

# OER in K-12

## Stories of Change - Curriculum, Teaching, & Open Educational Resources

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How do we support the collaborative development and use of open resources with indigenous communities?

**time + effort + resources + patience**



## *What do distributed, community-owned digital infrastructure and workflows look like?*

- Utilize existing organizations engaged in this work
- Collaborate with people in positions dedicated to native education
- Organize community feedback opportunities
- Document and share back any changes

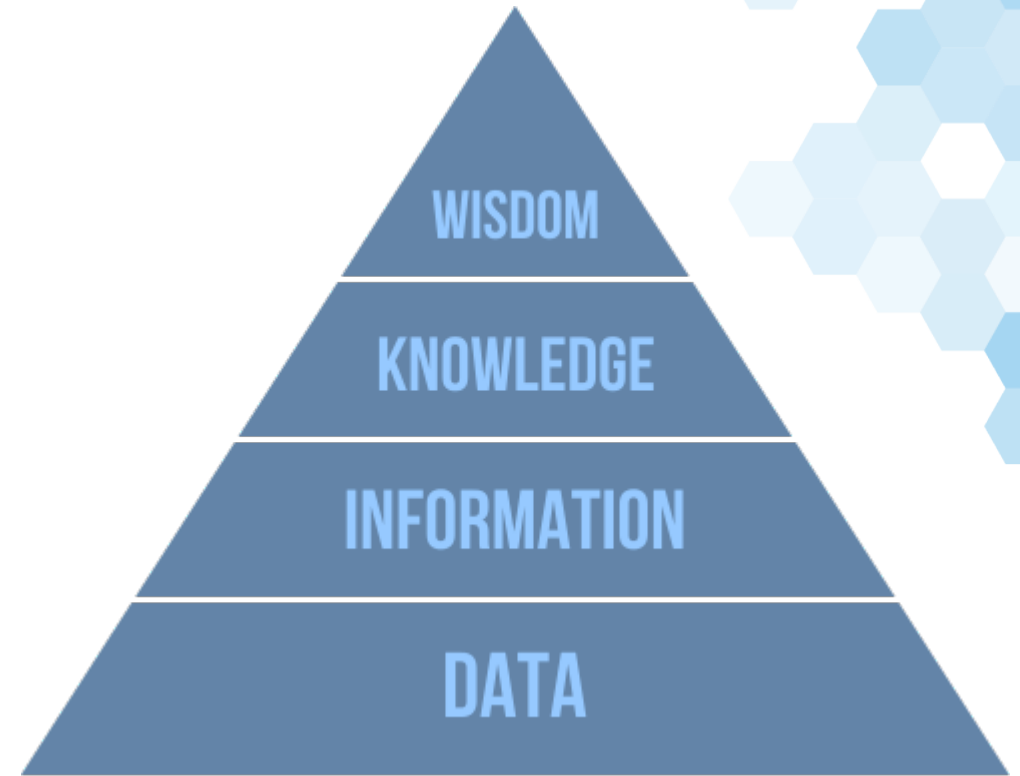


# *How does the Open Community support Indigenous sovereignty within the context of digital infrastructure?*

- Recognize and respect boundaries on open sharing
- Formal agreements and guidelines on how to operationalize tribal support
- Clarity on requirement of tribal consultation
- Ongoing process of relationship building



*How does the DIKW pyramid relate to K-12 curriculum building for teachers, librarians and others who support open educational resources?*

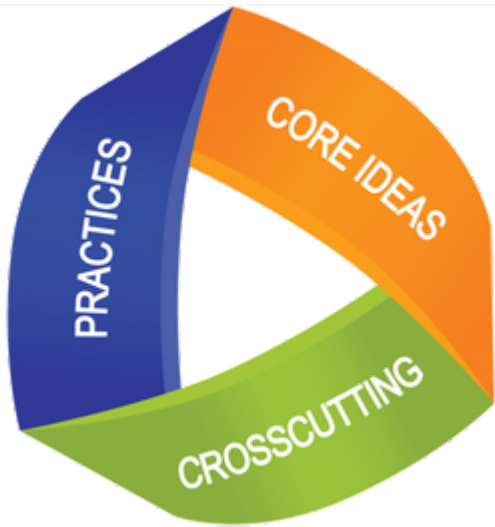


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# Next Generation Science

## 5 E Model



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### Engage

This lesson mentally engages students with an activity or question. It captures their interest, provides an opportunity for them to express what they know about the concept or skill being developed, and helps them to make connections between what they know and the new ideas.

### Explore

Students carry out hands-on activities in which they can explore the concept or skill. They grapple with the problem or phenomenon and describe it in their own words. This phase allows students to acquire a common set of experiences that they can use to help each other make sense of the new concept or skill.

### Explain

Only after students have explored the concept or skill does the teacher provide the concepts and terms used by the students to develop explanations for the phenomenon they have experienced. The significant aspect of this phase is that explanation follows experience.

### Elaborate

This phase provides opportunities for students to apply what they have learned to new situations and so develop a deeper understanding of the concept or greater use of the skill. It is important for students to discuss and compare their ideas with each other during this phase.

### Evaluate

The final phase provides an opportunity for students to review and reflect on their own learning and new understandings and skills. It is also when students provide evidence for changes to their understandings, beliefs and skills.

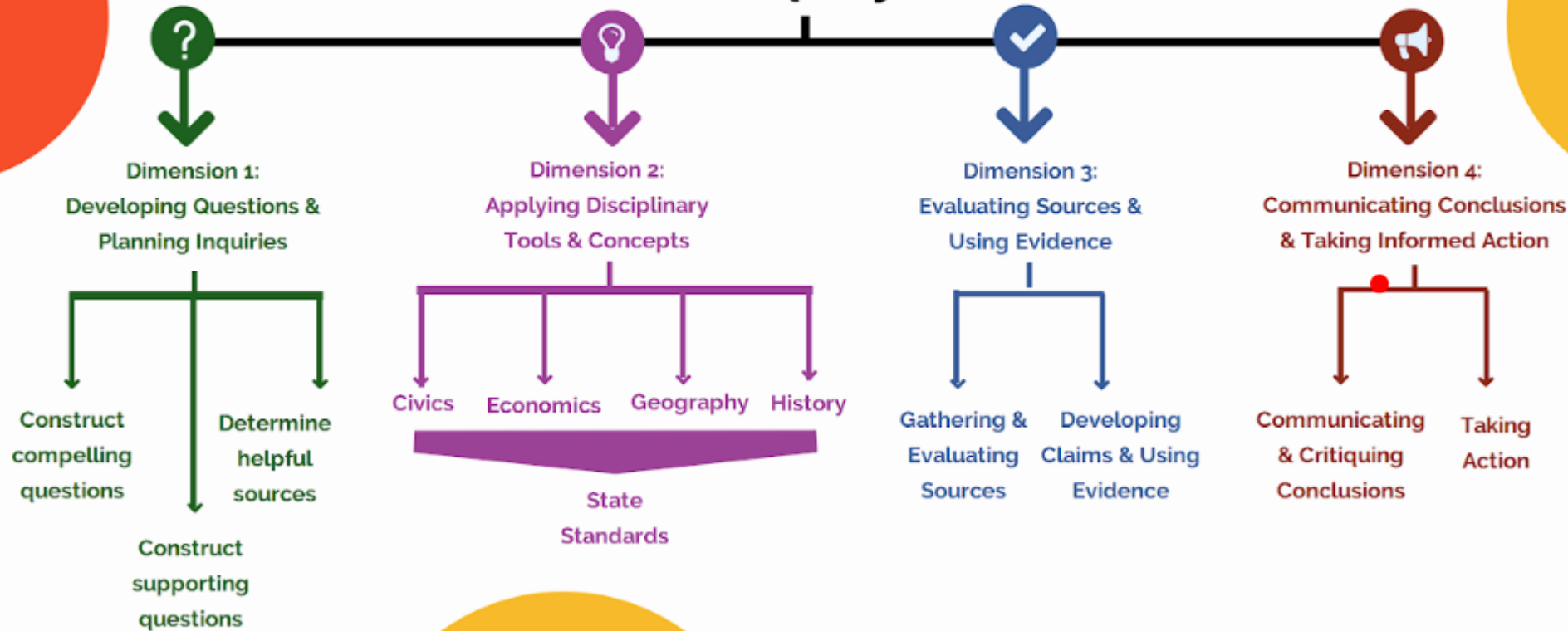
# C3 Framework

## Inquiry Based Instruction in Social Studies

*"The primary purpose of the C3 Framework for Social Studies State Standards is to provide guidance to states and districts on the concepts, skills and disciplinary tools necessary to prepare students for college, career, and civic life."*



### The Inquiry Arc



College, Career & Civic Life

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# Contact Information



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## Open Educational Resources (OER)

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[OER 101](#)  
New to OER? Find information and resources for school districts and teachers interested in implementing OER and communicating with stakeholders in their educational communities.

[Frequently Asked Questions](#)

[Reviewed OER Library](#)  
These reviews from statewide educators are provided as part of OSPI's legislative OER mandate [RCW 28A.300.803](#).

[OER Project Grants](#)  
Competitive annual grants provide small amounts of funding to assist districts in developing, adapting, or implementing openly licensed core instructional material.

#GoOpen

**What's New**

- [K-2 ELA Reviews](#)
- [2017-18 OER Project Grantees](#)
- [Washington OER Commons Hub for OSPI and district-developed resources.](#)

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