

Evaluation Report

Academic Year 2014- 2015



Submitted October 2015

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EXECUTIVE SUMMARY

New Mexico's eLearning program, Innovative Digital Education and Learning (IDEAL-NM), officially opened its doors in August 2008. During the past seven years, the initiative has been successful toward fulfilling its goal of making eLearning a reality for middle and high school students. During the years of operation, IDEAL-NM has expanded its offerings, focused on student success and provided infrastructure through web portals to schools, higher education institutions and state agencies. Quality content, professional development and highly qualified eTeachers, using a robust learning management system, are providing the next generation in learning opportunities to New Mexico students.

IDEAL-NM operates within the NM Public Education Department (NMPED). Taking to heart the PED motto of "Kids First, New Mexico Wins" IDEAL-NM has provided quality professional development opportunities to eTeachers which contributed to a robust student-centered online and blended learning opportunities through the statewide Virtual School to students of New Mexico. In addition, the department expanded its responsibilities for professional development in the training of portal administrators to support eLearning within their school or agency. IDEAL-NM also provided the infrastructure, training and technical support for the delivery of End-of-Course Exams.

This report is intended to provide information to IDEAL-NM stakeholders about the initiative's efforts to fulfill its mission through program implementation and program outcomes and to provide evidence-based evaluation of the quality of its effectiveness. A variety of quantitative and qualitative measures were used to conduct the evaluation study.

Adherences to IDEAL-NM core values drive all processes. The core values of service, quality, collaboration, enterprise and leadership are evident in all aspects of the project and are the foundations of the program's success.

IDEAL-NM operates the statewide Virtual School in partnership with New Mexico schools and districts. IDEAL-NM collaborates with education entities in reducing geographic and capacity barriers to educational opportunity while increasing the technological skills students need to successfully participate in a global economy. IDEAL-NM offers high-quality, standards-based, rigorous online courses which are taught by highly qualified New Mexico teachers and are designed to supplement the course offerings of New Mexico P-12 schools. IDEAL-NM is not a school; full-time staff members are employees of NMPED and IDEAL-NM teachers are independent contractors.



IDEAL-NM's Virtual School, has had a state-wide impact on eLearning in New Mexico during the past seven years by serving public, charter, Bureau of Indian Education, non-public and state supported schools. More than 11,500 course completions have contributed to NM students meeting their educational goals.

The past year saw 38 school districts, 21 charter schools, 1 State school, 2 non-public schools and 1 Bureau of Indian Education school with more than 1,800 students successfully completing online courses offered through IDEAL-NM.

As a program within New Mexico's Public Education Department, IDEAL-NM supports PED's strategic initiatives through the following focus areas:

- Integration
- Impact (expand courses, options, professional development, portal use, blended learning)
- Continuous Improvement Program
- Continuous Improvement Technology
- Sustainability (model and funding structure)
- Communication (internal and external)

According to Amy Jaramillo, IDEAL-NM's Executive Director, the IDEAL-NM Virtual School Model is defined as:

- Partnership-based (IDEAL-NM does not compete with schools)
- Supplemental model (Students are physically attending a school)
- Strong Site Support (Partner schools provide a site coordinator and/or learning coach in addition to a portal administrator)
- Courses are high quality (aligned with NM content standards and benchmarks and iNacol online course standards)
- Courses are teacher-led (a highly qualified teacher endorsed in the content area is providing instruction)
- Courses are interactive and flexible (rich interaction with content, teacher to student, and student to student)
- Strong support services (student services, academic services, academic watch, tools for monitoring student progress)
- Robust technology (Learning Management System has numerous tools that support rich instruction, interaction, learning and collaboration)
- Textbook independent (with the exception of some Advanced Placement courses)
- Open enrollment / Self-paced
- eTeachers are well-trained and supported
- Adherence to continuous improvement

New this year to IDEAL-NM's workload was a collaborative effort with the PED Bureau of Assessment to deliver End-of-Course Exams (EoCs) digitally to school districts. IDEAL-NM staff created more than 3,000 electronic test shells and provided the technical training to portal administrators along with the staff who provided test input and data reporting. 158,831 EoCs were taken through the IDEAL-NM technological framework.

IDEAL-NM is a collaborative effort between schools and agencies in enhancing student success and educator professional development across New Mexico.

Why are students enthusiastic about the IDEAL-NM eLearning platform? The Virtual School, through online learning is the alternative learning option students want to complete their high school graduation requirements. Student data collected during the enrollment process lists the specific reasons why they are taking online courses. The top five responses are listed below:

- Expanded course offerings (courses not available from school)
- Credit recovery/graduate on time
- Enrichment
- Scheduling conflicts of time or teacher - more flexibility
- Fulfillment of the distance learning graduation requirement

In addition, data indicates the Virtual School offerings are meeting the needs of students who have medical conditions or are homebound, plus providing a robust curriculum for those students home schooled or enrolled in charter schools.

Highlights- Academic Year 2014-2015

- Blackboard Learn, the Learning Management System, continues to be the statewide technology platform. Surveys indicate positive interactions were experienced and technical issues impacting the Virtual School were minimal. Blackboard Collaborate, the web conferencing system, provided 392 “rooms” for direct interactions between eTeachers and students, professional development opportunities, and face-to-face interactions for state agencies.
- An average student pass rate of 83%, during the 2014-2015 academic year, was due to pro-active support provided by IDEAL-NM staff along with 38 eTeachers, 92 school site coordinators, and 26 learning coaches.
- The Virtual School course catalog lists 88 courses. The catalog includes 17 new courses, 20 revised courses, 19 Advance Placement courses and 12 mid-school courses. All courses are aligned with New Mexico content standards, national online quality standards, and with Common Core State Standards (CCSS). In addition, 12 Professional Development courses are available for teachers statewide through the PED portal.
- This year saw 21 eTeachers complete the eTeacher Preparation Program. Course assignments were based on eTeacher ratings and experience.
- Academic Watch and Observer Access are successful pro-active tools for site coordinators and eTeachers to monitor student progress.
- Genius, the Student Information System(SIS) continues to be a powerful web-based system endorsed by the eLearning program.

- A comprehensive web site (www.idealnewmexico.org) provides relevant information for all stakeholders and provides access for students and parents to the eLearning Management System and their online courses.
- A comprehensive wiki has been established for eTeacher communication concerning online courses and professional development.
- Through the Professional Development Resource Center, eTeachers interacted through Blackboard Learn and webinars to learn strategies and techniques supporting the craft of online teaching. Eight IDEAL-NM staff and eTeachers are certified by Quality Matters.
- Focusing on quality saw an Online Teacher Observation Protocol implemented this year with 84% of eTeachers ranking highly effective or effective.
- IDEAL-NM is providing portal access to 120 entities, including schools, community/non-profit agencies, and state agencies to allow them to offer their own online learning programs/trainings or access IDEAL-NM content in a fully online and/or blended environment. Portal Administrator Training saw over 100 administrators learn the administrative features of course delivery, community engagement, and content management of Blackboard Learn.
- Through IDEAL-NM technical infrastructure, End-of-Course Exams (EoCs) were provided digitally to 60 districts and charter schools. The total number of EoCs taken during the year totaled 158,837.
- IDEAL-NM implemented the Mantis Support Ticketing System to track the requests for technical support. This year saw 390 tickets resolved. The breakdown of tickets showed eTeachers with 49% and EoCs with 46% of the requests for help.

EVALUATION PROCESS

IDEAL-NM contracted with Ann Thompson of Thompson Consulting and Training to provide an assessment of the following components of the IDEAL-NM eLearning program.

- Enrollment numbers, completions and overall success rates.
- The effectiveness of eLearning courses developed and delivered to New Mexico students by IDEAL-NM.
- Professional development opportunities provided to eTeachers and administrators.
- LMS and portal administration
- Implementing EoCs

The assessment process established a framework focusing on what was occurring within the scope of the organization: specifically targeting student achievement and student, eTeacher, and site coordinator satisfaction along with infrastructure elements provided by the LMS and portal administration. Particular emphasis was on implementation methods, communication strategies, training and preparedness of eTeachers, and the delivery of EoCs. The underlying evaluation context was simple:

- Is it effective?
- What elements make it effective?
- How do we know if it was effective?
- What changes would make it more effective?

The evaluation effort involved:

- Reviewing documents made available by IDEAL-NM.
- Discussions with IDEAL-NM eLearning staff.
- Data tabulation and analysis included:
 - Enrollment data including student drop information.
 - Completion/pass rate data.
 - Student and eTeacher satisfaction surveys.
 - Review of Professional Development opportunities.
 - Review of portal statistics.
 - Review of EoC statistics.
- Developing formative recommendations based on analysis.

PROGRAM EFFECTIVENESS

A. Open Enrollment

Snapshot of IDEAL-NM Course Enrollment

Academic Year	Enrollment
August 1, 2014 – July 31, 2015	2183

IDEAL-NM has implemented open enrollments; in which a student is able to enter a course over an extended period of time and exit the course based on the number of course weeks(18 weeks) allowed for instruction. This enrollment practice is serving student needs but does generate some challenges concerning the practice of evaluation. When does a semester begin or end? When are grades due? At any point enrollment figures are fluid as students are enrolling, dropping and completing courses. This report uses the metaphor of a “snapshot” to take a look at what was occurring with enrollment management (drops, failures, completers) for the timeframe of August 1, 2014 through July 31, 2015.

B. Student Completion Data – Academic Year 2014-2015

Support and experience continues to make a difference! Online experience as exhibited by students, eTeachers and site coordinators along with a pro-active approach for increased student support contributed to the pass percentage of 83% as experienced by IDEAL-NM for the year.

	Pass Count	Fail Count	Total Count	Pass Percentage
Academic Year 2014-2015	1807	376	2183	82.7%

The Pass Percentage calculation was figured using the following formula. Students who pass divided by the total count of students.

Through IDEAL-NM 1,807 students received course credits during the year.

More good news concerning completion rates had 19 of 63 schools with passing rates of 100%.

Appendix A includes the breakdown of the completions by school district and **Appendix B** indicates completions by course.

Appendix C contains the pass percentages by district.

C. Student Satisfaction Survey

Student surveys were completed by course and results were tabulated as a yearly compilation. 1,141 surveys were completed during the timeframe (8/01/14 to 7/31/15) for a 63% return rate of those who passed.

The end of course survey gives students the opportunity to provide feedback on a variety of online course elements. **Appendix D** contains the complete survey results.

Data analysis of the survey items indicates a high degree of satisfaction concerning their online course experience.

The first question was used to evaluate if the orientation, with its emphasis on the technical aspects of taking an online course, was of valuable to students. The results indicate 91% of students found satisfaction with the student success orientation.

The IDEAL-NM website clearly explains to students and parents how important the Student Orientation is to successful completion. The student orientation is required to be taken before the student can access the course. The orientation ensured the student was familiar with the tasks necessary to be successful (navigating the course, accessing the grade book, and submitting assignments). Students who struggled had the opportunity to contact their eTeacher and/or IDEAL-NM staff for assistance. Logging in and interacting with course learning activities are indicators of participation which contributes to successful completion.

The student success orientation provided the necessary technical information (logging in, navigating the course, downloading content, submitting assignments, communicating in Blackboard, engaging in discussion threads)	
Answer Options	Academic Year Response Frequency
Strongly Agree	91%
Agree	
Somewhat Agree	4%
Neither Agree nor Disagree	
Disagree	4%
Strongly Disagree	

The following question addresses student content preparedness for their online course. Most students (89%) felt they had the prerequisite knowledge and skills to be successful. This past year saw effective

communication between site coordinators and eTeachers. In addition, the online student orientation was required at the beginning of the course to reinforce the eLearning skills and student commitment needed to be successful.

I had the prerequisite knowledge and skill for this online course.	
Answer Options	Academic Year Response Frequency
Strongly Agree	89%
Agree	
Somewhat Agree	
Neither Agree nor Disagree	4%
Disagree	6%
Strongly Disagree	

The next three questions provide information concerning student perceptions on getting help from the eTeacher, the site coordinator and IDEAL-NM staff.

Factors contributing to the eTeacher satisfaction rate of 86% are attributed to the requirements for eTeachers to respond to emails within 24 hours and return graded assignments within 48 hours, along with some school districts providing site learning coaches to assist with academic help.

In addition, many eTeachers implemented engagement techniques of text messages, emails, and phone calls to increase communication. Many eTeachers indicated they routinely allowed students to re-do assignments to ensure mastery which they felt was extremely beneficial.

My online teacher was available to me (email/phone) when I needed help within 24 hours (Monday – Friday) of requesting assistance.	
Answer Options	Academic Year Response Frequency
Strongly Agree	86%
Agree	
Somewhat Agree	
Neither Agree nor Disagree	4%
Disagree	6%
Strongly Disagree	

The site coordinator (or learning coach) at my school helped me if and when I needed it.	
Answer Options	Academic Year Response Frequency
Strongly Agree	78%
Agree	
Somewhat Agree	
Neither Agree nor Disagree	10%
Disagree	8%
Strongly Disagree	

In many cases, the site coordinators also act as the direct instruction provider to students in addition to their coordination duties and other job responsibilities. Some districts utilize a learning coach who helps students with content. With 78% of students responding favorably - they do appreciate their site coordinators/learning coaches and the help they provided.

As the chart below indicates, students responded favorably (85%) toward contacting IDEAL-NM staff for support.

If I contacted IDEAL-NM staff for support (help with logging in, access to course resources), they were helpful and answered my questions properly.	
Answer Options	Academic Year Response Frequency
Strongly Agree	85%
Agree	
Somewhat Agree	
Neither Agree nor Disagree	7%
Disagree	3%
Strongly Disagree	

The Academic Watch process was monitored by IDEAL-NM staff and resulted in timely report production to site coordinators and parents which contributes to better monitoring of student progress and encourages students to stay on track.

The next question visits the technical problems students encountered during the course. The following chart shows broken links were encountered more than once by 58% of the students. Recognizing the nature of the Internet and its constant fluidity, making every attempt to ensure working links is necessary to eliminate student frustration.

Which of the following have you experienced more than once?	
Answer Options	Response Frequency
Broken Links	58%
Graphics	2%
Audio Music	19%
Navigating the Course	3%
Opening the Documents	6%
Sending in Assignments	4%
Video	4%
Unanswered	4%

The grade I received in this course accurately reflects the amount of work I put into the course.	
Answer Options	Academic Year Response Frequency
Strongly Agree	82%
Agree	
Somewhat Agree	
Neither Agree nor Disagree	8%
Disagree	6%
Strongly Disagree	

According to the results, 82% of students agreed they knew what grade they would receive at the end of the course. The grade book function is always available for student access and with Academic Watch, site coordinators\learning coaches are aware of students who are at risk of failure. Guidelines have eTeachers returning graded assignments within 48 hours of the assignment being turned in. The use of pacing guides has helped both eTeachers and students to monitor their achievement.

The results continue to show successful online students are self-directed learners, who monitor their grades and are frequently in touch with their eTeachers. Analysis indicates more students are taking responsibility for their learning.

The next question provides favorable evidence regarding students' perceptions of the online experience.

Overall, taking this online course was a good experience.	
Answer Options	Academic Year Response Frequency
Strongly Agree	81%
Agree	
Somewhat Agree	
Neither Agree nor Disagree	5%
Disagree	12%
Strongly Disagree	

Students agreed that IDEAL-NM online courses were a good experience returning an 81% value for the year. In addition, 87% of students agreed they had met their educational goal with their online course. This provides additional evidence that IDEAL-NM is meeting the needs of students.

IDEAL-NM continues to focus on student success and student support systems. Even with being short-staffed for most of the reporting period, IDEAL-NM staff still provided intensive academic and technical support to students, site coordinators, and eTeachers. Observer Access, Academic Watch, Genius, and enhanced eTeacher support through the wiki and monthly webinars all contributed to increased communication concerning course progress between eTeachers, site coordinators and students. According to the students' perspective they benefited from these processes.

D. Student Drop Report

IDEAL-NM realizes the lost effort expended by site coordinators and eTeachers for a student who drops an online course. In response, they have implemented a procedure to capture data to identify specific reasons for dropping a course.

The creation of a Mentor Handbook this past year and through increased interactions with schools, counselors and site coordinators has seen this drop number decreasing. Experienced eTeachers are implementing more student engagement techniques which have encouraged students to stay up with assignments. Also experienced site coordinators and eTeachers have commented the course pacing guide, provided to every student, has helped with student progress.

IDEAL-NM generates drop reports broken down as to why students drop and include data on which school or course is involved to ensure adequate intervention. Utilization of these additional reports is enabling IDEAL-NM to work with site coordinators and schools to better meet at-risk students.

When a site coordinator drops a student, information is captured to provide IDEAL-NM with data on the specific reasons why students are dropping an online course. The chart below indicates the reasons for dropping a course

Student Drop Chart

Drop Reason	Number
Academic Difficulties	63
Left District	64
Non-Attendance	20
Online Course Not What Expected	38
Registered for Wrong Course	76
Technical Difficulties	15
Other	106

Most of the Other category comprised students who changed their mind about taking an online course, opted to take the course at their high school, decided to wait, or found out they didn't need the credit.

Knowing why and when students drop is important information for IDEAL-NM to gather and share with school districts, parents and students to highlight how critical it is for students to understand the learner responsibilities necessary to be successful with online learning.

Academic Watch reports were the foundation of the monitoring efforts for the past year. These reports required close review of student log-in and progress by the eTeacher. If a student's grade dropped below 60% and the student was not logging in regularly the student was added to the Academic Watch report on Genius which was produced each Monday by noon.

IDEAL-NM staff closely monitored eTeachers to ensure the Academic Watch reports were produced on time and instituted a reminder process. Data shows site coordinators/learning coaches, parents, and eTeachers collaborated to create an intervention plan for students by the third consecutive week the student was on the Academic Watch report. The process has helped with the increased communication and collaboration efforts between all parties to ensured interventions were applied for at-risk students.

E. Effectiveness of New Mexico Created Content

1. Virtual School Course Catalog

IDEAL-NM's Virtual School catalog lists 88 courses all taught by highly qualified New Mexico eTeachers. The catalog includes 17 new courses, 20 revised courses, 19 Advanced Placement courses and 12 mid-school courses to meet student needs. The virtual school course catalog is found in **Appendix E**.

All courses are aligned with New Mexico content standards, national online quality standards, aligned to Common Core State Standards (CCSS) and WIDA standards, language development for linguistically diverse students. In addition, Advanced Placement courses were aligned with College Board standards.

To ensure consistency of a course, master course shells have been created and are kept intact to ensure the integrity and quality of the courses. Any revisions and enhancements (suggested by eTeachers, site coordinators, or students) made to a course must be made to the master course shell. Only the master course shells will be used each semester for delivery.

Numerous asynchronous and synchronous tools which promote rich interactions between teacher and student were integrated into all courses. Discussion boards, wikis, blogs, web conferencing, interactive white boards, mobile applications and podcasts lead the list. In addition, other supplemental resources include MyVrSpot, SoftChalk, EdReady, IxL, Discovery Education, NBC Learn, SAS Curriculum Pathways, digital content from the National Repository for Online Content (NROC) along with Web 2.0 tools were included. In addition, xpLor, Blackboard's online repository was available for teachers to search for content plus allowing IDEAL-NM eTeachers to upload their learning objects to share.

2. Course Development/Alignment Program

Adding new courses and revising existing courses in the Virtual School catalog is a function of the Professional Development/Alignment Program. A quality assurance framework has been developed to ensure all online courses offered through IDEAL-NM are of the highest quality. A Course Developer's Handbook has been prepared by IDEAL-NM which details the framework and expectations of course design.

This year saw an intensive professional development opportunity for new course development along with a protocol for revising existing courses to meet alignment standards.

The Course Development/Alignment Program was offered twice during the year with 23 participants completing the program which resulted in 17 new courses and 20 revised courses.

The program was offered in October 2014, facilitated by Sandy Johnson and the January 2015 program was facilitated by Cherilyn Zeimer.

The course was designed to introduce K-12 teachers to online course design for IDEAL-NM. In the pre-work for the professional development course, participants were required to read background information and establish an account at Quality Matters (qualitymatters.org). To kick off the training process a two day face-to-face/Collaborate orientation was held followed by two weeks of course design and development including two scheduled webinars. The first day of the orientation focused on the design of curriculum employing Understanding by Design (Wiggins & McTighe, 1998) and Universal Design for Learning. The second day of training focused on Blackboard and other tools for delivering online content. After the face-to-face/Collaborate training, participants spent two weeks designing an online course in Blackboard and applying the IDEAL-NM course development framework. The course content was developed based on standards written by the International Association for K12 Online Learning (iNACOL) and on Quality Matters K-12.

After each course was developed, it underwent a comprehensive review process which entailed a peer review and technical review. With eight eTeachers and staff of IDEAL-NM holding Quality Matters certifications the caliber of review each course underwent was intensive. According to documents provided of the process, each course was reviewed utilizing an extensive list of necessary components found in well-designed online courses.

In addition, IDEAL-NM staff through their association with the Virtual School Leadership Alliance (VSLA) reviewed courses from other online universities or schools. This brings an extra dimension to the IDEAL-NM course review process.

Each eTeacher that went through the program received 20 hours of professional development credit which counted toward the IDEAL-NM yearly professional development requirement.

3. Course Development/Alignment Program Survey

The following survey results are a compilation for both the fall and spring offering of the Course Development/Alignment Program. The complete survey is found in **Appendix F**.

As the chart indicates, the structure and schedule of the face-to-face/Collaborate session was designed effectively (93%) to meet the participant needs.

The structure and schedule of the face-to-face/Collaborate session was designed effectively (length of training, break times, mix of lecture to hands-on practice.)	
Answer Options	Response Frequency
Strongly Agree	93%
Agree	
Somewhat Agree	
Somewhat Disagree	6%
Disagree	
Strongly Disagree	

Utilizing knowledgeable content designers as instructors was recognized by participants agreeing (97%) with the following question.

The instructor(s) were experienced and knowledgeable about online teaching for IDEAL-NM.	
Answer Options	Response Frequency
Strongly Agree	97%
Agree	
Somewhat Agree	
Somewhat Disagree	3%
Disagree	
Strongly Disagree	

Matching training assignments with actual course design was a positive (83%) attribute as indicated by the question.

This course had authentic assignments for application to my IDEAL-NM eTeaching design responsibilities.	
Answer Options	Response Frequency
Strongly Agree	83%
Agree	
Somewhat Agree	
Somewhat Disagree	17%
Disagree	
Strongly Disagree	

The best indicator of training results is having participants feel confident in their abilities to design or align a course on their own. With 97% (Ready and Somewhat Ready) of participants believing they are ready to design or align a course indicates a successful development course.

My readiness to design an IDEAL-NM online course upon completion of this course.	
Answer Options	Response Frequency
Ready	66%
Somewhat Ready	31%
Somewhat Not Ready	3%
Not Ready	0%
I had not a clue what it would take to design online for IDEAL	0%

Once participants completed the Course Development/Alignment Program they were assigned to design a new course or revise an existing course to align to CCSS standards. This brought about the development of 17 new courses and the redesigning or aligning of 20 courses.

4. Post Course Development/Alignment Survey

Once the course design or alignment process was completed, participants were re-surveyed to give their input on how well they were prepared through the Course Development/Alignment Program. The following information will be used to refine the program to better meet the needs of participants. Complete survey results are found in **Appendix G**.

The first question indicates 91% of the participants were adequately or somewhat prepared for course development or course alignment process.

The developer’s training held in November or January adequately prepared me for the expectations of course development and CCSS alignment.	
Answer Options	Response Frequency
I was adequately prepared	50%
I was somewhat prepared	41%
I was not prepared	9%

The following questions had open-ended responses. Responses were reviewed and those listed were a compilation of the various themes.

The first question indicates most participants understood the IDEAL-NM framework and how it relates to course design and just needed more time to implement.

Did you understand the IDEAL-NM framework of using Universal Design for Learning, Understanding by Design, Quality Matters, CCSS and Depth of Knowledge?
Response Text
Most participants responded yes to understanding the framework. More time to put them into practice during the training.

The next three questions are suggestions for improvement in the training process of the IDEAL-NM framework, course development and CCSS alignment.

What are your suggestions for improving the developer's understanding of the IDEAL-NM framework and its use as the basis of the course development process?
Response Text
Within the training have a breakdown of the alignment process. The forms and expectations by IDEAL. Provide a checklist of everything you want in course design. I would have liked for the process to have been laid out more clearly with specific resources given and activities that directly related to building a course. Having all the requirements finalized before development begins with no changes during the process.

What are your suggestions for improvement for Developer's training?
Response Text
A good sample lesson showing all of the minimal requirements so everyone will know what to do and what to expect. More time on basic components of course development instead of IDEAL-NM framework. Seemed there was lots of confusion. Need to have very clear guidelines, processes, and expectations.

What are your suggestions for improvement for CCSS revision process?

Response Text

Within the training have a breakdown of the alignment process. The forms and expectations by IDEAL.
 The scope of work and information for requirement on the Wiki were different so it was difficult to know what was expected and when.
 Need to have clear guidelines and examples given at the beginning of the process.

From the comments, participants would like to have guidelines, examples and expectations clearly identified at the beginning of the process. Considering this was the first time the program was offered and personnel changed mid-way through the process some disorganization was expected. In my discussion with the staff, all the inconsistencies will be worked out for next year.

Positive feedback was indicated by the following question with regards to the mentors. In addition, having a chance to really look at a course in-depth, and working with other course developers was valuable.

What was the greatest strength of the course development/CCSS alignment process provided by IDEAL-NM?

Response Text

Greatest strength was having Sandy Johnson and Vanessa Barela to work with. The program gave developers a chance to really look at a course in depth and gain a better understanding of what the students were learning and what they needed and then create appropriate assignments.
 Receiving prompt responses to questions and help with issues.
 Being able to talk with other course developers in order to get new ideas.

A comment worth mentioning indicates that many felt the two processes should be separated – one for designing a new course and one just for the alignment process including the reviewing process.

As IDEAL-NM staff are organizing the program for the next offering, the feedback/comments give them the opportunity to refined and enhance the course.

F. eTeacher Preparation Program

1. Snapshot of eTeacher Preparation Program

	Academic Year 2014-2015
Number of teachers accepted	24
Number of teachers completed	21

2. eTeacher Preparation Program Overview

The eTeacher Preparation Program prepares highly qualified teachers to deliver standards-based, interactive, and high quality online courses to meet the diverse educational opportunities offered through IDEAL-NM. The model incorporates a rigorous program to ensure eTeachers are competent in using 21st Century learning tools to prepare students for today's globally competitive world.

Teachers from districts from across New Mexico were accepted into the two day face-to-face orientation and four week online training course. Having a broad geographical distribution brings multiple and different perspectives to online teaching. Those perspectives of small/large district, rural/urban, and cultural differences are equalized through online teaching methods.

The eTeacher Preparation Program was offered twice during the evaluation period.

- Fall 2014 program was facilitated by Josh Silver, Cherilyn Ziemer and Vanessa Barela.
- Spring 2015 program was facilitated by Amy Jaramillo and Vanessa Barela.

The eTeacher Preparation Program is a dynamic course which undergoes continuous enhancements to better meet the ever-changing technical and pedagogical aspects of online teaching and learning. This year, the course was aligned to the newest version of the iNacol Standards for Online Teaching. The train-the-trainer model utilizes master IDEAL-NM eTeachers to conduct the training for new eTeachers. Having experienced IDEAL-NM eTeachers training new eTeachers ensures the specific teaching needs of IDEAL-NM were met.

The eTeacher training program requirements for acceptance into the program ensure teachers are licensed in NM, have 3 years of experience in their content field, and have experience as an online learner.

The two day face-to-face orientation and four week online preparation course focuses on topics relevant to teaching an IDEAL-NM course. Emphasis during the training included in-depth grade book practice and “hands on” experience from the perspective of being a “student” in addition to be a “teacher.”

The course is constantly updated due to new developments in online learning pedagogy along with quality online course design research. New teaching and assessment tools are frequently being updated and included in the course. The eTeacher Training Shell mimics a “real” course and allows the eTeacher to create teacher profiles, set up welcome announcements, allows observer and guest access, and allows practice with the grade center. The eTeacher training course focuses on using the actual skills they will be using in the courses they will be teaching.

The course is intense and demands a commitment from the participants to learn and practice the required strategies of online teaching. A rubric was implemented to indicate a rating of each eTeacher based on the following items:

- Responsiveness
- Flexibility
- Organization and Planning
- Judgment
- Technology Skills
- Teaching Ability
- Collaboration

A final recommendation rating of High, Medium (needs continued support and professional development), and Low (teacher needs more training) is given to each eTeacher completing the program.

Low	Medium	Medium-High	High	Total
1	0	2	18	21

3. eTeacher Preparation Program Satisfaction Survey

Participants of the eTeacher Preparation Program completed two satisfaction surveys; one detailing their experiences during the two-day F2F training and then an end of program survey to provide feedback to allow IDEAL-NM to improve the program and continue to develop high quality online teachers.

Two different F2F surveys were administered; same questions were grouped together to tabulate results. All face-to-face survey responses are found in **Appendix H**.

The following three questions all received 100% satisfaction results by prospective eTeachers concerning the face-to-face orientation.

The structure and schedule of the F2F orientation was designed effectively (length of training, break times, mix of lecture to hands-on practice.)	
The presentation was well-tailored to the audience.	
Answer Options	Response Frequency
Strongly Agree	100%
Agree	
Somewhat Agree	
Somewhat Disagree	0.0%
Disagree	
Strongly Disagree	

The training kept me interested and engaged as a learner.	
The presenter held the attention of the audience.	
Answer Options	Response Frequency
Strongly Agree	100%
Agree	
Somewhat Agree	
Somewhat Disagree	0.0%
Disagree	
Strongly Disagree	

The content was presented in an organized fashion.	
The presenter was organized.	
Answer Options	Response Frequency
Strongly Agree	100%
Agree	
Somewhat Agree	
Somewhat Disagree	0.0%
Disagree	
Strongly Disagree	

Positive attributes of the program as indicated from the participant survey include:

- The retreat was designed effectively
- The training kept me interested and engaged as a learner
- The content was presented in an organized fashion

4. eTeacher Preparation Program End-of-Course Satisfaction Survey

The Fall 2014/Spring 2015 End-of-Course Survey was tabulated and the results of specific questions are listed below. The complete survey is found in **Appendix I**.

The Instructor(s) were experienced and knowledgeable about online teaching for IDEAL-NM	
Answer Options	Response Frequency
Strongly Agree	100%
Agree	
Somewhat Agree	
Somewhat Disagree	0%
Disagree	
Strongly Disagree	

The activities in this course helped me learn both theory and applicable skills.	
Answer Options	Response Frequency
Strongly Agree	95%
Agree	
Somewhat Agree	
Somewhat Disagree	5%
Disagree	
Strongly Disagree	

This course had authentic assignments for application to my IDEAL-NM eTeaching design responsibilities.	
Answer Options	Response Frequency
Strongly Agree	95%
Agree	
Somewhat Agree	
Somewhat Disagree	5%
Disagree	
Strongly Disagree	

My readiness to teach an IDEAL-NM online course upon completion of this course.	
Answer Options	Response Frequency
Ready	90.0%
Somewhat Ready	10.0%
Somewhat Not Ready	0.0%
Not Ready	0.0%
I had not a clue what it takes to teach online for IDEAL	0.0%

- 100% of participants agree, “The instructor(s) were experienced and knowledgeable about online teaching for IDEAL-NM.”
- 95% of the participants agree, “The activities in this course helped me learn both theory and applicable skills.”
- 95% of the participants agree, “The course had authentic assignments for application in line with IDEAL-NM eTeaching responsibilities.”
- 100% of eTeachers are ready or somewhat ready to teach an IDEAL-NM online course.

Suggested improvements, as indicated by the participants, include:

- Timing of the retreat/online course the last weeks of school was difficult for working teachers.
- Seemed to be some inconsistencies in instructions matching assignments.

According to the Academic Services Director, the eTeacher Preparation Program utilizes the feedback from the participants to make course improvements. The spring offering included more hands-on activities based on participant feedback from the fall course. Continuously enhancing the course to reflect new resources and strategies ensures the eTeacher Preparation course continues to meet the needs of IDEAL-NM.

G. eTeacher Satisfaction

“People I meet recognize the name IDEAL-NM and are fascinated by what we do and how we do it. I have always been proud of being an educator, and I continue to be proud of my students who persevere and catch on to the online concept.”

IDEAL-NM eTeacher

New Mexico eTeachers are recognized as the backbone of IDEAL-NM and its work to serve New Mexico students. IDEAL-NM eTeachers are dedicated professionals and are committed to the philosophy of online education and virtual learning. They realize it is impacting education reform and they want to be part of this exciting modality. It is evident - IDEAL-NM eTeachers are enthusiastic about online learning.

They recognize the impact IDEAL-NM’s online learning program is having on their students. They believe they are reaching many students across New Mexico to enable them to meet their educational goals. Many indicated how they are preparing students for college and the workforce and preparing their students for “lifelong” learning.

At the same time eTeachers realize the great personal gratification they are getting by participating in IDEAL-NM. Many eTeachers commented on how teaching online has allowed them to expand their teaching abilities, teach different subjects and for some administrators to “get back in the classroom.” They admitted they are constantly in “learning mode” and are proud to be part of a network of eTeachers which are quick to assist each other.

eTeachers are dedicated professionals and are actively involved in facilitating engaging online learning experiences with their students and work tirelessly to make it happen. eTeachers are passionate about the successes they are experiencing and committed to IDEAL-NM’s eLearning program.

H. eTeacher Effectiveness through Observations

In order to support quality online teaching and learning, IDEAL-NM instituted an online teacher observation protocol in order to be consistent with PED’s NMTEACH - the system of teacher effectiveness used by New Mexico’s face-to-face teachers. This was the first year the online teacher observation rubric was used by three licensed administrators (Sandy Johnson, Joe Sievert, and Amy Jaramillo) to observe and evaluate eTeachers for IDEAL-NM.

Prior to the observations, a meeting was held with eTeachers to discuss the Domains and indicators on the rubric and how best to collect ideas on how to best represent quality online teaching in IDEALs asynchronous, rolling enrollment environment. After this meeting, a set of “look fors” was generated and a Blackboard shell was created to host documents to support teachers and give them an area to upload artifacts to support administrators in their observations. Domains 1 and 4 were observed in February while Domains 2 and 3 were observed in April. Pre and post conferences were held with teachers to inform them of their scores. 84% of eTeachers were ranked Highly Effective or Effective.

The following chart shows the results for the 38 teachers involved.

Ranking	Number of Teachers	Percentage
Highly Effective	1	3%
Effective	31	81%
Minimally Effective	5	13%
Ineffective	1	3%

Plans are underway to include IDEAL-NM online teachers in NMPED’s educator effectiveness system for next year to include not only the observation protocol but student achievement and other measures.

I. Professional Development

IDEAL-NM continued to focus on professional development for the 2014-2015 school year. Professional development activities tied directly to NMPED initiatives along with course development needs of IDEAL-NM. In addition, portal administration training was implemented along with EoC trainings.

This year, eTeacher professional development goals focused on teacher effectiveness. IDEAL-NM implemented an online teacher observation protocol and online course walkthroughs for Domains 1 through 4 with great success. These activities strengthened IDEAL-NM courses and online teaching.

Monthly professional development webinars supported the online observation and walkthroughs by offering tools and methods for eTeachers to expand their online teaching methods, personalize their courses, and increase their collaboration through reflection journals. eTeachers were required to attend monthly webinars, complete 20 hours of professional development through numerous activities, and interacted with each other through the Professional Development Resource Center.

The regularly scheduled webinars included the topics listed below:

- Enriching learning
- Engaging students
- Formative instructional practice
- CCSS alignment activities
- Teacher centered vs student-centered activities
- Quality feedback strategies
- Web. 2.0 tools
- SoftChalk
- IXL
- iNACOL
- Genius
- Blackboard
- Social Learning Theory and tools
- EdReady

In addition, IDEAL-NM's Professional Development Resource Center, listed the following webinars or presentations.

- iNACOL Webinars
- NMSTE Presentation
- IXL Webinars
- SoftChalk Webinars

A positive outcome of professional development is the ongoing collaboration and dialogue between eTeachers, staff and school representatives to provide quality online learning experiences.

Supporting the professional exchange of ideas concerning virtual schools, IDEAL-NM is well represented on the Virtual School Leadership Alliance (VSLA). Amy Jaramillo contributes her expertise as an Executive Director and Vanessa Barela participated with other Curriculum Directors. Amy Jaramillo also attended the national iNACOL Conference and the New Mexico Assessment Conference.

Through professional development opportunities, eight IDEAL-NM staff and eTeachers hold Quality Matters certifications.

When the Professional Development and Training Coordinator position is filled, the potential to further develop and offer professional development will be greatly enhanced.

J. Advance Placement Professional Development

An added professional development opportunity this past year was Advanced Placement Course Training. The training was provided by New Mexico Advanced Placement Institute and 13 IDEAL-NM AP eTeachers attended. The training is endorsed by the College Board and provided participants with information on teaching the curricula with an emphasis on strategies necessary for successfully teaching an AP course.

The following teachers and course assignments are listed below.

Teacher	AP Course Training
Launey , Anthony	AP Statistics
Saxe, Janice	Micro/Macro
Strascina, Kathryn	AP Calculus
Evans, Vicki	AP Studio Art
Rogers, Jennifer	AP Biology
St. John, Michael	AP Enviro
Sievert, Joe	AP US History
Piburn, Tamara	AP US History
Emmert, Dale	AP Spanish
Sieler, Angela	AP English Lit
Silver, Josh	AP English Lang
Pareo, Jesse	AP English Lang
Roger, Douni	AP Physics

K. Site Coordinator Review

The IDEAL-NM model is for schools to register students and give them computer access at a scheduled time during the regular school day to complete their coursework. Schools designate a staff member to act as a site coordinator for IDEAL-NM courses. The site coordinator is critical to the successful enrollment and completion of the course by the student. This past year saw 92 site coordinators helping students. In addition, many districts have provided learning coaches, 26, to interface with and provide content assistance to students.

The School/District Handbook, the Site Coordinator Handbook, and the Mentor Handbook are excellent resources available through the IDEAL-NM website. Some site coordinators have praised the Mentor Handbook, stating that it made their work easier. In addition, the Site Coordinator Resource Center through Blackboard is a hub for information providing:

- “Get Started” information,
- Genius tutorials for enrolling/dropping a student
- Contact Forms
- Course catalog, AP courses
- Enrollment fees
- Technical Information including solving browser issues, changing passwords, Blackboard tutorials, and submitting a Mantis Ticket.

Positive comments regarding site coordinators included:

“Site coordinators went the extra mile by staying in school to help accommodate students who did not have access to the internet at home.”

“Weekly tips and reminders about failing students helped to encourage coordinators to stay active and involved in the students learning.”

“Most site coordinators did their job diligently and responded positively to IDEAL-NM requests.”

Challenges experience by some site coordinators stem from the fact many of them are overwhelmed by their school duties and did not have time to follow up and assist students with the course material. They mostly performed the role of enrolling students and letting them work on their own.

According to the Student Services Coordinator, Nicholas Njua, 90% of the site coordinators embraced the virtual school and worked relentlessly to help their students succeed.

In support of student success, IDEAL-NM started to gather information from all schools concerning AP courses, support personnel, support

structures for students, and positives and challenges schools experience with offering AP courses. As more schools participate by returning the survey, this information will help guide IDEAL-NM in offering support structures for students taking AP courses.

L. Web Portals

1. Web Portal Snapshot

Through IDEAL-NM, 120+ entities are utilizing a web portal to provide access for approximately 129,243 users and 222 portal administrators. The breakdown of those utilizing portal services includes:

Portal Type	Number	Users	Administrators
School Districts	77	82,397	133
Charter Schools	23	5,002	31
State Schools	1	7,666	0
Private Schools	2	634	4
BIE Schools/Tribal	3	1,045	9
Community / Non Profit	3	668	5
State Agencies	11	31,831	40
Total	120	129,243	222

This past year saw IDEAL-NM initiate a clean up on the number of portals that had been created in past years. Entities that had never used their portals or hadn't used them within the past two years had their portals dismantled or archived. Users who had never log in over a two year period or who are not enrolled in a class were deleted.

2. Portal Use

Schools and state agencies are using their portals to offer their own online learning programs, build collaboration through communities and organizations and share content and resources including the virtual collaboration tools - all in a secure environment. P-12 schools also have full access to IDEAL-NM's catalog of rigorous standards-based online courses – at no charge. In addition, access to online repositories of quality content is available to use in a fully online or blended learning environment.

3. Portal Administrator Training

New to this year was the creation and development of Portal Administrator Training, by Laurie Wilder – eLearning Technology Support Specialist, for both schools and State Agencies. Five separate training sessions were held during the spring 2015 semester with more than 100 administrators attending. A well-designed and cohesive Portal Administrator Handbook was created by Ms. Wilder and provided to all trainees.

The 1-day training plan introduces participants to the GUI-based administrative features of the Course Delivery, Community Engagement and Content Management technology of Blackboard Learn. The training covers the essential tools and functions accessible through the Administrative Panel, describes the delegated administration features of the application, and reviews procedures for managing system extensions, and how to manage users with the interface.

Schools that develop portals receive continued technical assistance as well as ongoing help-desk support to manage their online learning portals--all at no cost.

4. Portal Administrator Training Satisfaction Survey

Surveys were completed by 49 participants of the Portal Administrator Training with more than 100 participants attending. **Appendix I** contains the complete survey results.

The first question indicates 100% of participants felt the training topics were important, interesting and kept them engaged in the training.

The training topics kept me interested and engaged as a learner.	
Answer Options	Response Frequency
Strongly Agree	100%
Agree	
Somewhat Agree	
Somewhat Disagree	0%
Disagree	
Strongly Disagree	

A well-thought out agenda was created for the training listing times for each of the topics including activities and exercises. The following survey question indicates 100% of participants responded positively to the training agenda.

Adequate time during the training session was provided to cover the material and complete the activities and exercises.	
Answer Options	Response Frequency
Strongly Agree	100%
Agree	
Somewhat Agree	
Somewhat Disagree	0%
Disagree	
Strongly Disagree	

The agenda for the training session was organized so a participant could develop an overview of portal administration, Blackboard Learn and then onto specific topics of user management, course management, importing/copying content, and enrolling users manually and through batch files. The next survey question shows 96% of the attendees agreed the content was presented in an organized fashion.

The content was presented in an organized fashion during the training session.	
Answer Options	Response Frequency
Strongly Agree	96%
Agree	
Somewhat Agree	
Somewhat Disagree	4%
Disagree	
Strongly Disagree	

The next two survey questions show the level of progress participants felt they made during the training; 0% of attendees felt they were at the Advanced level prior to the training session while after the session the number moved to 51%. Only 16% of participants were Proficient before the training while the number increased to 33% after the training.

My understanding of portal administration prior to taking this course.	
Answer Options	Response Frequency
Advanced	0%
Proficient	16%
Intermediate	35%
Novice	49%

My understanding of portal administration after taking this course.	
Answer Options	Response Frequency
Advanced	51%
Proficient	33%
Intermediate	16%
Novice	0%

The survey provided for open-end questions concerning what participants would like to see more of, less of and specific recommendations for improving the training.

In aggregating the results from the questions, a few points are listed below.

- Portal Administration is a complex topic and most attendees who understood that beforehand were satisfied with the training session topics and the instructor.
- If participants did not review the training overview and the topics prior to attending they felt overwhelmed or felt the training didn't meet their needs. Some participants came to Portal Administration training thinking it would be specific to EoCs. According to Ms. Wilder, every attempt to contact participants to ensure they knew the parameters of the training was employed.
- Some participants requested a separate training for only EoCs. The Assessment and Evaluation Bureau provided training sessions specific to EoCs. Some districts who were not involved in the delivery of content through the portal were not aware of the Portal Administrator responsibilities in setting up EoCs online.
- Develop a final checklist or step-by-step guide to help with what tasks have to be done in what order.
- Some participants requested an advance training session for Portal Administrators.

5. State Agency Portals

IDEAL-NM provides portal access for state agencies to develop and administer their own online training programs. State agencies are making employee trainings accessible online through their own customized web portals, delivering online courses to over 18,000 employees statewide.

Portal Administrators are the principal liaison between IDEAL-NM eLearning Technology Support Specialist, the eTeachers/Agency Professional Development Trainers, the

students/users and the school, district and agency administration. The importance of the role of the Portal Administrator is tremendous and cannot be understated. They support all users and activity within the portal and enhance student success.

The availability of a statewide eLearning platform gives all schools, community agencies, and state agencies in New Mexico the opportunity to develop and implement eLearning programs at the local level—a unique aspect of IDEAL-NM.

N. End-of-Course Exams

IDEAL-NM, in partnership with the Assessment and Evaluation Bureau, was tasked this year to support online End-of-Course Exams. EoCs are intended to be final exams for specific courses. They measure student proficiency of a subset of the Common Core State Standards for language arts and mathematics, and the New Mexico State Standards for other courses. They are summative assessments that cover a wide range of content, skills and applications.

In preparation for implementing EoCs, a user manual was created to provide guidance to Blackboard Portal Administrators and Test Coordinators. The manual was created with input by IDEAL-NM staff members and explains how to set up and enroll all users including students, test administrators and graders. It also details how to prepare secure test sessions and assign users to each test administration.

IDEAL-NM provided technical training for eleven NMPED staff on uploading tests to Blackboard. In addition, they provided training necessary to extract the EoC test results to the Student Teacher Accountability Reporting System (STARS) for five NMPED staff.

Portal Administrator Training also included technical information for delivering EoCs.

IDEAL-NM staff created 3,000 separate Blackboard test shells in support of the EoCs. The number of EoCs taken this past year was 158,837 by 47 school districts and 13 charter schools.

In reviewing the EoC process with IDEAL-NM staff they indicated the amount of time they devoted to the creation of test shells, training, and testing the delivery system was tremendous. Through the Mantis Support Ticket system alone, 46% of the requests for assistance were related to EoCs.

Feedback from the Assessment and Evaluation Bureau concerning the participation by IDEAL-NM was extremely favorable. Further support came from schools that participated in the process indicated they felt the online delivery of EoCs was much better than using the paper delivery system.

CONCLUSION

Distance learning continues to be an integral learning option critical to New Mexico educational system. Through IDEAL-NM, the statewide Virtual School provided online courses and access through the LMS for school districts, charter schools and non-public schools to expand their educational opportunities through online and blended learning. The statewide infrastructure also supports portal access to community and state agencies for professional development and contributed positively to the distribution of the end-of-course examinations required for all school districts.

IDEAL-NM has worked diligently to meet its vision of robust educational options for students in New Mexico that ensure all students have access to the full continuum of student-centric online and blended learning opportunities. IDEAL-NM has provided the collaborative framework to support the needs of students, eTeachers and site coordinators.

Student achievement numbers of 83% for academic year 2014-2015 is a clear indication of the success of the Virtual School in meeting student needs. Monitoring student progress through Academic Watch/Observer Access contributed to successful student completion rates. The data once again shows successful completers are students, who are placed correctly for the academic rigor of the course, are motivated to complete the online coursework, communicate with their online teacher, and have school support through an effective site coordinator or learning coach.

Professional development opportunities were expanded to meet the needs of the Virtual School in the following ways.

- Rigorous training for the preparation of eTeachers was successfully implemented.
- An in-depth online course development/alignment program was created to ensure all courses are designed and aligned to state and national standards.
- Ongoing training of currently teaching eTeachers, to provide the latest tools and techniques of online teaching and learning.
- Implementing a successful online teacher observation protocol for Domains 1 through 4 in line with PED's NMTEACH.
- Advanced Placement training for AP online eTeachers.

In addition, professional development opportunities expanded to CIOs through portal administrator technical trainings. Also, successful trainings occurred for those who were responsible for the uploading, distribution of, and downloading results of EoC exams.

Amy Jaramillo, Executive Director, continues to demonstrate her effective leadership skills during this past year. Ms. Jaramillo's extensive knowledge of P-12 online procedures and practices contributes to her success at the helm of IDEAL-NM.

IDEAL-NM staff has undergone some changes this past year which has resulted in two staff positions vacant for half the year. The staff pitched in and has devoted countless hours providing support services contributing to the success of IDEAL-NM. The hardworking staff includes; Chris Santistevan – Administrative Coordinator, Laurie Wilder - eLearning Technology Support Specialist, Vanessa Barela – Academic Services Director handling both Director and Coordinator duties for 6 months; Nicholas Njua -Student Services Coordinator position, and the Professional Development and Training Coordinator has been vacant for the past 6 months.

IDEAL-NM, through its technical infrastructure, supportive processes, professional development and dynamic staff are committed to ensuring New Mexico students, eTeachers, and administrators have access to the next generation of learning.

IDEAL-NM continues to provide successful statewide eLearning opportunities to New Mexico.

Appendix A Completions by District

38 districts; 21 charter schools; 2 non-public schools; 1 State school and 1 BIE school

School District	Number of Completions
Alamogordo Public Schools	75
Albuquerque Public Schools	18
Animas Public Schools	16
Artesia Public Schools	29
Aztec Municipal Schools	3
BIE-Shiprock Associated Schools Inc.	105
C-Albuquerque School of Excellence	27
C-Albuquerque Talent Development Academy School	36
C-Aldo Leopold Charter	38
C-Alma d'Arte Charter	63
C-Anthony Charter School	22
Carrizozo Municipal Schools	3
C-CienAgaus International	10
C-Corrales International	57
C-Cottonwood Classical Preparatory	117
C-Deming Cesar Chavez Charter	116
C-Estancia Valley Classical School	13
Chama Valley Independent Schools	140
Cimarron Municipal Schools	31
Cloudcroft Municipal Schools	6
C-J Paul Taylor Academy	6
C-Jefferson Montessori Academy	12
C-McCurdy Charter School	4
C-Monte del Sol Charter	1
C-New Mexico School For The Arts	36
Corona Public Schools	21
C-Public Academy for Performing Arts	15
C-Taos Academy Charter	10
C-The ASK Academy	4
C-The Master's Program	59
C-Tierra Encantada Charter	38
C-Walatowa Charter	14
Deming Public Schools	2
Dulce Independent Schools	15
Des Moines Public Schools	4
Estancia Municipal Schools	3

Eunice Public Schools	1
Farmington Municipal Schools	267
Gadsden Independent School District	1
Hatch Valley Public Schools	4
Hobbs Municipal Schools	39
Hondo Valley Public Schools	4
Ideal NM	42
Jemez Valley Public Schools	18
Las Cruces Public Schools	203
Las Vegas City Schools	12
Los Alamos Public Schools	93
Loving Municipal Schools	20
Maxwell Municipal Schools	23
Mesa Vista Consolidated Schools	2
Mora Independent Schools	15
Mountainair Public Schools	67
NP-Las Cruces Catholic	5
NP-Mesilla Valley Christian	11
Pojoaque Valley Public Schools	9
Questa Independent Schools	31
Raton Public Schools	29
Reserve Independent Schools	42
Roswell Independent School District	4
Roy Municipal Schools	2
Socorro Consolidated Schools	10
Springer Municipal Schools	25
Zuni Public Schools	35
Total	2183

Appendix B Completions by Course

Course	Completions
6th Grade Earth Science Semester 1	4
6th Grade Earth Science Semester 2	3
6th Grade Language Arts Semester 1	5
6th Grade Language Arts Semester 2	3
6th Grade Math Semester 1	5
6th Grade Math Semester 2	4
6th Grade Social Studies Semester 1	4
6th Grade Social Studies Semester 2	3
7th Grade Language Arts Semester 1	3
7th Grade Language Arts Semester 2	7
7th Grade Life Science Semester 1	2
7th Grade Life Science Semester 2	1
7th Grade Math Semester 1	2
7th Grade Math Semester 2	1
7th Grade Social Studies Semester 1	2
7th Grade Social Studies Semester 2	3
8th Grade Language Arts Semester 1	2
8th Grade Language Arts Semester 2	4
8th Grade Math Semester 1	3
8th Grade Math Semester 2	3
8th Grade Science Semester 1	3
8th Grade Science Semester 2	2
8th Grade Social Studies Semester 1	4
8th Grade Social Studies Semester 2	2
ACT/SAT Language Prep.	18
Algebra 1 Semester 1	46
Algebra 1 Semester 2	49
Algebra 2 Semester 1	31
Algebra 2 Semester 2	22
AP Biology Semester 1	4
AP Biology Semester 2	2
AP Calculus A/B Semester 1	3
AP Calculus A/B Semester 2	1
AP English Language and Composition Semester 1	16
AP English Language and Composition Semester 2	11
AP English Literature and Composition Semester 1	10
AP English Literature and Composition Semester 2	6
AP Environmental Science Semester 1	5

AP Environmental Science Semester 2	3
Macroeconomics	3
AP Psychology Semester 1	19
AP Psychology Semester 2	12
AP Spanish Language Semester 1	1
AP Spanish Language Semester 2	1
AP US Government	13
AP World History Semester 1	7
AP World History Semester 2	2
Art Appreciation Semester 1	28
Art Appreciation Semester 2	12
Astronomy Semester 1	13
Astronomy Semester 2	3
Biology Semester 1	19
Biology Semester 2	17
Career Exploration	52
Chemistry Semester 1	9
Chemistry Semester 2	5
Comparative Religion Semester 1	6
Computer Fundamentals Semester 1	23
Computer Fundamentals Semester 2	7
Consumer/Business Math Semester 1	2
Creative Art Semester 1	12
Creative Art Semester 2	3
Creative Writing	15
Digital Photography Semester 1	28
Digital Photography Semester 2	2
Drivers Education	257
Economics	91
English 1 Semester 1	16
English 1 Semester 2	30
English 2 Semester 1	19
English 2 Semester 2	22
English 3 Semester 1	22
English 3 Semester 2	15
English 4 Semester 1	43
English 4 Semester 2	23
Entrepreneurship	7
Environmental Science Semester 1	8
Environmental Science Semester 2	3
Financial Literacy	17
Financial Literacy Math Semester 1	72

Financial Literacy Math Semester 2	42
French 1 Semester 1	7
French 1 Semester 2	1
French 2 Semester 1	3
French 2 Semester 2	4
General Business	5
Geology Semester 1	4
Geology Semester 2	1
Geometry Semester 1	38
Geometry Semester 2	45
Grammar and Composition	3
Health Education	119
Honors English 2 Semester 1	1
Honors English 2 Semester 2	4
Honors Geometry Semester 1	6
Honors Geometry Semester 2	5
Introduction to Cell Biology Semester 1	3
Introduction to Cell Biology Semester 2	2
Media Literacy	8
Nanoscience	1
New Mexico History	109
Physical Education Semester 1	57
Physical Education Semester 2	50
Physical Science Semester 1	10
Physical Science Semester 2	5
Physics Semester 1	10
Physics Semester 2	1
Pre Algebra Grade 9 Semester 1	4
Pre Algebra Grade 9 Semester 2	4
Probability and Statistics Semester 1	17
Probability and Statistics Semester 2	6
Psychology Semester 1	9
Psychology Semester 2	2
Spanish 1 Semester 1	73
Spanish 1 Semester 2	66
Spanish 2 Semester 1	18
Spanish 2 Semester 2	22
Spanish 3 Semester 1	5
Spanish 3 Semester 2	2
Trigonometry	12
US Government	40
US History & Geography Semester 1	22

US History & Geography Semester 2	21
World History & Geography Semester 1	32
World History & Geography Semester 2	23
Grand Total	2183

Appendix C

Pass Rates by District

District	Enrollment	Pass	Fail	Pass Rate %
Alamogordo Public Schools	75	70	5	93.33%
Albuquerque Public Schools	18	17	1	94.44%
Animas Public Schools	16	16	0	100%
Artesia Public Schools	29	26	3	89.66%
Aztec Municipal Schools	3	3	0	100%
BIE-Shiprock Associated Schools Inc.	105	101	4	96.19%
C-Albuquerque School of Excellence	27	18	9	66.67%
C-Albuquerque Talent Development Academy School	36	31	5	86.11%
C-Aldo Leopold Charter	38	35	3	92.11%
C-Alma d'Arte Charter	63	23	40	36.51%
C-Anthony Charter School	22	15	7	68.18%
Carrizozo Municipal Schools	3	3	0	100%
C-CienAgaus International	10	10	0	100%
C-Corrales International	57	53	4	92.98%
C-Cottonwood Classical Preparatory	117	99	18	84.62%
C-Deming Cesar Chavez Charter	116	49	67	42.24%
C-Estancia Valley Classical School	13	11	2	84.62%
Chama Valley Independent Schools	140	123	17	87.86%
Cimarron Municipal Schools	31	28	3	90.32%
C-J Paul Taylor Academy	6	6	0	100%
C-Jefferson Montessori Academy	12	12	0	100%
Cloudcroft Municipal Schools	6	6	0	100%
C-McCurdy Charter School	4	3	1	75.00%
C-Monte del Sol Charter	1	1	0	100%
C-New Mexico School For The Arts	36	33	3	91.67%
Corona Public Schools	21	21	0	100%
C-Public Academy for Performing Arts	15	13	2	86.67%
C-Taos Academy Charter	10	10	0	100%
C-The ASK Academy	4	4	0	100%
C-The Master's Program	59	51	8	86.44%
C-Tierra Encantada Charter	38	25	13	65.79%
C-Walatowa Charter	14	13	1	92.86%
Deming Public Schools	2	0	2	0.00%
De Moines Municipal Schools	4	4	0	100%
Dulce Independent Schools	15	12	3	80.0%
Estancia Municipal Schools	3	3	0	100%
Eunice Public Schools	1	1	0	100%

Farmington Municipal Schools	267	235	32	88.01%
Gadsden Independent School District	1	1	0	100%
Hatch Valley Public Schools	4	0	4	0.00%
Hobbs Municipal Schools	39	8	31	20.56%
Hondo Valley Public Schools	4	4	0	100%
IDEAL NM	42	39	3	92.86%
Jemez Valley Public Schools	18	11	7	61.11%
Las Cruces Public Schools	203	188	15	92.61%
Las Vegas City Schools	12	10	2	83.33%
Los Alamos Public Schools	93	84	9	90.32%
Loving Municipal Schools	20	19	1	95.00%
Maxwell Municipal Schools	23	17	6	73.91%
Mesa Vista Consolidated Schools	2	1	1	50.00%
Mora Independent Schools	15	8	7	53.33%
Mountainair Public Schools	67	61	6	91.04%
NP-Las Cruces Catholic	5	4	1	80.00%
NP-Mesilla Valley Christian	11	10	1	90.91%
Pojoaque Valley Public Schools	9	9	0	100%
Questa Independent Schools	31	29	2	93.55%
Raton Public Schools	29	28	1	96.55%
Reserve Independent Schools	42	35	7	83.33%
Roswell Independent School District	4	4	0	100%
Roy Municipal Schools	2	2	0	100%
Socorro Consolidated Schools	10	9	1	90.00%
Springer Municipal Schools	25	22	3	88.00%
Zuni Public Schools	35	20	15	57.14%
Totals	2183	1807	376	82.78%

Appendix D Student Satisfaction Survey: End-of-Course

1,141 students completed the survey.

Student Evaluation: End-of-Course		
<p>The student success orientation provided the necessary technical information (logging in, navigating the course, downloading content, submitting assignments, communicating in Blackboard, engaging in discussion threads)</p>		
Answer Options	Response Frequency	Response Count
Strongly Agree	36%	407
Agree	50%	570
Somewhat Agree	5%	57
Neither Agree nor Disagree	4%	49
Disagree	3%	32
Strongly Disagree	1%	16
Unanswered	1%	10
<i>answered question</i>		1141

My technological capabilities (logging in Blackboard, navigating the course, submitting assignments) was at a level to complete the course.		
Answer Options	Response Frequency	Response Count
Strongly Agree	44%	497
Agree	44%	503
Somewhat Agree	5%	56
Neither Agree nor Disagree	3%	38
Disagree	3%	29
Strongly Disagree	1%	11
Unanswered	1%	7
<i>answered question</i>		1141

I had the pre-requisite knowledge and skills to be successful in this online course.

Answer Options	Response Frequency	Response Count
Strongly Agree	33%	380
Agree	49%	559
Somewhat Agree	7%	80
Neither Agree nor Disagree	4%	51
Disagree	4%	43
Strongly Disagree	2%	18
Unanswered	1%	10
<i>answered question</i>		1141

The learning activities in this online course stimulated my learning.

Answer Options	Response Frequency	Response Count
Strongly Agree	30%	346
Agree	45%	517
Somewhat Agree	9%	103
Neither Agree nor Disagree	5%	59
Disagree	7%	75
Strongly Disagree	3%	32
Unanswered	1%	9
<i>answered question</i>		1141

This online course was well organized into units and lessons with identifiable and doable tasks and assignments.

Answer Options	Response Frequency	Response Count
Strongly Agree	42%	479
Agree	41%	470
Somewhat Agree	7%	80
Neither Agree nor Disagree	4%	41
Disagree	4%	47
Strongly Disagree	2%	18
Unanswered	1%	6
<i>answered question</i>		1141

While taking the course I had technical problems with the following?		
Answer Options	Response Frequency	Response Count
Broken Links	58%	714
Graphics	2%	18
Audio Music	19%	214
Navigating the Course	3%	42
Opening the Documents	6%	74
Sending in Assignments	4%	55
Video	4%	58
Unanswered	4%	62
<i>answered question</i>		1237

Grading criteria for the course and each assignment were clear to me		
Answer Options	Response Frequency	Response Count
Strongly Agree	31%	383
Agree	45%	515
Somewhat Agree	7%	85
Neither Agree nor Disagree	4%	49
Disagree	7%	78
Strongly Disagree	1%	17
Unanswered	1%	14
<i>answered question</i>		1141

Technical problems were easily solved.		
Answer Options	Response Frequency	Response Count
Strongly Agree	23%	290
Agree	41%	467
Somewhat Agree	12%	134
Neither Agree nor Disagree	9%	101
Disagree	9%	105
Strongly Disagree	3%	32
Unanswered	1%	12
<i>answered question</i>		1141

If I contacted IDEAL-NM staff for support (help with logging in, access to course resources), they were helpful and answered my questions promptly.

Answer Options	Response Frequency	Response Count
Strongly Agree	35%	439
Agree	45%	510
Somewhat Agree	5%	57
Neither Agree nor Disagree	7%	84
Disagree	2%	24
Strongly Disagree	1%	13
Unanswered	1%	14
<i>answered question</i>		1141

My online teacher was available to me (email/phone) when I needed help within 24 hours (Monday – Friday) of requesting assistance.

Answer Options	Response Frequency	Response Count
Strongly Agree	39%	485
Agree	41%	467
Somewhat Agree	6%	71
Neither Agree nor Disagree	4%	45
Disagree	4%	42
Strongly Disagree	2%	21
Unanswered	1%	10
<i>answered question</i>		1141

My online teacher provided help when I needed clarification of course material and or assignments.

Answer Options	Response Frequency	Response Count
Strongly Agree	41%	503
Agree	38%	433
Somewhat Agree	4%	51
Neither Agree nor Disagree	7%	81
Disagree	4%	47
Strongly Disagree	1%	16
Unanswered	1%	10
<i>answered question</i>		1141

Assignments were graded and returned within 48 hours.		
Answer Options	Response Frequency	Response Count
Strongly Agree	35%	436
Agree	41%	465
Somewhat Agree	8%	93
Neither Agree nor Disagree	5%	59
Disagree	5%	62
Strongly Disagree	2%	19
Unanswered	1%	7
<i>answered question</i>		1141

My online teacher provided feedback on assignments to deepen my learning and prepare me for upcoming assignments.		
Answer Options	Response Frequency	Response Count
Strongly Agree	37%	457
Agree	41%	464
Somewhat Agree	7%	82
Neither Agree nor Disagree	4%	51
Disagree	5%	56
Strongly Disagree	2%	24
Unanswered	1%	7
<i>answered question</i>		1141

The site coordinator (learning coach) at my school helped me if and when I needed it.		
Answer Options	Response Frequency	Response Count
Strongly Agree	37%	456
Agree	36%	415
Somewhat Agree	5%	60
Neither Agree nor Disagree	10%	119
Disagree	5%	56
Strongly Disagree	3%	29
Unanswered	1%	6
<i>answered question</i>		1141

The grade I received in this course accurately reflects the amount of work I put into the course.

Answer Options	Response Frequency	Response Count
Strongly Agree	36%	444
Agree	39%	447
Somewhat Agree	7%	83
Neither Agree nor Disagree	8%	87
Disagree	4%	50
Strongly Disagree	2%	19
Unanswered	1%	11
<i>answered question</i>		1141

My time commitment for the online course was at a sufficient level to be successful in the course.

Answer Options	Response Frequency	Response Count
Strongly Agree	37%	456
Agree	38%	435
Somewhat Agree	8%	92
Neither Agree nor Disagree	7%	80
Disagree	5%	59
Strongly Disagree	1%	7
Unanswered	1%	12
<i>answered question</i>		1141

I met my educational goal with this online course.

Answer Options	Response Frequency	Response Count
Strongly Agree	30%	367
Agree	49%	562
Somewhat Agree	8%	91
Neither Agree nor Disagree	2%	23
Disagree	6%	66
Strongly Disagree	2%	20
Unanswered	1%	12
<i>answered question</i>		1141

Overall, taking this online course was a good experience.		
Answer Options	Response Frequency	Response Count
Strongly Agree	30%	373
Agree	42%	474
Somewhat Agree	9%	98
Neither Agree nor Disagree	5%	52
Disagree	7%	77
Strongly Disagree	5%	57
Unanswered	1%	10
<i>answered question</i>		1141

I would recommend taking an online course to another student?		
Answer Options	Response Frequency	Response Count
Strongly Agree	30%	368
Agree	35%	405
Somewhat Agree	10%	113
Neither Agree nor Disagree	5%	60
Disagree	10%	117
Strongly Disagree	6%	71
Unanswered	1%	7
<i>answered question</i>		1141

Appendix F
Course Development/Alignment Program Satisfaction Survey

Course Development/Alignment Satisfaction Survey: End-of-Course Fall 2014/Spring 2015		
The structure and schedule of the face-to-face/Collaborate session was designed effectively (length of training, break times, mix of lecture to hands-on practice.)		
Answer Options	Response Frequency	Response Count
Strongly Agree	21%	6
Agree	48%	14
Somewhat Agree	24%	7
Somewhat Disagree	3%	1
Disagree	3%	1
Strongly Disagree	0%	0
<i>answered question</i>		29

The face-to-face topics kept me interested and engaged as a learner.		
Answer Options	Response Frequency	Response Count
Strongly Agree	38%	11
Agree	24%	7
Somewhat Agree	31%	9
Somewhat Disagree	7%	2
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		29

Adequate time during the face-to-face session was provided to cover the material and complete the activities and exercises.		
Answer Options	Response Frequency	Response Count
Strongly Agree	21%	6
Agree	45%	13
Somewhat Agree	28%	8
Somewhat Disagree	3%	1
Disagree	0%	0
Strongly Disagree	3%	1
<i>answered question</i>		29

Multiple delivery methods were used during the face-to-face session to effectively to present the material.		
Answer Options	Response Frequency	Response Count
Strongly Agree	24%	7
Agree	48%	14
Somewhat Agree	21%	6
Somewhat Disagree	3%	1
Disagree	0%	0
Strongly Disagree	3%	1
<i>answered question</i>		29

The content was presented in an organized fashion during the face-to-face session.		
Answer Options	Response Frequency	Response Count
Strongly Agree	24%	7
Agree	34%	10
Somewhat Agree	24%	7
Somewhat Disagree	7%	2
Disagree	3%	1
Strongly Disagree	7%	2
<i>answered question</i>		29

The instructor(s) encouraged and supported the building of an online learning community during the face-to-face session.		
Answer Options	Response Frequency	Response Count
Strongly Agree	38%	11
Agree	48%	14
Somewhat Agree	10%	3
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	3%	1
<i>answered question</i>		29

The instructor(s) were experienced and knowledgeable about online teaching for IDEAL-NM.		
Answer Options	Response Frequency	Response Count
Strongly Agree	38%	11
Agree	42%	12
Somewhat Agree	17%	5
Somewhat Disagree	3%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		29

I felt the instructor(s) cared about my success.		
Answer Options	Response Frequency	Response Count
Strongly Agree	41%	12
Agree	31%	9
Somewhat Agree	24%	7
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	3%	1
<i>answered question</i>		29

The feedback I received on my work was encouraging and supportive.		
Answer Options	Response Frequency	Response Count
Strongly Agree	45%	13
Agree	34%	10
Somewhat Agree	14%	4
Somewhat Disagree	3%	1
Disagree	0%	0
Strongly Disagree	3%	1
<i>answered question</i>		29

I felt encouraged to express myself in discussions and assignments.		
Answer Options	Response Frequency	Response Count
Strongly Agree	38%	11
Agree	41%	12
Somewhat Agree	17%	5
Somewhat Disagree	3%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		29

I felt the instructor(s) response time to grading was within 48 hours.		
Answer Options	Response Frequency	Response Count
Strongly Agree	52%	15
Agree	41%	12
Somewhat Agree	7%	2
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		29

Instructor(s) communication was within 24 hours.		
Answer Options	Response Frequency	Response Count
Strongly Agree	55%	16
Agree	41%	12
Somewhat Agree	0%	0
Somewhat Disagree	0%	0
Disagree	3%	1
Strongly Disagree	0%	0
<i>answered question</i>		29

Course expectations and grading methods were made clear to me.		
Answer Options	Response Frequency	Response Count
Strongly Agree	28%	8
Agree	35%	11
Somewhat Agree	24%	7
Somewhat Disagree	0%	0
Disagree	7%	2
Strongly Disagree	3%	1
<i>answered question</i>		29

I could find what I was looking for in the course quickly and easily.		
Answer Options	Response Frequency	Response Count
Strongly Agree	28%	8
Agree	38%	11
Somewhat Agree	21%	6
Somewhat Disagree	3%	1
Disagree	7%	2
Strongly Disagree	3%	1
<i>answered question</i>		29

The activities in this course helped me learn both theory and applicable skills.		
Answer Options	Response Frequency	Response Count
Strongly Agree	38%	11
Agree	34%	10
Somewhat Agree	17%	5
Somewhat Disagree	3%	1
Disagree	7%	2
Strongly Disagree	0%	0
<i>answered question</i>		29

The course activities involved me in my learning.		
Answer Options	Response Frequency	Response Count
Strongly Agree	34%	10
Agree	45%	13
Somewhat Agree	10%	3
Somewhat Disagree	7%	2
Disagree	0%	0
Strongly Disagree	3%	1
<i>answered question</i>		29

The amount of time listed in the course syllabus was about right for the activities.		
Answer Options	Response Frequency	Response Count
Strongly Agree	28%	8
Agree	45%	13
Somewhat Agree	17%	5
Somewhat Disagree	7%	2
Disagree	0%	0
Strongly Disagree	3%	1
<i>answered question</i>		29

The amount of time needed to complete course activities successfully was reasonable.		
Answer Options	Response Frequency	Response Count
Strongly Agree	21%	6
Agree	55%	16
Somewhat Agree	14%	4
Somewhat Disagree	7%	2
Disagree	0%	0
Strongly Disagree	3%	1
<i>answered question</i>		29

The course resources adequately covered the course content.		
Answer Options	Response Frequency	Response Count
Strongly Agree	34%	10
Agree	34%	10
Somewhat Agree	21%	6
Somewhat Disagree	0%	0
Disagree	7%	2
Strongly Disagree	3%	1
<i>answered question</i>		29

Overall, the technology in the course worked properly.		
Answer Options	Response Frequency	Response Count
Strongly Agree	52%	15
Agree	31%	9
Somewhat Agree	10%	3
Somewhat Disagree	3%	1
Disagree	0%	0
Strongly Disagree	3%	1
<i>answered question</i>		29

This course had authentic assignments for application to my IDEAL-NM eTeaching design responsibilities.		
Answer Options	Response Frequency	Response Count
Strongly Agree	28%	8
Agree	55%	16
Somewhat Agree	0%	0
Somewhat Disagree	7%	2
Disagree	7%	2
Strongly Disagree	3%	1
<i>answered question</i>		29

The amount of effort I put forth in the course was reasonable for success.		
Answer Options	Response Frequency	Response Count
Strongly Agree	34%	10
Agree	48%	14
Somewhat Agree	10%	3
Somewhat Disagree	0%	0
Disagree	3%	1
Strongly Disagree	3%	1
<i>answered question</i>		29

My readiness to design an IDEAL-NM online course prior to taking this course.		
Answer Options	Response Frequency	Response Count
Ready	45%	13
Somewhat Ready	38%	11
Somewhat Not Ready	10%	3
Not Ready	3%	1
I had not a clue what it would take to design online for IDEAL	3%	1
<i>answered question</i>		29

My readiness to design an IDEAL-NM online course upon completion of this course.		
Answer Options	Response Frequency	Response Count
Ready	66%	19
Somewhat Ready	31%	9
Somewhat Not Ready	3%	1
Not Ready	0%	0
I had not a clue what it would take to design online for IDEAL	0%	0
<i>answered question</i>		29

Course Development/Alignment Survey: End-of-Course
Fall 2014/Spring 2015

What would you like to see less of?

Response Text

Since I am not a master at Blackboard then there is nothing I would like to see less of. I thought that face to face training could have been done in webinars or in less time. It was very hard to attend the two days in a row.

Would like to see a more collaborative PD effort where we have mutual goals. As an experienced developer with knowledge of the theories and their integration, this is a very rushed project and I felt the instructor was not looking out for my success. Examples taken from poorly written courses.

All good.

What would you like to see more of?

Response Text

Student-student interaction via Bb Collaborate chat box (access to all).

Student-teacher inquiry via Bb Collaborate chat box so that all conversations are transparent and provide for more student-student interaction.

Regular attendance by all participants.

All participants in attendance for all sessions.

I just wanted to see more of how to incorporate other media like Softchalk into the course. However it is on the Wiki. I just would like to see it done in a mini video like screen-cast. So it does not have to be in person. Maybe how to incorporate more of a Discovery Videos as well.

Otherwise Sandy does a great job and does not forget important details. She is the BEST!!!

Scaffolding activities, more time, more collaboration and more positivity.

The face to face training.

I wish we could have done soft chalk in the face to face training.

Maybe more examples of courses full of best practices and engaging content.

A model online course to get ideas from.

I would like to see more variety in the courses we had the opportunity to look at. I would love to see actual assessments and lessons within courses that have passed the "Quality Matters" evaluations.

What are your specific recommendations for improving the quality of face-to-face or online course portion of the course developer PD?

Response Text

Another week added in would be beneficial to see more examples the third week when everyone is done. I would have loved that! I loved Jacqui's work! However I thought the teachers that demonstrated their work were great sports and wonderful.

It would be great if we had access to others courses for a couple of weeks or a peek.

We could view those on our own time and make some changes to our own courses. I particularly like the way Sandy talked about the Welcome Announcements and think that everyone at IDEAL-NM should be viewing that second webinar for PD hours. Or Sandy can show some examples in another meeting of those announcements.

Information is provided on UBD, UDL and QM.

I could have used one more day of face to face, but I understand that is difficult for people coming from different regions of the state. Over all the instruction was good.

Nothing.

It is nice to be able to collaborate more with colleagues, which we did but this is such a busy time of the year and it is difficult for me to give classes the full attention they deserve just because I have so many other things on my mind...so perhaps summer face-to-face classes would be more productive.

Week two did require much more time than week one. I would like to have had either more time or less work. I would have loved to spend time on one or two assignments and maybe one assessment which I could have really focused on in order to know I had some really great models.

Appendix G
Post Course Development/Alignment Program Survey

Post Course Development /Alignment Survey		
I attended training in:	November 2014	January 2015
		7
Total surveys completed		12

The developer's training held in November or January adequately prepared me for the expectations of Course development and CCSS alignment.	
Answer Options	
I was Adequately Prepared	6
I was Somewhat Prepared	5
I was Not Prepared	1
Answered questions	
12	

Did you understand the IDEAL-NM framework of using Universal Design for Learning (UDL), Understanding by Design (UBD), Quality Matters (QM), CCSS and Depth of Knowledge? If not, which topics did you need more information?
Response Text
<p>Yes</p> <p>Yes- I understood these topics. In my opinion- we spent way too much time on this at the training. I learned nothing about Blackboard and was not able to ask questions about Blackboard and Blackboard tools.</p> <p>Yes</p> <p>Yes, however I have had previous training.</p> <p>Yes</p> <p>These topics were covered well enough.</p> <p>Yes, all of the guidelines for quality of work were presented in depth.</p> <p>Yes, I felt confident in my understanding of these materials</p> <p>Those pieces were all presented to me and I looked over them before the training. I was already familiar with the Quality Matters Rubric which was nice. For me it would have been nice to learn more about how all those pieces connect together with regards to IDEAL and course design. How does IDEAL specifically use all of those resources when developing courses?</p> <p>Yes, I understand this framework.</p> <p>Yes</p> <p>I understand all of these things but I would have liked more time to put them into practice during the training.</p>

What are your suggestions for improving the developer's understanding of the IDEAL-NM framework and its use as the basis of the course development process?

Response Text

Within the training have a breakdown of the alignment process. The forms and expectations by IDEAL.

Reduce the time spent on backwards design- streamline this a bit more. Reduce the 45 minutes spent on introductions. Provide a checklist of everything you want in course design.

More training with all participants receiving the same information and with all reviewers having a reviewer training so they all have the same expectations when they are reviewing.

I don't have any.

Training needs to be consistent across training sessions.

None

No suggestions for this issue.

Perhaps a few more activities that are more closely aligned with some of the work that course developers do would be helpful.

I would have liked for the course development process to have been laid out more clearly with specific resources given and activities done that directly related to building a course. Often times I was extremely lost as to what was going on and/or how those things tied into IDEAL.

In the training these were taught in isolation. These should be incorporated within the process itself.

Having all the requirements finalized before developed begins with no changes during the process would be nice.

None

What are your suggestions for improvement for developer's training in relation to the process of new course development? (Write N/A if you did not participate in new course development.)

Response Text

A good sample lesson showing all of the minimal requirements so everyone will know what to do and what to expect.

I thought the course training was good but we went in without a concrete plan for a class to revise so some of the time felt wasted. For example, there were 3 of us designing the same course which I didn't teach. I could've had the class I teach in mind and made it more efficient.

Models for section covering minimum configurations of Student Resources, Course Documents, and eTeacher Manual.

The training was focused so much on the IDEAL-NM framework, but it seemed like basic components of course development were not covered well. In the first collaborate session after the training, it seemed like most people didn't really know what was going on and what was expected of them.

The training lacked practical application of technique. We were provided with Appendixes to help us create the courses but there was very little real training on how to utilize those.

N/A

Again, for me, it would be nice to have very clear guidelines, processes, and expectations given during the training. The relevance of activities that are done should be explained during the training.

It was challenging to take the course in November because the expectations often changed. The course was still being developed and things were being added. It would have been easier to understand if everything was upfront and started with the big picture. After the main concepts were taught the rest of the course should be broken down into smaller components.

Going through and touching upon every required folder and document that might be needed during course development.

Those providing the training need to differentiate the instruction for those based on specific needs.

What are your suggestions for improvement for CCSS revision process? (Write N/A if you did not participate in CCSS alignment/development.)

Response Text

Within the training have a breakdown of the alignment process. The forms and expectations by IDEAL.

Provide a checklist. Show us how to add alignment using Blackboard. Show us how to add reflection elements in a course- what should this look like?

Clearer expectations of what is required for CCSS. Some reviewers required different items for a course to be approved as complete. If the CCSS is required to be as time consuming and complete as course development, which some reviewers seemed to require, it should pay more. The scope of work and the information for requirements on the Wiki were different so it was difficult to know what was expected and when.

More input from the teacher whether the class needs alignment or full revision.

If there is a well developed course outline, there is no need for Unit Plans.N/A

See question 5

The administrative contacts were very helpful and accessible. The only improvement might be a more specific timeline of tasks.

I felt very, very confused during the majority of the CCSS revision process. Next time, it would be nice to have clear guidelines and examples given at the beginning of the process. I felt like several times throughout the CCSS alignment and revision process, the expectations were changed and it seemed to me that no one really knew specifically what the end product should be. I felt the process was not clearly thought out ahead of time which made it frustrating for me to do the best job I could.

N/A

N/A

I think that since this was the first time this was done, the next time the practices of what we should be doing will be more clear.

Please rate the following as important, somewhat important, not important, or neutral when thinking about course development for IDEAL-NM.

Answer Options	Important	Somewhat Important	Not Important	Neutral
Course Plan	10	1	1	0
Unit Plan	6	5	1	0
Pre-Developed Getting Started Module	5	7	0	0
Navigation Cues	6	5	1	0
Syllabus Template	10	2	0	0
Developer's PB Wiki	6	6	0	0
Essential Questions	9	2	1	0
Learning Objectives	11	1	0	0
Answered questions				12

What was the greatest strength of the course development/CCSS alignment process provided by IDEALNM?

Response Text

The first training.

I would have to say that the greatest strength of IDEAL CCSS alignment was having Sandy. Sandy was GREAT to work with. Honestly, if it wasn't for her I would have quit the process months ago. She is helpful, inspiring, supportive, and quick to respond. I love working with her!

The course development gave developers a chance to really look at the course in depth and gain a better understanding of what the students were learning and what they needed, and then be able to create appropriate assignments to meet the standards.

Deadlines

Overview to the process.

I received prompt responses to questions or help with issues. The people supervising the process seemed very committed to supporting the course developers and encouraging high quality work.

Our mentors were amazing. Sandy Johnson and Vanessa Barela were particularly helpful when I had questions and concerns. Responses to requests for guidance were always answered promptly.

The administrative support was the greatest strength.

I gained a considerable amount of knowledge in digging through the resources given to me. My knowledge of online course development and Common Core Standards has increased tremendously due to the work I did.

Being able to talk with other course developers in order to get new ideas.

Constant Communication.

I see this course as an introduction to course development.

What was the area that most needed improvement of the course development/CCSS alignment process by IDEAL-NM?

Response Text

Questions and information given back through email.
To begin with, no one knew what they were doing! Maybe prepare a bit in advance?
Once Sandy came on board, I knew exactly where to go and how to get started. Once again, without Sandy, I would have quite since I was so confused. Thank her for me!
Make sure that all developers receive the same training, and make sure that all reviewers have the same expectations.
IDK that it needed much from the alignment side. If I was to grasp at a straw, I wish there was a more concrete time frame for feedback and revisions but really, if just one person is doing this, it was done efficiently and this is just nitpicking.
Clearer information presented on the need for Unit plans and lesson plans.
The process felt disorganized to me. The specific expectations were not as clear as they should have been early on.
For the course it was the practical application aspect.
Perhaps having a "model" for some of the tasks would make the work more efficient.
Communication and expectations are the area I see as needing the most improvement.
As I said above I felt like expectations were unclear and changed throughout the process.
Things need to be explained better.
Quicker feedback once we have informed IDEAL that our course was ready for review.
Eliminate the redundancies.

What was your greatest strength that you personally brought to the course development/CCSS alignment process?

Organization

I personally don't know other than I know my content and loved learning how to implement what I know into online learning.

I have real interest in the courses I was working on and a desire to make them more interesting and more effective for students. I think some of the courses were developed several years ago and the technology as well as the information that needs to be in a course has changed, so it is a good opportunity to update them.

Knowledge of the course and instructional design.

Organizational skills.

N/A

Enthusiasm and flexibility.

My years of expertise in the curriculum field as well as my desire to do the best job possible are strengths of which I am proud.

I think my greatest strength I personally brought to this process was my attention to detail. I spent considerable time looking over my own documents, the course I was developing, and documents put together by my peers to make sure I did the best job I could.

Previous experience.

Prior development, but some things had changed. Also technology activities relevant to course content

My knowledge of content and level of rigor required.

How could IDEAL-NM improve either training or the development process including peer and technical reviews?

Response Text

Having more people in charge of the process. It's a big job for one or two people. Prepare in advance. Provide people access to everything they need before they start (I didn't get access to the wiki till Feb). Provide a better checklist than just my scope of work.

Give everyone the same information. Not all reviewers had the same expectations and it was very difficult to know what wanted what and meet all of their expectations.

I definitely think we need a plan to start a peer review team and review courses using either QM or iNacol internally. I know the training is there but it is a large cost to the contractor right now. I think an internal process would help teachers distinguish themselves as professionals as well as provide valuable data to use for evaluations if we are going to consider merit pay and things that have been mentioned before in meetings with the evaluation system. We have to make the evaluation system realistic to the structure of IDEAL NM and consistent with expectations of an independent contractor if it is going to have some validity.

There needs to be consistency of reviewers' expectations.

It would have been helpful to complete the entire process, including review, for one semester of the course (perhaps with an earlier deadline) before completing a second semester of the course.

A bit more emphasis on how to use the appendixes and which ones specifically to use should be provided during the actual training.

I can't think of anything not already mentioned.

Peer and technical reviews would definitely be beneficial during the training. Creating sample documents and then having them reviewed by peers or even training instructors would have given me a much better handle on what was expected of me before the process actually began.

None

Quicker reviews

Redundancies were developers thin - and having course aligned to one person's idea of "rightness"

Other comments:

I love working with IDEAL- all of you are professional and constantly keep the student in mind. I really love that about this group.

It is probably too time-consuming and not cost effective, but having two reviewers evaluate each course might make suggestions for improvement more clear cut and effective.

Despite lack of practical application during training, I found that this entire process was a wonderful adventure. I am so grateful to have been a part of the curriculum development process and I would LOVE to continue working with IDEAL on future endeavors in this area.

This has been a tremendous learning process and I am thankful for both the opportunity to work for IDEAL as well as learn from the trainings and work I've done. I will admit the process has been a little frustrating, but very beneficial for me as well.

Appendix H
eTeacher Preparation Program: Face-to-Face Sessions
Fall 2014/Spring 2015 Satisfaction Survey

Two different surveys were administered. Similar questions were grouped and tabulated together.

eTeacher Preparation Program: Face-to-Face Sessions Fall 2014/Spring 2015		
The content was presented in an organized fashion during the face-to-face session.		
The presenter was organized.		
Answer Options	Response Frequency	Response Count
Strongly Agree	77%	20
Agree	23%	6
Somewhat Agree	0%	0
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		26

Adequate time during the face-to-face session was provided to cover the material and complete the activities and exercises.		
The presenter began on time and used the time well spent.		
Answer Options	Response Frequency	Response Count
Strongly Agree	58%	15
Agree	38%	10
Somewhat Agree	4%	1
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		26

The content was presented in a clear and concise manner (easy to comprehend and understand).

The presenter was clear.

Answer Options	Response Frequency	Response Count
Strongly Agree	65%	17
Agree	27%	7
Somewhat Agree	8%	2
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		26

The Instructors were knowledgeable about the content and material being presented.

The presenter was well prepared.

Answer Options	Response Frequency	Response Count
Strongly Agree	96%	25
Agree	4%	1
Somewhat Agree	0%	0
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		26

The Instructors were approachable and helpful when I had a question, problem, and/or needed assistance.

The presenter was responsive to questions.

Answer Options	Response Frequency	Response Count
Strongly Agree	92%	24
Agree	8%	2
Somewhat Agree	0%	0
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		26

The face-to-face topics kept me interested and engaged as a learner.

The presenter held the attention of the audience.

Answer Options	Response Frequency	Response Count
Strongly Agree	69%	18
Agree	23%	6
Somewhat Agree	8%	2
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		26

Multiple methods were used effectively to present the material.

The presenter used audio-visual materials that were easy to see and hear.

Answer Options	Response Frequency	Response Count
Strongly Agree	69%	18
Agree	27%	7
Somewhat Agree	0%	0
Somewhat Disagree	4%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		26

The structure and schedule of the face-to-face session was designed effectively (length of training, break times, mix of lecture to hands-on practice.)

The presentation was well-tailored the audience.

Answer Options	Response Frequency	Response Count
Strongly Agree	81%	21
Agree	19%	5
Somewhat Agree	0%	0
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		26

The training met the expectations and objectives communicated to me by the Instructor.

The goals of the face-to-face training were met.

Answer Options	Response Frequency	Response Count
Strongly Agree	85%	22
Agree	14%	4
Somewhat Agree	0%	0
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		26

eTeacher Preparation Program: Face-to-Face Sessions

What would you like to see less of?

Response Text

Nothing.
 I thought everything was appropriate.
 Nothing.
 Nothing really.
 Remedial time for people who are not adept with computers.
 I cannot think of anything else to see less of-I believe everything that I saw and experienced was very helpful.
 Less time on ice breakers.
 I cannot think of anything that was too much.
 My only complaint was the lack of consistent wireless on site at the training center which really cannot be blamed on IDEAL-NM.
 Nothing, I thought the pacing on each component was good.
 Internet issues.
 I think everything was pretty much average and nothing was over-done.
 Longer Saturday and shorter Sunday.
 The training was well organized and concise. It covered the material in a logical fashion--nothing was "overdone".

What would you like to see more of?

Response Text

More time to work within Blackboard would be nice.
 More time editing content in Blackboard.
 Engaging resources.
 The hands on application.
 Step by step scaffolding.
 Websites and links were excellent, more would be great.
 I liked the exploring component of the training.
 Other types of class representative of those that prospective teachers would teach at ideal.
 Resources students can use online.
 I need to be up and moving around hourly.
 I loved the examples they shared out. I took advantage of the in-person time to get guidance on the asynchronous activities and to verify accessibility from my laptop. I think that was very helpful.
 I thought we spent enough time on each component.
 Coffee.
 More examples of interactive activities introduced. I also wish there is some time allocated for students illuminate of collaborate.
 More tasks completed in workshops. More time to go through the site.
 I would love to see a follow-up course on additional resources available. I'm not sure if this is done when one is hired to actually teach for IDEAL-NM, but it would be great to have a session devoted to implementing some of these resources in the course work.

What are your specific recommendations to improve the quality of the training?

Response Text

Training was great!
I thought everything was appropriate.
Group activities.
I found the training very helpful.
None.
More outline of what the courses and job actually entail. The overview of the operating platform is great, but it would be nice to know more of what a course looks like for IDEAL-NM.
I thought the training was very beneficial for me. I was already aware of the functions in blackboard but some topics that were covered really enhanced my learning of various techniques that can be used in blackboard.
More hands on with the specific subjects taught so that the teacher can work practice more.
Let instructors have access to computers for trouble shooting purposes.
None.
I really have no suggestions for improvement on the training. The training team went above and beyond to be helpful including answering various questions about Ideal during their lunch break. It was fantastic!
Everyone was very helpful and answered all questions thoroughly. At this time, I don't have any recommendations to improve the training.
Have the participants complete a few of the activities for the course while still in the training. Have training in Las Cruces!
I enjoyed every bit of the training and I wish stricter rules be implemented for students to follow their course spacing guides.
More time in each tab to go through specifics.

Appendix I
eTeacher Preparation Program: End-of-Course
Satisfaction Survey

eTeacher Preparation Program Survey: End-of-Course Fall 2014/Spring 2015		
The Instructor(s) were experienced and knowledgeable about online teaching for IDEAL-NM		
Answer Options	Response Frequency	Response Count
Strongly Agree	86%	18
Agree	10%	2
Somewhat Agree	5%	1
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

I felt the Instructor(s) cared about my success.		
Answer Options	Response Frequency	Response Count
Strongly Agree	76%	16
Agree	19%	4
Somewhat Agree	0%	0
Somewhat Disagree	5%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

The feedback I received on my work was encouraging and supportive.		
Answer Options	Response Frequency	Response Count
Strongly Agree	67%	14
Agree	19%	4
Somewhat Agree	10%	2
Somewhat Disagree	0%	0
Disagree	5%	1
Strongly Disagree	0%	0
<i>answered question</i>		21

I felt encouraged to express myself in discussions and assignments.		
Answer Options	Response Frequency	Response Count
Strongly Agree	62%	13
Agree	24%	5
Somewhat Agree	10%	2
Somewhat Disagree	5%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

I felt the Instructor(s) response time to grading was within 48 hours.		
Answer Options	Response Frequency	Response Count
Strongly Agree	86%	18
Agree	10%	2
Somewhat Agree	0%	0
Somewhat Disagree	0%	0
Disagree	5%	1
Strongly Disagree	0%	0
<i>answered question</i>		21

Instructor(s) communication was within 24 hours.		
Answer Options	Response Frequency	Response Count
Strongly Agree	76%	16
Agree	14%	3
Somewhat Agree	5%	1
Somewhat Disagree	5%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

Course expectations and grading methods were made clear to me.

Answer Options	Response Frequency	Response Count
Strongly Agree	62%	13
Agree	14%	3
Somewhat Agree	14%	3
Somewhat Disagree	10%	2
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

I could find what I was looking for in the course quickly and easily.

Answer Options	Response Frequency	Response Count
Strongly Agree	19%	4
Agree	33%	7
Somewhat Agree	43%	9
Somewhat Disagree	5%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

The activities in this course helped me learn both theory and applicable skills.

Answer Options	Response Frequency	Response Count
Strongly Agree	43%	9
Agree	38%	8
Somewhat Agree	14%	3
Somewhat Disagree	5%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

The course activities involved me in my learning.		
Answer Options	Response Frequency	Response Count
Strongly Agree	48%	10
Agree	48%	10
Somewhat Agree	5%	1
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

The amount of time listed in the course syllabus was about right for the activities.		
Answer Options	Response Frequency	Response Count
Strongly Agree	33%	7
Agree	43%	9
Somewhat Agree	14%	3
Somewhat Disagree	5%	1
Disagree	5%	1
Strongly Disagree	0%	0
<i>answered question</i>		21

The amount of time needed to complete course activities successfully was reasonable.		
Answer Options	Response Frequency	Response Count
Strongly Agree	33%	7
Agree	38%	8
Somewhat Agree	10%	2
Somewhat Disagree	19%	4
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

The course resources adequately covered the course content.		
Answer Options	Response Frequency	Response Count
Strongly Agree	43%	10
Agree	33%	7
Somewhat Agree	5%	1
Somewhat Disagree	5%	1
Disagree	5%	1
Strongly Disagree	0%	0
<i>answered question</i>		21

Overall, the technology in the course worked properly.		
Answer Options	Response Frequency	Response Count
Strongly Agree	43%	9
Agree	43%	9
Somewhat Agree	5%	1
Somewhat Disagree	10%	2
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

This course had authentic assignments for application to my IDEAL-NM eTeaching design responsibilities.		
Answer Options	Response Frequency	Response Count
Strongly Agree	52%	11
Agree	38%	8
Somewhat Agree	5%	1
Somewhat Disagree	5%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

The amount of effort I put forth in the course was reasonable for success.		
Answer Options	Response Frequency	Response Count
Strongly Agree	62%	13
Agree	29%	6
Somewhat Agree	10%	2
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		21

My readiness to teach an IDEAL-NM online course prior to taking this course.		
Answer Options	Response Frequency	Response Count
Ready	43%	9
Somewhat Ready	29%	6
Somewhat Not Ready	14%	3
Not Ready	10%	2
I had not a clue what it would take to teach online for IDEAL	5%	1
<i>answered question</i>		21

My readiness to teach an IDEAL-NM online course upon completion of this course.		
Answer Options	Response Frequency	Response Count
Ready	90%	19
Somewhat Ready	10%	2
Somewhat Not Ready	0%	0
Not Ready	0%	0
I had not a clue what it would take to teach online for IDEAL	0%	0
<i>answered question</i>		21

eTeacher Preparation Program Survey
End-of-Course
Fall 2014/Spring 2015

What would you like to see less of?

Response Text

This would depend upon goals/objective and values around eTeacher recruitment, outcomes, and desired outcomes.

My quick reaction would be to do something with the quantity of content and time. Consider alternatives to heavy text based for learning.

Playing with assignments not in my content area.

I cannot think of anything I would like to see less of...

I think the course was balanced adequately. I really thought the class was perfect I felt the assignments were appropriate.

Nothing really.

Nothing really, I thought the course was well laid out and applicable. The Creative Writing Course modification was different for me, being a Math and Science teacher.

I think the checklists would be helpful at the beginning of an assignment instead of at the end

I would like to see less theory and items for lesson planning. As teachers involved in this course we should already know how to make a lesson plan and create curriculum.

I thought everything was spot on with how an online course functions. I do not think we needed less of a particular function/activity/application/etc.

Files inside of files.

There were times it was a bit difficult to navigate based on directions.

I understand the need for learning theory and understanding the standards of a successful class and teacher, but the one assignment where we had to read 2 - 18 page articles, 1-42 page article, and an entire website and then write about 5 different things for each one was lengthy. I felt that it was difficult to get that assignment finished in time and still do it justice.

I thought the course was very well balanced for the inexperienced online instructor.

I think the articles and videos were appropriate materials for the lessons we had to cover. Although educational theory can sometimes be a bit tedious, the articles chosen were interesting and not overly cumbersome. I'm not sure any less would have really gotten us thinking about the issues surrounding online teaching. I really appreciated reading about the standards required, and found the article about neomillennials and the learning styles of this group interesting. I think that article was written in 2005, and, for most of the things he talked about for the future, he was spot on.

Long assignments/questionable instructions

Less discussion in the training session and more walk through with difficult assignments.

Student assignments and discussion assignments.

What would you like to see more of?
Response Text
<p>Application of current, emerging and promising practices for K12 and PD within course (model best practices) - as able considering constraints. Perhaps more pedagogy and "why" we, eTeachers, perform/behave a specific way considering evidence (except LMS limitations and policies).</p> <p>"Specific" feedback I liked that the practice shell seemed "real life" it'd be nice to have more students in it so we could practice picking out individuals for various activities; particular with the grade book - it's not hard to "find" a student when there's only 1 in the course.</p> <p>More of the grade book and communication tools with students in the role of teacher, perhaps LEAD on of the webinars as an assignment? More content specific assignments.</p> <p>Maybe a little more hands on with course design work and playing around with the nuances of Bb functions--those little tricks one picks up either through use, or "stumbling upon", would be fun. I'd like to play a little more with the collaboration piece, and probably do a little more research on how to really use wikis to best advantage.</p> <p>I would like to know more specific things; like how to move a Google doc to a classroom or how to maintain the class Wiki by deleting.</p> <p>I think the course was balanced adequately.</p> <p>I felt the assignments were appropriate.</p> <p>Expectations and suggestions for modifying course shells assigned to eTeachers. The two courses I have used so far at my school are Algebra II and Financial Lit. The amount of assignments differs greatly between these two courses. I am curious as to the expectations of IDEAL as to how much course modification we should be doing to the course shells assigned to us.</p> <p>I think it would be helpful to see more design features in blackboard</p> <p>It would help to have more assignments that involved more manipulation of the Black Board environment. We could have been exposed to more tools and the nuances of the system.</p> <p>Again, I thought everything was spot on with how an online course functions. The material that was presented for this training was sufficient.</p> <p>Less assignments per week, more weeks.</p> <p>More professional articles to read. I really enjoyed them.</p> <p>PB Works assignment---- It would have been nice to have the explanations/procedures for completing the uploading earlier in the lesson.</p> <p>More examples of what is expected with assignments/clear instructions</p> <p>More face to face training that was specific about links and adding lessons and course development. I feel the building your own course section was too fast and confusing. I spent much of my time trying to figure out how to add assignments, links etc. It was very overwhelming, so possibly cover this more in the face to face workshop.</p> <p>More practice from the instructors' side in the retreat and less from the student side. See how collaborate is set up and load information from the instructors perspective.</p> <p>A little more practice with linking assignments to gradebook would be excellent. I am confident I could teach a class but concerned that if I needed to add an assignment I might botch it accidentally.</p> <p>More applicable skills that we would use while teaching. Like using the gradebook or adding assignments.</p>

What are your specific recommendations for improving the quality of face-to-face or online course portion of the eTeacher Preparation Course?

Response Text

Deeper understanding for reasons and purpose, benefit/relevance. (e.g. F2F session beyond "mandatory". Research, standards say that this connects/engages learners so that they "know" how to perform. If to build/connect/social, there are many other engaging alternatives and potential outcomes).

Place all course content (f2f/blended/online) within the LMS, per best practices for online/blended courses.

Most documentation is comprehensive - nothing left behind; perhaps place "complete" information for all activities, at activity level, versus referring to other tools/documents (Standards). This is a best/promising practice for blended/online.

Consider providing a "participant guide" prior to synchronous sessions.

Consider mic/sound checks in at least the first synchronous session, newbies may need assistance (feedback was due to mics being left open when not in use versus multiple devices that were muted and/or closed).

Delineate hard deadlines versus all others.

Build Community - Encourage create safe environments so that more teachers feel safe with expressions, innovation, questioning, thinking out of Some of the instructions were a little vague - the instructors were good about clarifying or allowing fixes but if there could deb more clarity it would have been better. For example we were told to clear student input in the discussion boards - I thought that meant clear any threads created by students, instead it meant clear every existing comment left by a student..

Have students develop a course unit to teach to each other and grade it give feedback to the "students" as practice so we can see the real challenges better than "creative writing" and a single student

The course review was really a good assignment.

Need better detailed instructions. Practice shell should be content specific to each teacher.

Combine Getting Started and Week 1. That was the only confusing part.

I do not have specific recommendations- I really learned from the course and the program.

Thank you for your time! If time would allow, I think having an applicable exercise, such as having eTeachers build an entire lesson plan/unit (to include assignments, discussion board, test), would be very helpful in this training course. The applicable skills required to teach in Blackboard take practice; giving eTeachers an opportunity to start with a blank canvas and then create course assignments using Bb tools in an online practice setting would be invaluable.

I learned a lot through this training and am happy with what I was taught and the way the course was laid out. There were a few things I had trouble with within the course.

In week three we were told on our checklist to make sure no previous discussions were on the discussion boards. So, following the checklist I deleted all student discussions. However, in week four I was supposed to grade those discussions. Also in week four, I was supposed to pull up a report to show student activity in the course. However, I could not find any student activity on any of the reports.

Nothing, I thought the support was great, starting with the face to face classes, updates on the Announcements page, and the two collaboration sessions.

I felt the program was very purposeful and I learned a lot.

The online course badly needs to be reworked. I often felt like I was only being given half the information needed to complete assignments. They were often poorly constructed or did not provide full information for expectation of completion.

I thought the program was awesome! I learned so many things that I can apply in my

own online courses.

Instructions were at times difficult to follow or find.

Whenever I found a problem or was unclear, I sent the instructor a message. They were well received and promptly answered. The course does need a bit of cleaning up! :-)

I thought the face to face workshop was great! And the online portion was also a great learning opportunity. I just felt that sometimes the expectations as far as time constraints wasn't realistic considering most of us work full time in another job. This course was also review for me because I've created and taught online classes before. I would think that it would have been even more challenging for a first-time learner. However, I learned a lot!

The quality is second to none. This is a very comprehensive program; instructors take this seriously and are professional and strive to offer the best training possible.

A very few of the directions didn't seem to quite mesh with the updated Bb functions.

Other than that, I can only say that this has been informative, and the supportive environment created by the instructors has been superb. Both instructors brought an enthusiastic, encouraging, and very positive attitude to the course--and that's tough to do in an online environment.

I think it would have been helpful to have a classmate to team up with for feedback and questions. Pairing us up with a partner at retreat would have been helpful.

More instruction on the instructors practice shell at the retreat and hands-on learning practices for links, uploading video, customizing a lesson and assignments for uploading.

The time of year for the retreat and online course was a very busy time of year.

Possibly schedule before the holidays and final exams like October.

This was a fantastic training. The support was amazing, the assignments were useful for practical application, and I felt valued, even as just a trainee. It was a very positive experience.

Appendix J
Portal Administrator Training Satisfaction Survey
Spring 2015

Portal Administration Training Satisfaction Surveys Spring 2015		
The structure and schedule of the F2F session was designed effectively (length of training, break times, mix of lecture to "hands-on" practice.)		
Answer Options	Response Frequency	Response Count
Strongly Agree	33%	16
Agree	37%	18
Somewhat Agree	22%	11
Somewhat Disagree	6%	3
Disagree	2%	1
Strongly Disagree	0%	0
<i>answered question</i>		49

The training topics kept me interested and engaged as a learner.		
Answer Options	Response Frequency	Response Count
Strongly Agree	33%	16
Agree	41%	20
Somewhat Agree	27%	13
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		49

Adequate time during the training session was provided to cover the material and complete the activities and exercises.		
Answer Options	Response Frequency	Response Count
Strongly Agree	49%	24
Agree	41%	20
Somewhat Agree	10%	5
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		49

Multiple delivery methods were used during the training session to effectively present the material.		
Answer Options	Response Frequency	Response Count
Strongly Agree	33%	16
Agree	43%	21
Somewhat Agree	20%	10
Somewhat Disagree	2%	1
Disagree	2%	1
Strongly Disagree	0%	0
<i>answered question</i>		49

The content was presented in an organized fashion during the training session.		
Answer Options	Response Frequency	Response Count
Strongly Agree	39%	19
Agree	49%	24
Somewhat Agree	8%	4
Somewhat Disagree	0%	0
Disagree	4%	2
Strongly Disagree	0%	0
<i>answered question</i>		49

Course goals and objectives were established for the training.		
Answer Options	Response Frequency	Response Count
Strongly Agree	29%	14
Agree	51%	25
Somewhat Agree	18%	9
Somewhat Disagree	2%	1
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		49

A reasonable amount of time was given to complete activities to meet goals and objectives successfully.		
Answer Options	Response Frequency	Response Count
Strongly Agree	31%	15
Agree	51%	25
Somewhat Agree	12%	6
Somewhat Disagree	2%	1
Disagree	4%	2
Strongly Disagree	0%	0
<i>answered question</i>		49

The instructor was knowledgeable about portal administration.		
Answer Options	Response Frequency	Response Count
Strongly Agree	59%	29
Agree	35%	17
Somewhat Agree	6%	3
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		49

The instructor was experienced and knowledgeable about portal administration.		
Answer Options	Response Frequency	Response Count
Strongly Agree	65%	32
Agree	27%	13
Somewhat Agree	8%	4
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		49

I felt the instructor cared about my success and understanding.		
Answer Options	Response Frequency	Response Count
Strongly Agree	61%	30
Agree	33%	16
Somewhat Agree	6%	3
Somewhat Disagree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
<i>answered question</i>		49

The feedback I received on my work was encouraging and supportive.		
Answer Options	Response Frequency	Response Count
Strongly Agree	65%	32
Agree	27%	13
Somewhat Agree	6%	3
Somewhat Disagree	0%	0
Disagree	2%	1
Strongly Disagree	0%	0
<i>answered question</i>		49

I felt encouraged to express myself in discussions.		
Answer Options	Response Frequency	Response Count
Strongly Agree	65%	32
Agree	31%	15
Somewhat Agree	2%	1
Somewhat Disagree	0%	0
Disagree	2%	1
Strongly Disagree	0%	0
<i>answered question</i>		49

My understanding of portal administration prior to taking this course.		
Answer Options	Response Frequency	Response Count
Advanced	0%	0
Proficient	16%	8
Intermediate	35%	17
Novice	49%	24
<i>answered question</i>		49

My understanding of portal administration after to taking this course.		
Answer Options	Response Frequency	Response Count
Advanced	51%	25
Proficient	33%	16
Intermediate	16%	8
Novice	0%	0
<i>answered question</i>		49

What would you like to see less of?

Response Text

Non working activities.
 Step by step list of what I need to do to get my portal set up, it seemed like the sequence was out of order maybe.
 It was well balanced for all users.
 All is well.
 Nothing.
 It was my first experience dealing with this portal.
 Everything presented and discussed was relevant and important. I believe that she put lots of content into a short amount of time so I wouldn't change anything.
 I think info presented was all relevant. However, it seemed to focus on tasking, 'house-keeping' activities.
 It seemed that the class was geared toward school access. I'd like to see a class that is geared toward State Agencies access only.
 I think it may not be feasible, to have separate classes for Schools and state agencies. That way more time could be devoted to answer specifics for each.
 Class was very good. It's a complicated system to learn in 1 day.
 All content was good.
 I think that there needs to be a way for people who have used the portal to complete a competency test to recertify over the basics. Also, I am concerned, that if there is an LMS change, (not necessarily about the change itself), but that we will have to attend another session to learn a new vendor if one is chosen. PED might have notified us regarding that since traveling up to Albuquerque once for the more remote district's often eats up any travel budget we had for testing, and so if we have to do it again, plus any DTC trainings we have to pull funds from other areas.
 I think EOC training should be separated into two groups. We had to sit there and learn how build course shells, copy course shells, and archive files. PED does this for us. The training time could have been cut in half if this was done in two groups.
 I think you could cover the material in a quicker fashion, especially if everyone states at the beginning that they're proficient or advanced in databases and excel.
 It would be nice to have an EoC training...solo, where DTCs could come together and actually work hands on with setting things up. The training I took today is very general and contained lot of info that is not necessary for EoCs.
 Nothing I can think of.
 If only doing EOC on Portal, then only training on EOC's.
 Less break / downtime.
 No recommendation.
 Nothing.
 I this it was well presented.
 Unfortunately, the internet connection at the training site was down when the training started. was not the error of the trainer and could not be controlled. It was too bad.
 Nothing.
 Can't think of anything.
 None
 All of the information was valuable, but it could have been done in a long half-day session.
 Nothing. I think the training was well-designed and met the criteria for which is meant.
 There was a very good balance.
 Less portal more EOC.
 Nothing.

The course worked well as it was.

I thought it was adequate in all areas.

Less of a sales pitch.

Less of what does not pertain to schools that will only do EOC's online.

They need to stick to focusing on one topic at a time rather than jumping around.

Intro activity was nice but took too long.

I am the only tech person in my district. My time is very valuable. My superintendent sent me to this training because it was Technology related. In this case the material covered was primarily for educators who will be creating or administering user on a system that apparently doesn't have too many system requirements for me to address. When describing who should come to these events a little more care needs to be taken that the administrators receiving email concerning the training will know whether it is hardware or software related.

Sometimes too much lag time. The mixer at the beginning could have been much shorter and the day for those that have to travel long distances.

I thought the portal training was going to deal specifically EOC's. I would rather focus on the EOC's vs blending learning.

What would you like to see more of?

Response Text

Working activities.
 Nothing.
 It was well balanced for all users.
 All is well.
 Nothing.
 I liked actually performing the tasks learning through trial and error.
 N/A
 My specific needs required being able to create content within a shell but that was not the need of the majority of the participants so it wouldn't have been a good use of the group's time.
 I had hoped to be introduced to actual content creation, create a training site, and view it from the outside user's perspective. I didn't understand specifically on what we would be trained.
 A class on how to create content, etc. would be extremely helpful. Maybe smaller groups too, so as to have more time for questions and understanding issues while learning.
 N/A
 This was my second time attending the class. The class that I attended last fall had more content, ie modules & tabs. I was hoping to do that part again, but due to the inexperience of the class - learning just the basics was the way to go. I would really like to see an advanced course in the near future. There are materials on youtube & on the portal, but I tend to learn much more from a class than from reading. I do use the materials on the portal as reinforcement.
 All content was good.
 Participation and respect from the participants who are in the trainings. Educators can be some of the worst students.
 What reports we can run.
 Knowledge from the ground up.
 More end of course discussion.
 It would be nice to have an EoC training...solo, where DTCs could come together and actually work hands on with setting things up. The training I took today is very general and contained a lot of info that is not necessary for EoCs.
 Can't think of anything I needed to see more of.
 EOC Training.
 Increase scope to effectively use class time.
 An opportunity to open our school portal.
 More training on the school site administrator responsibilities.
 I this it was well presented.
 It would have been helpful if the training was completely dedicated to EOCs. For example, if the naming conventions were for EOCs vs. courses.
 If we had access to our own site and was able to creamer users etc for our own site. It would have been helpful if we had a sample EOC to work with????
 More advanced portal admin functionality.
 Content seemed good for those who needed the particular skill set that was covered.
 None.
 It would have been nice to see an example of what the Test Administrator of an EOC would see on the screen and maybe a quick walk-through of the student sign in procedures and TA responsibilities.

Instructor covered everything in detail.
 Training on advanced uses of Blackboard beyond EoCs.
 EOC accessibility features. Accommodations.
 EoC specifics and accommodations.
 EoC specifics EoC accommodations.
 More hands on.
 N/A
 Using our own student information would have been a better choice so we could work on errors with real data.
 Don't know.
 The course worked well as it was presented.
 Nothing.
 I thought it was adequate in all areas.
 Handouts were great!
 N/A
 Hands on related to the administration of the EoC exams
 Clarification of specific expectations from the state.
 N/A
 I would like them to be fully knowledge on MS Excel since they had no idea how to work it properly.
 Organization - not all paperwork was included in our folders, no copy of power point was provided.
 N/A
 Everything seems what was necessary. Maybe a final checklist of tasks for summation and reference.
 More advanced topics.
 I had a hard time knowing "what to do first", then second, etc.
 Nothing.
 Actually working on our own portal.

What are you specific recommendations for improving the quality of the Portal Administrator Training?

Response Text

Making sure the trainer knows why things go wrong and how to fix them.
 Step by step guide to reference.
 The number of packets we used was a bit confusing.
 The hands-on training was great. No recommendations are needed.
 No recommendations.
 If possible, try to group participants by needs and topics. I realize that this would require sessions so it may not be feasible.
 See the agenda ahead of time and w/explanation to understand that we would be doing more tasking activities during the training. Training was somewhat unevenly paced – an important amount of info within the first few minutes to the point that it was a bit hard to catch-one’s-breath, but then long stretches where little activity.
 Separate State Agencies from School learners.

Perhaps being given the opportunity to practice in our own "live" environment. There were a few minor glitches with the test environment.

Due to the complexity of the system, having another instructor or helper would be good. The course was set up for someone that had already been working with blackboard basics. I have knowledge of blackboard but did not feel that the training was not for the novice. It would be nice to have an EoC training...solo, where DTCs could come together and actually work hands on with setting things up. The training I took today is very general and contained a lot of info that is not necessary for EoCs.

None. It was outstanding. It seemed custom designed to meet my needs.

In-depth EOC training.

Shorten the class or increase the content. Given that many travel to attend the class, I would prefer an increased depth to make the time invested more well spent.

No recommendations.

No recommendations.

None

It was well presented.

This training primarily addressed building a roster for EOCs. Training for tech support, proctors would be helpful.

The quality of training was not the issue, The portal itself is the issue. The portal is very raw and did not have the other features I am accustomed to from other assessment portals, such as import queue or reporting capability. Also, the limit of import of only 500 records at a time is not ideal when working with thousands of users.

The instructors did a great job of thinking on their feet as the Internet went down right before it started. They had us working and doing off line and made the exercises meaningful

Nothing - was a very good and informative training.

Be sure to make a distinction between hardware and software training.

None

Maybe a pre-workshop assignment...looking at a couple of videos; for those people who are not at all familiar with BlackBoard

Nothing really. I was able to follow along just fine. The facilities were great. I really enjoyed the hand outs. Those will come in handy in the future.

The quality was very good. Almost all participants seemed very on board with the pace of the instruction and we moved through quickly while receiving the needed details. The one participant that did need extra help received it but it did not keep the rest of us from moving on.

Relative to audience. More coordination between PED and Ideal. Still not sure how we give the test.

Relative to the audience. Still have questions about administration etc.

N/A

The course worked well as it was presented.

Nothing.

For training, I think this was adequate.

It moved along nicely so good job!

Cover BOTH topics -- blended learning and EoCs

It was sometimes a bit chaotic; learned that some were there for learning about BB as a full-blown LMS; some were there only to learn about getting things up and running only for EOCs for this year. Might be good to split groups and concentrate focus.

N/A

Get more in depth material across and have full knowledge of what you are giving a training on and whys to make the point across a lot clearer.

Better organization

N/A

Maybe a final checklist of tasks for summation and reference.

Host trainings according the proficiency level of the Portal Administrators
 Blackboard is a tough thing to wrap your head around if you've never used it or seen it.
 Baby steps....the presentation has to start with an overview of what steps are necessary and
 then go into each part of the process, with explicit steps.
 Nothing
 Focus more on setting up EOC's. Introduce the blended learning but don't spend as much time on
 it during an EOC training.

Other Comments, Concerns, and/or Questions.

Response Text

Although all of my immediate needs were not addressed in the session, the trainer did a great job.
 I thought the closing activity (sheets on the wall) was effective.
 Laurie did a great job of taking the time to answer everyone's questions.
 Good class Laurie!
 Thanks for being so patient.
 Lack of information about who actually needed to attend training and ability to bring 2 people.
 The training went well considering the lack of internet
 Great training-- thanks for the step by step guides because I can't possibly remember it all
 Training for the beginner
 It would be nice to have an EoC training...solo,where DTCs could come together and actually work hands on with setting things up. The training I took today is very general and contained a lot of info that is not necessary for EoCs.
 Laurie took time to personally answer everyone's questions. She worked through lunch and after the class.
 None
 Nothing.
 No concerns--I was given adequate support and a 'help' button should I need it.
 Great training!
 NA
 Thank you. I just believe the training needs to better target the audience
 None
 My district was interested in Blackboard as the venue for delivering the EoC exams. The bulk of the presentation was a sales pitch for the blended learning courses offered by IDEAL NM. That was beneficial for those districts interested in using that opportunity, but we only touched on EoCs for about 10 minutes. I was hoping that the training would have covered more of the administration of the EoC exams.
 Ms. Wilder was very knowledgeable, warm; excellent atmosphere in terms of group overall.
 Liked the initial team-building activity. Helped build a comfortable learning environment.
 Thank you for your attention and assistance throughout the training and continue support.
 I am very disappointed that ONE staff member at the PED will be responsible for configuring ALL of the portals for every district (89) and state charter schools (approximately 70?). 159 portals times (approximately) 5 hours to configure is 795 work hours, or 20 weeks of work. That does not take into account meetings, phone calls, returning emails, etc. There are not 20 weeks until the end of the semester (there are about 10).

Overworking/overtasking PED employees with ridiculous timelines and work expectations is one reason there is approximately 1/3 of the positions always vacant or posted. The instructor was very good about meeting the needs of all the participants. She was walking around and having discussions with all participants. The presenter encouraged questions from the participants and answered them thoroughly.