review of lesson plans prior to sharing.	<input type="checkbox"/>
Personnel have been identified as reviewers (both review teams and/or lead reviewers depending on the review process) and they have been notified of this responsibility.	<input type="checkbox"/>
RtI MODULE	
Schools, grades, content areas, teams, etc. have been identified for deployment of the RtI module of the IMS and have been notified of the decision and timeline.	<input type="checkbox"/>
Changes to practice or procedures as a result of using the RtI module have been identified.	<input type="checkbox"/>
Technology capacity exists to allow RtI team members access to the application during team meetings.	<input type="checkbox"/>
Personnel have been identified who will monitor the use of the RtI module to ensure appropriate use in the execution of RtI processes and procedures and have been notified of this responsibility.	<input type="checkbox"/>
ONLINE PROFESSIONAL DEVELOPMENT - State formative assessment PD modules	
A decision has been made regarding whether or not educators will be required to complete the formative assessment PD modules and that decision has been communicated to the district.	<input type="checkbox"/>
Educators who will complete the formative assessment PD modules have been identified and notified of the decision.	<input type="checkbox"/>
A member of the district staff who will assign educators to PD modules in the IMS has been identified and notified of the responsibilities.	<input type="checkbox"/>
ONLINE PROFESSIONAL DEVELOPMENT - District developed/purchased content	
A decision has been made regarding whether or not to load additional PD content into the IMS.	<input type="checkbox"/>
If additional PD content is to be loaded into the IMS, the format and procedures for loading it have been identified, someone has been assigned to perform the task of loading it, and that person has been notified of this responsibility.	<input type="checkbox"/>
ASSESSMENT FUNCTIONALITY - State developed interim assessments	
Decisions have been made regarding whether or not to use the Rhode Island Interim Assessments by content (ELA and/or Math), grade (3-11), and particular schools or classrooms.	<input type="checkbox"/>
Decisions have been made regarding whether or not the Rhode Island Interim Assessments test construction tool will be utilized by content (ELA and/or Math), grade (3-11), and particular schools or classrooms.	<input type="checkbox"/>
A decision has been made regarding whether interim assessments will be administered on paper or the computer.	<input type="checkbox"/>
If computer-based interim test administration has been chosen, scanners are available to scan tests into the system for scoring.	<input type="checkbox"/>
If using scanners for test forms, personnel have been identified who will scan tests into the system and they have been notified of the responsibility.	<input type="checkbox"/>
If computer-based interim test administration has been chosen, computer labs are available to meet the testing need and someone has been identified who will schedule the use of the labs.	<input type="checkbox"/>
A decision has been made regarding whether or not students will start taking practice interim assessments prior to the first testing window.	<input type="checkbox"/>
A decision has been made regarding whether or not to employ a distributed scoring process and whether or not educators share scoring responsibility across the district or the school.	<input type="checkbox"/>

A procedure for enforcing the completion of scoring has been identified and communicated to the appropriate personnel.	<input type="checkbox"/>
Personnel have been identified who will attend training offered by the state prior to each testing window and have been notified of this responsibility.	<input type="checkbox"/>
A technology coordinator for interim assessments has been identified and notified of this responsibility.	<input type="checkbox"/>
ASSESSMENT FUNCTIONALITY - District developed/purchased assessments	
A decision has been made regarding whether or not the district will use the local item bank functionality of the IMS.	<input type="checkbox"/>
A decision has been made regarding whether or not all items in the item bank will be available or some items will be reserved for district use.	<input type="checkbox"/>
Personnel have been identified who will be given the role of item bank administrators and notified of the responsibilities.	<input type="checkbox"/>
A process to review locally developed test items for the item bank has been identified and communicated to the appropriate personnel.	<input type="checkbox"/>
A decision has been made regarding whether or not the district will employ a 1- or 2-step review process for items prior to loading them into the item bank.	<input type="checkbox"/>
A decision has been made regarding whether or not the district will employ a 1- or 2-step review process for assessments created by educators prior to sharing.	<input type="checkbox"/>
Personnel have been identified as assessment reviewers (both review teams and/or lead reviewers depending on the review process) and they have been notified of this responsibility.	<input type="checkbox"/>

APPENDIX I

MINIMUM SYSTEM REQUIREMENTS

Rtl Module

Supported Versions	Windows	Mac
Operating System	Windows Vista Windows 7	OS X 10.1 and higher
Browsers	Internet Explorer 6.x, 7,x or higher Firefox 2.x, 3.x, or higher Safari 3.x	Safari 2.x Firefox 2.x, 3.x, or higher
Adobe Reader & Flash	Adobe Reader 7 or higher Adobe Flash 9 or 10	Adobe Reader 7 or higher Adobe Flash 9 or 10
Minimum Machine	1.25 GHz 1GB RAM 1024x768 screen resolution	1.25 GHz 1GB RAM 1024x768 screen resolution
Recommended Machine	Dual Core at 2GHz 2GB RAM 1280x1024 screen resolution	2 GHz 2GB RAM 1280x1024 screen resolution

Curriculum/Assessment/PD

	IE7	IE8	IE 9	Chrome	Safari 3.x	Safari 4.x	Safari 5.x	Firefox 3.x	Firefox 4.x	Firefox 5.x	Firefox 6.x
Win XP	■	■	□	□	□	□	□	■			
Win Vista	□	■	□	□	□	□	□	□			
Win 7		■	□	■	□	□	□	□			
Mac 10.5x					■	■	□	□			
Mac 10.6x				□		■	■				

■ – indicates recommended browser

□ – indicates supported browser

(blank) – indicates not recommended / not supported browser

APPENDIX II

Districts must complete the following table and return this information to RIDE. This information will be used in the state help/support process. The roles depend on the district's choice of IMS deployment, so all roles may not be necessary.

	Role	Name	e-mail	District Position	Phone Number
Curriculum/Assessment/PD	District IMS Point Person				
	District IMS Program Lead(s)				
	District IMS Technology and Data Lead				
	Lead Curriculum Reviewers				
	Peer Curriculum Reviewers				
	Lead Assessment Reviewer				
	Peer Assessment Reviewers				
	Educator(s)				
	Item Bank Roles <i>(may be more than one person)</i>				
RtI Module	District RtI Point Person				
	District RtI Module Lead(s)				
	District RtI Module Technology and Data Lead				
	Educators and service providers				

Please e-mail this completed form to Jasmine Rezendes (Jasmine.Rezendes@ride.ri.gov)