



# OER in K-12

## Successes, Challenges, Lessons Learned (and Learning)

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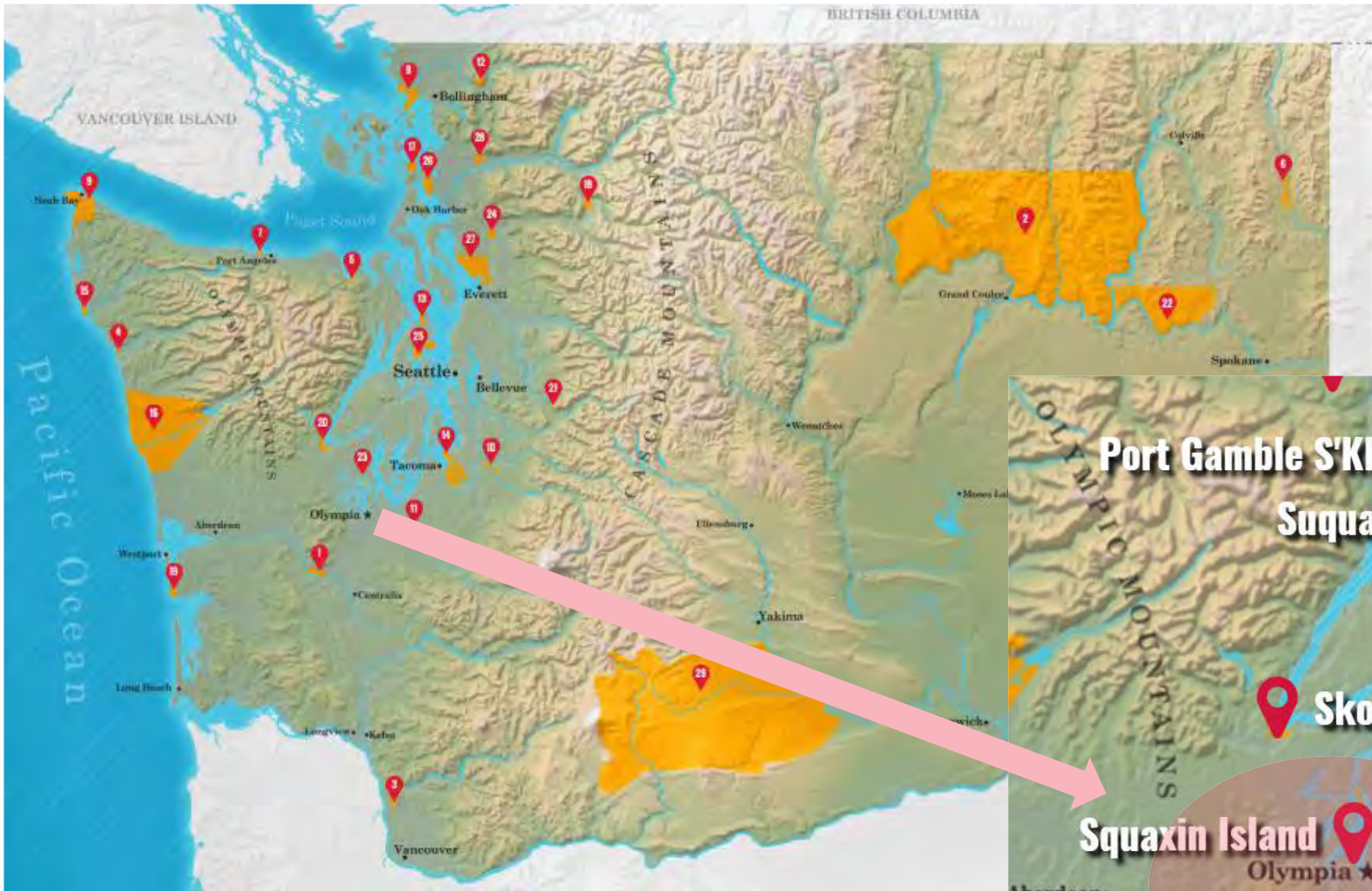
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Where am I?





# Washington K-12 OER Project

[<http://www.k12.wa.us/OER>](http://www.k12.wa.us/OER)

**OER Awareness and Advocacy:** increasing district awareness of OER and providing resources to locate, evaluate, adopt, and implement OER.

**OER Review and Development:** working with districts to develop full-course or unit level OER aligned to learning standards.

**OER Library Curation:** maintaining a catalog of Washington-developed full courses and units aligned to Washington K-12 Learning Standards.



# Awareness and Advocacy

OER Summits

Open Policy

OER Grants



# OER Quality Review

<<http://www.k12.wa.us/OER/Library.aspx>>



## Math Reviews

Full courses grades 6-12



## ELA Reviews

Full courses grades K-2  
Units (3–6 weeks) grades 6-12



## Open Educational Resources Instructional Materials Review

### Core Knowledge Language Arts: Kindergarten

**Developer/Publisher:** Core Knowledge Foundation

[View Resource](#)

**Review Year:** 2017

*This resource was reviewed by Washington educators with subject matter expertise and deep familiarity with the state learning standards. Note that this resource may have been updated since the review. Check the developer website to see if there is a more recent version available.*

**Format:**

- ☒ online
- ☒ PDF
- ☐ editable document

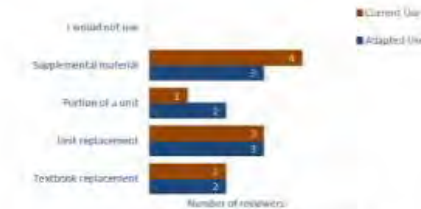
**Professional Development:**

See the [CKLA P-5 Implementation Resources Guide](#) and [FAQ on Core Knowledge Professional Development](#). More info in the Background from OER Project Team section on the next page.

**Standards Correlation:**

[Read FAQ section on Alignment to CCSS:](#)  
[CKLA Kindergarten Unit-by-Unit CCSS Alignment](#)

**Reviewer Usability Feedback on Current and Adapted Use**



**Amount of work required to bring into CCSS alignment:**  
Minor – Moderate

**Subject:**

English Language Arts

**Grade:**

Kindergarten

**Scope:**

Full Course Curriculum

**Duration:**

School Year

**Resource License:**

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[Terms of Use](#)

**OER Project**

Learning and Teaching  
Department  
Office of Superintendent of Public  
Instruction



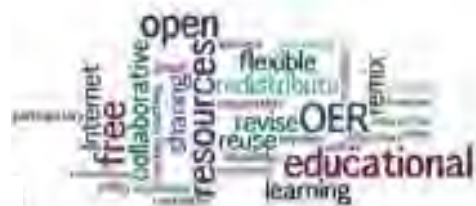
*Except where otherwise noted, this review is available under a [Creative Commons Attribution-NonCommercial-ShareAlike](#) license. All logos are property of their respective owners.*

*If any adaptations are made, remove the OSPI logo and link back to the original review. Data is only accurate in the unedited version.*





# OER Collaborative Development



**Open Educational Resource Design and Development**  
**English Language Arts**  
**Middle School High School**  
March-June 2019

*Tap the strengths of your teachers to design and develop open educational resources that will meet the needs of your students while adhering to standards and evidence-based instructional design. In doing so, reinforce and expand teacher collaboration, planning, and reflective practices.*



- Grade 3: [How did the environment influence the lifestyle of early Native Americans?](#) | Kristina Labadie, Evergreen Public Schools
- Grade 5: [Should we do more to help save the honey bee?](#) | Karen Morley-Smith, Evergreen Public Schools
- Grade 5: [Does fair representation in Congress work today with the existing political parties?](#) | Melissa M Kunert, Evergreen Public Schools
- Grade 5: [The Boston Massacre: What really happened on March 5th, 1770?](#) | Amy Johnson, Longview Public Schools
- Grade 7: [Should the Chinook be recognized by the government?](#) | Ryan Theodoriches, Evergreen Public Schools
- Grade 8: [Loyalty or opposition: What is more important for citizenship?](#) | Joshua Parker, North Thurston School District
- Grade 8: [Road to Revolution: What could cause the colonists to revolt?](#) | Amy Johnson, Longview Public Schools
- Grade 8: [How can words lead to conflict?](#) | Cynthia Yurosko, Evergreen Public Schools
- Grade 10: [Should Columbus Day be celebrated in the United States?](#) | Ryan Theodoriches, Evergreen Public Schools
- Grade 11: [Was the dropping of atomic weapons on Japan an appropriate use of force?](#) | Ryan Theodoriches, Evergreen Public Schools
- Grade 11: [How great was the Great Migration?](#) | Sue Metzler, Mukilteo School District



# OER Commons Washington Hub

[<https://www.oercommons.org/hubs/Washington>](https://www.oercommons.org/hubs/Washington)





# OER Commons Washington Hub - Groups

<https://www.oercommons.org/hubs/Washington>





# Vision

To harness the potential of OER to legally share resources widely - promoting **equitable access to standards-aligned, quality instructional materials and reducing duplication of efforts.**



# Successes





# More districts are beginning to adopt OER

Content Area	Course	Grade Band	OER or District Curated*	Districts Reporting	Percent
ELA	Reading	Elementary	21	73	29%
ELA	Writing	Elementary	14	72	19%
ELA	ELA	Middle	5	52	10%
ELA	ELA	High	7	49	14%
Mathematics	Mathematics	Elementary	20	83	24%
Mathematics	Mathematics	Middle	19	68	28%
Mathematics	Integrated	High	1	5	20%
Mathematics	Algebra 1	High	5	59	8%
Mathematics	Geometry	High	5	59	8%
Mathematics	Algebra 2	High	5	59	8%

*Results from a pilot, voluntary survey of 90 districts in 2017*



# Some of the highest-rated core instructional materials available are openly licensed



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[Compare Materials](#) • [Reports Center](#) • [Resources](#) • [In](#)

LearnZillion Illustrative Mathematics 6-8 Math (2018)

Published By: LearnZillion | Date Published: 8/27/2018 | [View These Reports](#)

	GRADE LEVEL	FOCUS & COHERENCE	RIGOR & MATHEMATICAL PRACTICES	ALIGNMENT RATING	USABILITY RATING
	Sixth Grade	14/14	18/18	Meets Expectations	37/38
	Seventh Grade	14/14	18/18	Meets Expectations	37/38
	Eighth Grade	14/14	18/18	Meets Expectations	37/38





# Washington State School Directors' Policy

[<https://www.wssda.org/PolicyLegal/FeaturedPolicies.aspx>](https://www.wssda.org/PolicyLegal/FeaturedPolicies.aspx)

*A wide variety of free, high quality instructional content is available from supplemental to core instructional materials. District staff are encouraged to consider OER when selecting instructional materials. OER are subject to the same selection and adoption procedures as other instructional materials outlined in this document.*

2020/2020P Course Design, Selection and Adoption of Instructional Materials

## Former “Curriculum” Policy overhauled to reflect 21st century instructional materials

In partnership with OSPI's Department of Teaching and Learning and the statewide Curriculum and Review Committee (CARC), WSSDA has overhauled its Policy/Procedure 2020, formerly titled Curriculum Development and Adoption of Instructional Materials. The updated policy/procedure, retitled Course Design, Selection and Adoption of Instructional Materials, recognizes that curriculum is now the state standards. The focus has shifted from curriculum design to selection of instructional materials and course design to support the standards.

The updated procedure offers several improvements. Gone are the days of the seven-year review cycle. Districts are now recommended to establish a regular cycle of course design review based on student need, rapidly changing demographics and funding. The new procedure also provides a handy matrix for rapid review of the roles of the staff, principal, superintendent, Instructional Materials Committee and School Board.

Additionally, the policy and procedure address Open Educational Resources (OER). OER are teaching, learning and



research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. The purpose of OER participation is to positively impact both teaching and learning by providing teachers and administrators with cost-effective materials that are available for sharing, accessing and

collaborating for personalized learning. A wide variety of these materials, including core instructional materials are currently available and the new policy and procedure recommend that districts encourage their use by teachers. However, districts should note that OER materials are subject to the same selection and adoption processes as more traditional materials.





# Challenges



**Beware the  
glamour of free**



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OER brings up conversions about many other issues involving instructional materials.



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# Wide-scale sharing takes work



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# Lessons Learned





# Start small



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Careful what  
you ask for...

Be prepared  
with resources  
and support!



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Get buy-in  
from all  
stakeholders  
and build a  
team of  
champions.



Voices from the  
field carry  
more weight



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# Contact Information



Washington OSPI Superintendent of Public Instruction

Open Educational Resources (OER)

**Open Educational Resources (OER)**

Open Educational Resources (OER) are teaching and learning resources that reside in the public domain or have been released under an open license. These resources may be used free of charge, distributed without restriction, and modified without permission.

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 26A.300.003](#).

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](#)

OPEN



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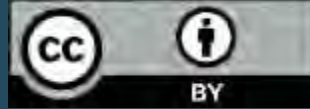


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[OER Project Website](#)



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