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.
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.

http://www.oercommons.org/hubs/washington

OER Commons  Washington Hub
http://www.oercommons.org/hubs/washington
Working Groups

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

**OSPI Content Areas**
- OER
- OER Development Task and Guidance
- Washington Arts
- Washington Career and Technical Education
- Washington Dual Language Education
- Washington Educational Technology
- Washington English Language Arts
- Washington World Languages
- Washington Mathematics

**OSPI Grantees/Collaborators**
- OtherTime
- Regional STEM Instructional Materials Collaborative
- Washington Early Mathematics Coalition
- Digital Literacy
- Literacy
- Central Valley School District
- Seattle Public Schools
- Washington State Department of Transportation
- Washington State Department of Health
- Sweet Home Community School District
- Washington Public Media
- Washington State Department of Education
- Washington State Department of Social and Health Services
- Washington State Department of Enterprise Services
- Washington State Department of Enterprise Services

**Washington Districts/Schools**
- Highline Public Schools
- Evergreen School District
- Turnaround School District

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*Washington Office of Superintendent of Public Instruction*
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
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

Washington OER Hub Playlist

Washington OER

Resource Highlights:
Regional STEM Instructional Materials Collaborative

May 29, 2020 @ 1:30 pm

www.youtube.com/waOSPI
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

**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.

Grants 31
Teachers 2,809
Students 102,945

$497,000 spent since 2013
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
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
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
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.

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.

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.

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 (11.4-6.3).
• explain how technology can impact our state (11.6-6.5).
• compare various changes that have happened in our state over the last 100 years to determine the significance (13.34-6.3).
• use evidence to support how Washington can balance a healthy natural environment and a successful economy (13.34-6.3).
• determine how humans impact the environment of our state (13.2-6.3).

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

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，
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