



Use, Adapt, Create, and Share Resources
Growing the Washington OER Hub

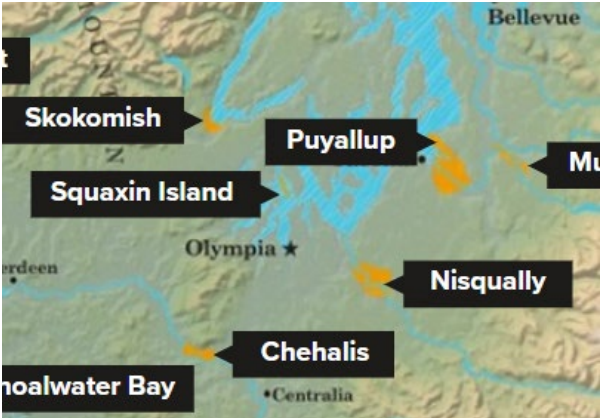
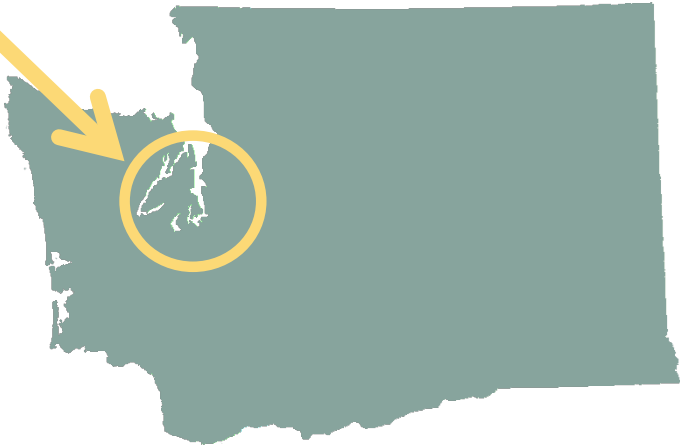
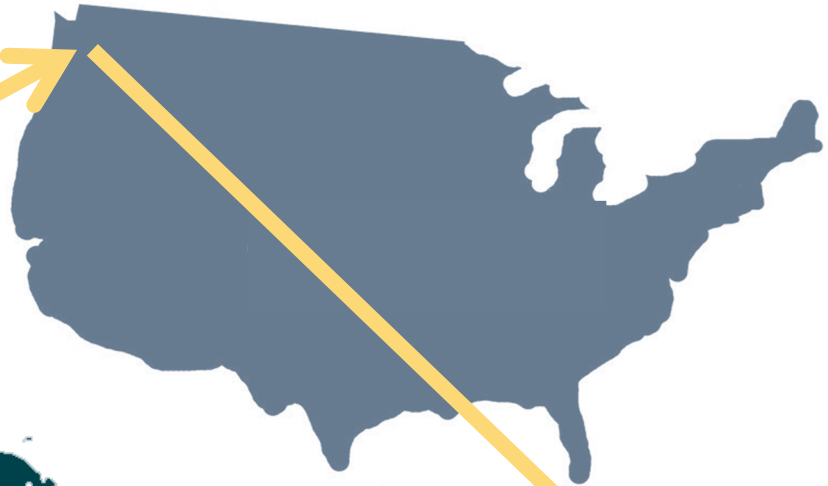
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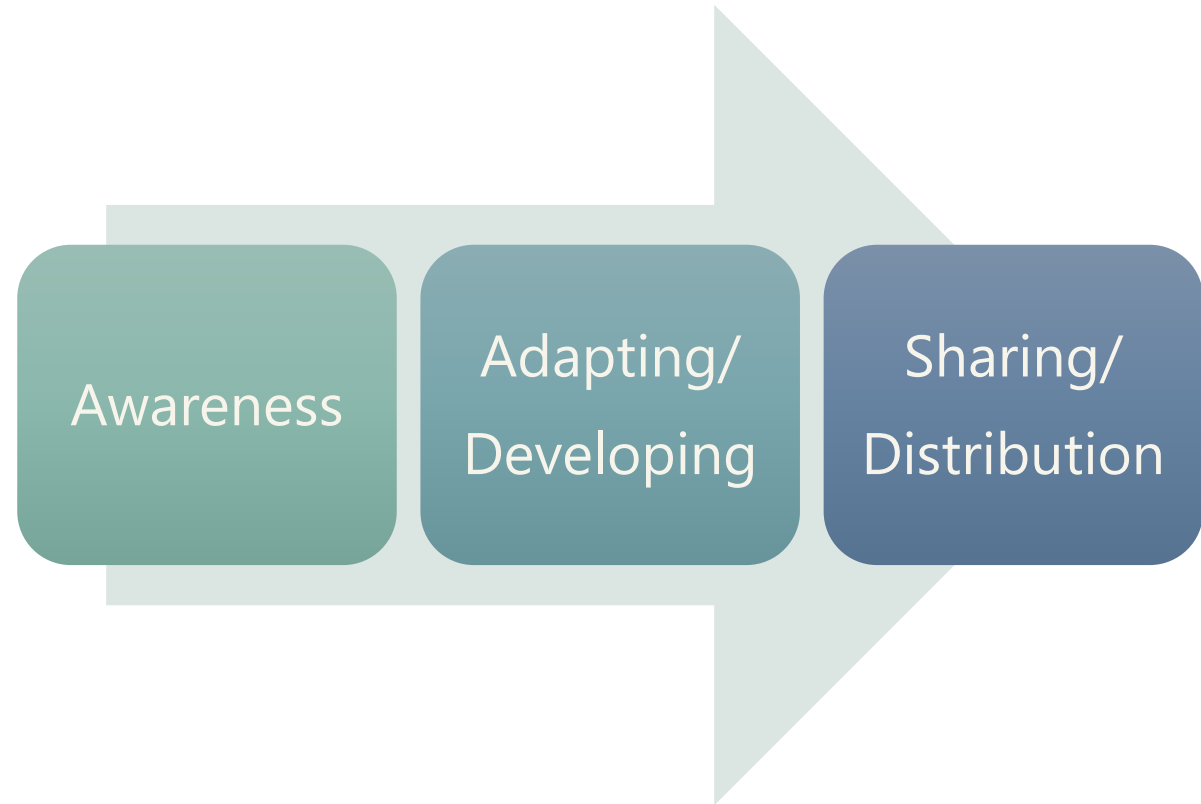
Where am I?



<https://native-land.ca>

Washington K-12 OER Project

- **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:** maintaining a library of resources that have been developed by OSPI grantees or collaborators and aligned to Washington K-12 Learning Standards.



Washington OER Hub

What is the Washington OER Hub?

The Washington OER Hub is an online library for freely sharing K-12 open educational resources **created by and curated for educators.**

Our Vision

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



Working Groups

- Robust **lessons, units, and core instructional material**
- **CREATED** by **OSPI grantees, staff** in partnership with **Washington educators, and collaborators**

OSPI Content Areas



Washington OER Information



OER Development Tools and Guidance



Washington Arts



Washington Career and Technical Education



Washington Dual Language Education



Washington Educational Technology



Washington English Language Arts



Washington Health and Physical Education



Washington Mathematics

OSPI Grantees/Collaborators



ClimeTime



REGIONAL STEM INSTRUCTIONAL MATERIALS COLLABORATIVE



Washington Early Mathematics Coalition



Digital Citizenship/Media Literacy



Central Valley School District



Seattle Public Schools OER



Washington Center for Deaf and Hard of Hearing Youth - CDHY



Essential Ed. Public Private Partnership



Washington World Language Collaborative

Washington Districts/Schools



Highline Public Schools



River Hamelink



Tumwater School District

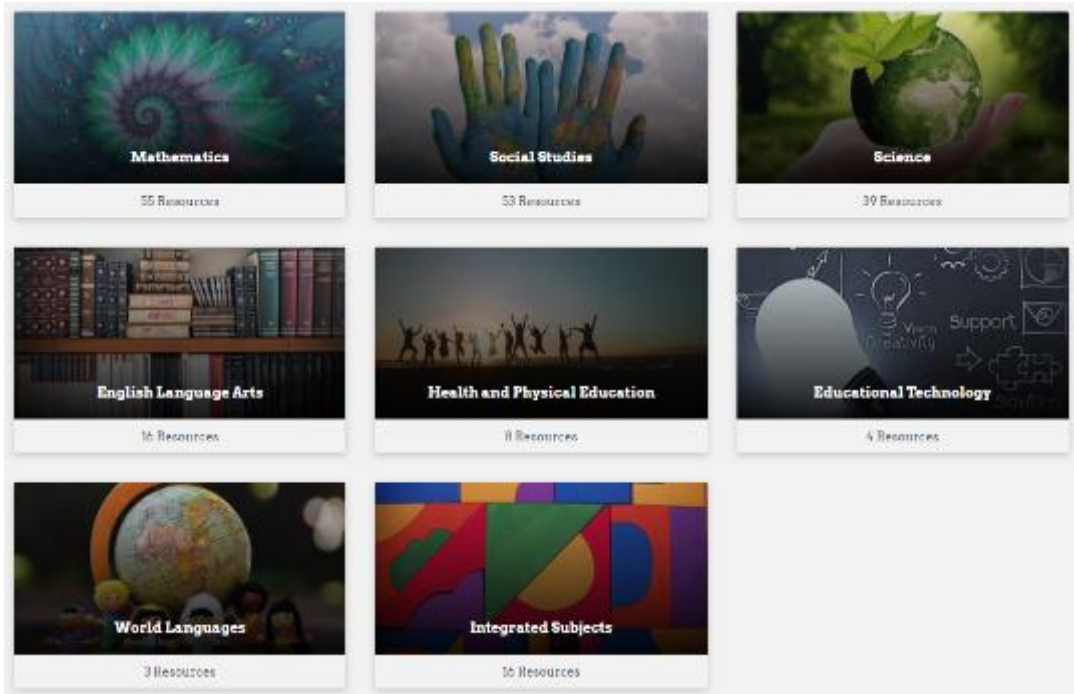


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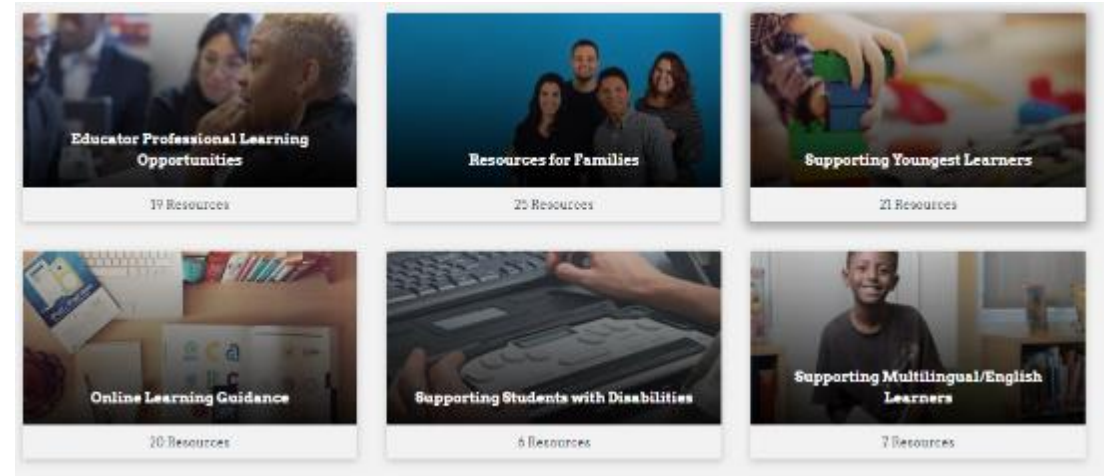
Continuous Learning Collections

- Resources selected for **alignment to standards**, usefulness for **remote learning** situations, and/or **integration of multiple subject areas**
- CURATED** by **OSPI content experts** and **educator partners**

Content Areas

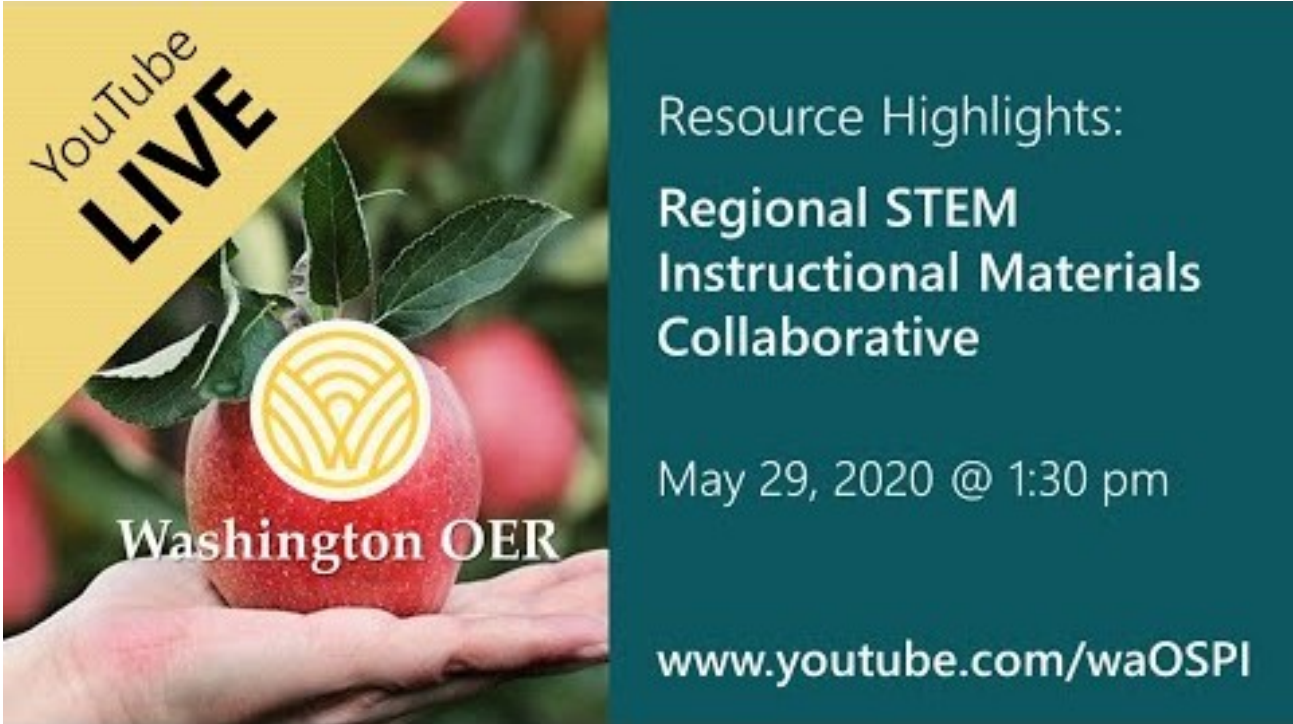


Audience



Hub Benefits

- Platform to share materials beyond the individual district or building
- Equitable access to a growing pool of comprehensive open materials aligned to state learning standards
- Gave us a head start on the distribution of materials designed to support remote learning

A promotional graphic for a YouTube Live event. The background is a close-up of a hand holding a red apple with green leaves. A yellow circular logo with a stylized 'W' is overlaid on the apple. In the top left corner, a yellow diagonal banner contains the text 'YouTube LIVE'. The text 'Washington OER' is written in white at the bottom of the apple. On the right side, a dark teal vertical panel contains white text: 'Resource Highlights: Regional STEM Instructional Materials Collaborative', 'May 29, 2020 @ 1:30 pm', and the URL 'www.youtube.com/waOSPI' at the bottom.

YouTube
LIVE

Washington OER

Resource Highlights:
**Regional STEM
Instructional Materials
Collaborative**

May 29, 2020 @ 1:30 pm

www.youtube.com/waOSPI

[Washington OER Hub Playlist](#)

Resource Pipeline to the OER Hub



Existing
OSPI
Material



External
Partners and
State
Organizations



Collaborative
Development
with
Educators



Curation by
OSPI Content
Leads and
Educator
Partners



Grants

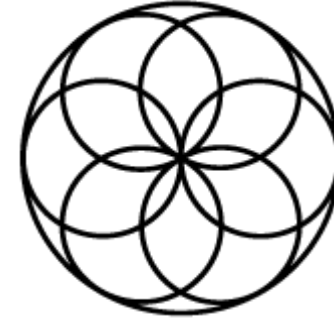


Open licensing of existing OSPI material



Since Time Immemorial: Tribal Sovereignty in Washington State

- Comprehensive materials for grades K-12
- Legislatively mandated instructional materials -required in all schools
- Created in partnership with private and public agencies and the Federally Recognized Tribes in Washington State



Modeling Our World with Mathematics

- Modularly-designed mathematics course designed to follow Geometry
- Career-connected thematic units where students use high school mathematics to analyze everyday life and work
- Thematic units include: Health & Fitness, Environmental Science, Civic Readiness, Finances for Life, Digital World, and the Arts



External partners - Request to openly license

- Material created by League of Women Voters of Washington
- Resource widely used throughout state
- Digital version free to download but terms of use prohibited adaptation and redistribution
- Open licensing requested and approved (non-commercial use)



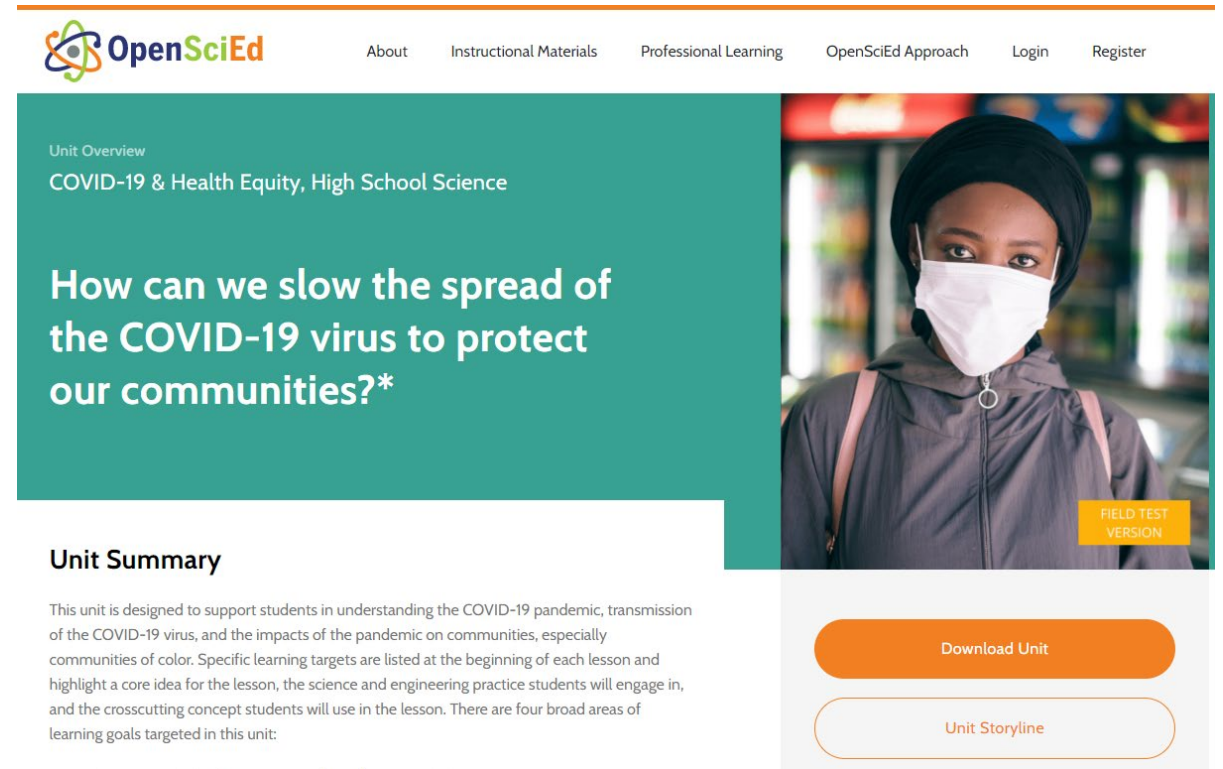
Collaborative development with district teams

- Convene educators with deep content knowledge and existing materials to share
- Review content for standards alignment
- Review using [Open Licensing Checklist](#)
- Attribute, adapt, and replace content if necessary
- Apply license
- Submit materials to the Washington OER Hub



Curation of third-party resources

- Clear learning objectives and goals
- Aligned to learning standards
- Accurate and relevant
- Developmentally and culturally appropriate
- Support sound teaching practice
- User-friendly design and easily obtainable resources
- Preferred: integration of multiple subject areas/useful for remote learning situations

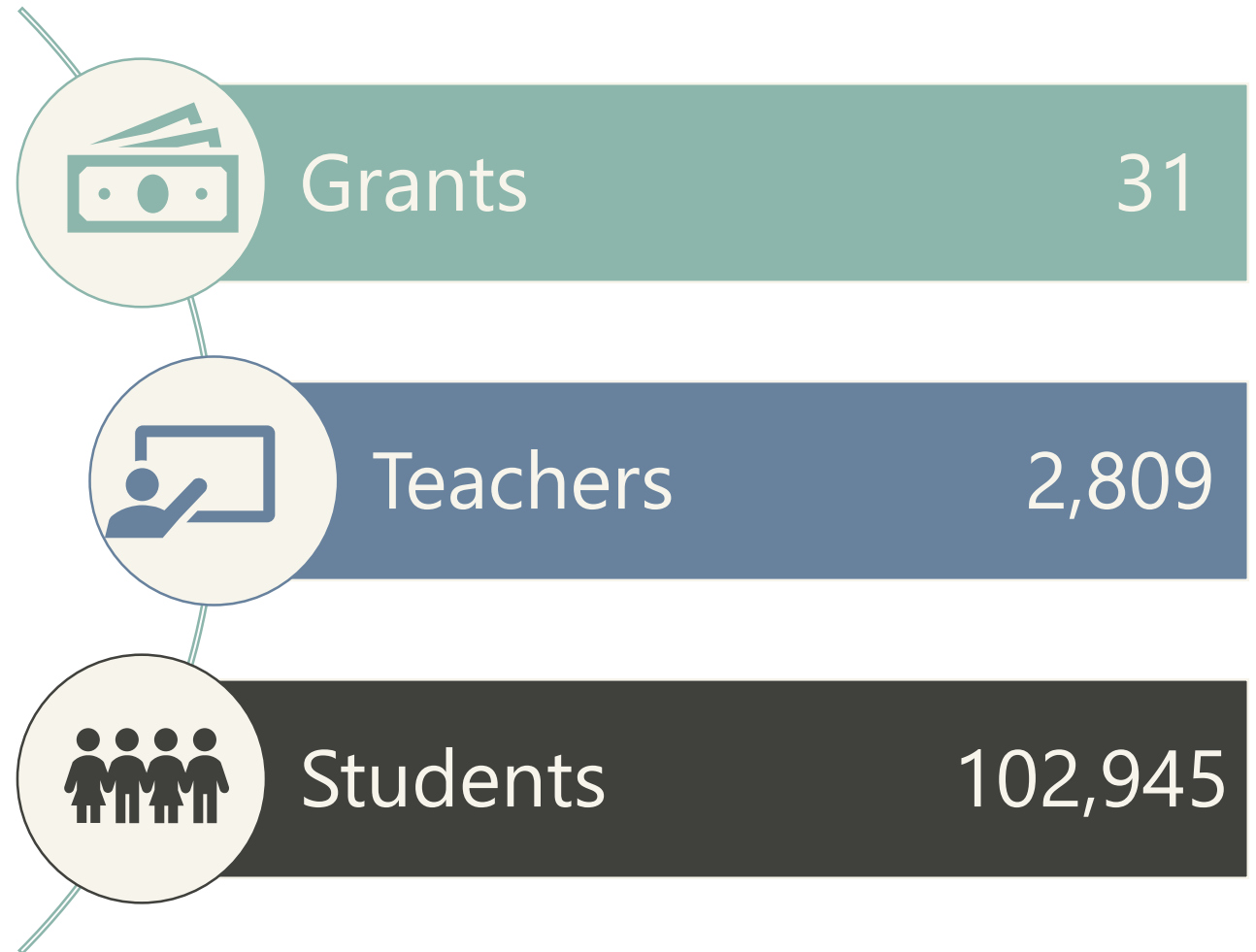


The screenshot shows the OpenSciEd website interface. At the top, the OpenSciEd logo is on the left, and navigation links for 'About', 'Instructional Materials', 'Professional Learning', 'OpenSciEd Approach', 'Login', and 'Register' are on the right. The main content area features a teal background with the text 'Unit Overview' and 'COVID-19 & Health Equity, High School Science'. Below this is the question 'How can we slow the spread of the COVID-19 virus to protect our communities?*' in white. To the right is a photograph of a young woman wearing a black hijab and a white face mask. A yellow 'FIELD TEST VERSION' badge is overlaid on the bottom right of the photo. Below the teal section, there is a 'Unit Summary' section with a paragraph of text. At the bottom right, there are two buttons: an orange 'Download Unit' button and a white 'Unit Storyline' button with an orange border.

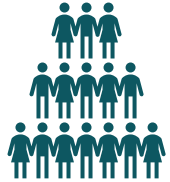
[COVID-19 & Health Equity, High School Science](#)

Competitive OER grant program

- Development of core or unit instructional materials
- Resources aligned to state learning standards. Content integration preferred.
- All resources produced with grant funds must be openly licensed
- All resources must be submitted to the Washington Hub on OER Commons.



OER Grant Findings - Overview



Populations impacted

- Teachers, students, parents, policymakers



Benefits

- Collaboration and professional learning
- Increased pool of standards-aligned instructional materials
- Quality resources in under-represented content areas



Challenges

- Time
- Comfort level with instructional materials development
- Technical issues



Teacher and student outcomes – how was effectiveness measured?

- Varied heavily w/ project but primarily qualitative in nature

OER Grant Findings - Cost *shifting*

*With the funds the district normally would have spent on textbooks, officials are giving **teachers release time** from class and **paying them for extra hours** so they can **observe and learn from each other**.*

Tumwater School District

**Approximate savings to district:
\$68,000**

*While the financial savings have been significant, the money saved was utilized in the **OER development** process to provide **genuine teacher collaboration around instruction** which ultimately improves student outcomes.*

Puyallup School District

**Approximate savings to district:
\$755,590**



OER Grant Projects - Teacher and Student Outcomes



Positive changes in student engagement

Teachers who have taught the instructional sequence as presented in our OER units report the following student outcomes through anecdotal observations:

- *increased interest and engagement in science learning*
- *reduction of disruptive behaviors amongst students who are struggling learners*
- *increased career awareness and curiosity*
- *increased ability of students to articulate relevant questions about content*
- *increased involvement of parents in students' science learning*
- *class discussions that cover more rigorous topics and delve deeper into science topics*

Educational Service District 112



OER Grant Projects - Teacher and Student Outcomes



Improved student performance

Students' *progress towards meeting standards increased* as measured by writing assignments, end of unit assessments, and conferring. *Student discourse* using evidence to justify their thinking *increased*.

By the end of the year, students were *reading more complex texts* independently.

Efficacy was also measured through classroom observations, peer observation, and coaching cycles.

Grandview School District

OER Grant Projects - Teacher and Student Outcomes



*The development of the Conceptual Physics course was a **great success** on all counts.*

*The curriculum was implemented successfully, with a **high degree of enthusiasm and engagement** for both students and teachers.*

*The OER nature of the development proved **liberating, rather than restricting**, and the final product is one that should prove easily adoptable for any high school that wishes to add a physics option for the general student population.*

Oak Harbor Public Schools

Adapting and sharing on the Washington OER Hub

External partner
Original work

OER Grantee District
Translated and adapted

Collaborative Development
Teacher guide



Economic Change

In 1900, about half a million people were counted in the census in Washington. (A census is a count of how many people live here, conducted by the U.S. government once every ten years.) In the 2010 census, nearly seven million people were counted (6,897,012 people, to be exact). That's a lot of people – and a lot of change for our state.

Imagine what it was like to live in Washington in the year 1900: People traveled on foot, on horses, on trains, or on boats, because cars were very rare



经济变化

1900年，华盛顿州人口普查大约有50万人。（人口普查由美国政府每十年做一次，就是数一数有多少人住在这里。）2010年的人口普查显示有将近700万人（准确地说是6,897,012人）。真是很多人---华盛顿州真是发生了很多的变化。

想象一下，1900年生活在华盛顿州是什么样子：人们出行要靠走路、骑马、坐火车或坐船，因为那时候汽车很少，



Chapter 4 The State We're In Washington
1900-2000: A Century of Change

Teacher Guide

General Overview

Chapter 4: A Century of Change focuses on the significant amount of change the state of Washington experienced from 1900 to 2000. The tasks below may be implemented separately or together to guide students toward a deeper understanding of the content therein and to develop important social studies skills.

Enduring Understanding

Washington changed a great deal in many different ways in the 20th Century (culturally, economically, politically, environmentally and ecologically).

Supporting Questions

Students consider these questions - finding and using evidence to support the Enduring Understanding.

- How have labor unions **impacted** our state?
- How has technology **impacted** our state?
- What are the most significant changes that our state has encountered?
- Can Washington balance a healthy natural environment and a successful economy in our state?
- How have human activities **impacted** our state over time?

Learning Targets

Students will be able to...

- **explain** how labor unions can impact our state (E4.6-8.2).
- **explain** how technology can impact our state (H1.6-8.5).
- **compare** various changes that have happened in our state over the last 100 years to determine the significance (SS4.6-8.1).
- **use** evidence to support how Washington can balance a healthy natural environment and a successful economy (SS4.6-8.1).
- **determine** how humans impact the environment of our state (G2.6-8.2).

Tasks

1. Launch
2. Focused Notes
3. Text-Dependent Questions
4. Focused Inquiry



Contact Us!



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[OSPI Website](#)



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[OER Project Website](#)



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