

English Language Arts Open Educational Resources

Washington Library Association
2017 Annual Conference



Photo by Gaelle Marcel on Unsplash

What you would like to learn?



[Why](#) by [Tintin44](#) | [CC BY NC ND](#)

What do you bring to share?



[Cookies](#) by [Nicolas Karim](#) | [CC BY NC ND](#)

Goals



1. Think about OER as part of your ELA instructional material toolkit.
2. Know how to locate and vet open resources.
3. Discuss strategies for effective adaptation and implementation of OER.



Agenda

Why OER?

Locating ELA OER

Resource Needs and Review
Instruments

Reviewed OER Library

OER Adaptation and Next Steps



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Education is sharing knowledge



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Educators love to share



Sharing by ryanr – CC BY NC



Today sharing looks different



**Internet
Enables**



**Copyright
Forbids**



Photo by [geralt](#) | [Pixabay License](#)

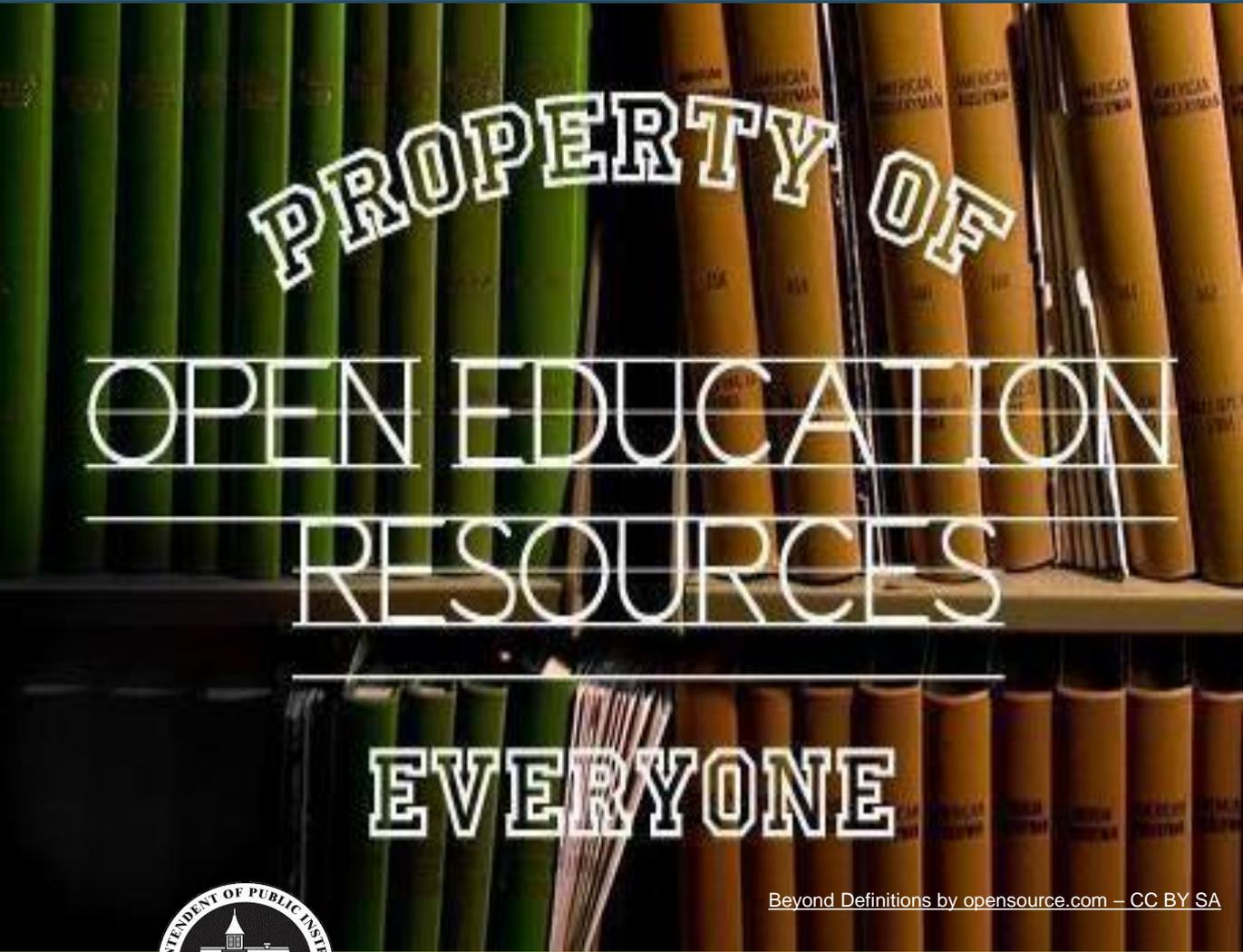
What's protected by copyright?



BOOKS
SCRIBBLES
DOODLES
MOVIES
ARTICLES
MUSIC
BALLETS
PHOTOGRAPHS
SOFTWARE
PLAYS
SCULPTURE
ARCHITECTURE
PAINTINGS
WEBSITES



OER are...



PROPERTY OF
OPEN EDUCATION
RESOURCES
EVERYONE

Open Educational Resources (OER) reside in the public domain or have been released under an intellectual property license that permits their **free use** and **re-purposing**.

[Beyond Definitions by opensource.com](https://www.beyonddefinitions.com/) – CC BY SA



OER are...



OER = Free + Permissions

The 5 Rs:

Retain

Reuse

Remix

Revise

Redistribute



OER are not...

Any free resources on the internet FREE is not the same as OPEN.

Strictly digital resources
OER is a license not a delivery platform.

A replacement for copyright
Open licenses are just a set of permitted uses that the copyright holder clarifies.



Photo by nickwheeleroz – CC NC SA



OER are not one specific type of resource

Image and audio resources
Books in the public domain
Video and audio lectures
Interactive simulations
Game-based learning programs
Lesson plans
Textbooks
Online course curricula
Professional learning programs



Spectrum of Pencils by designsbykari – CC BY NC



Open Licenses



Photo by The Dewolfs | CC BY NC

Current Problem

Do I have permission to...

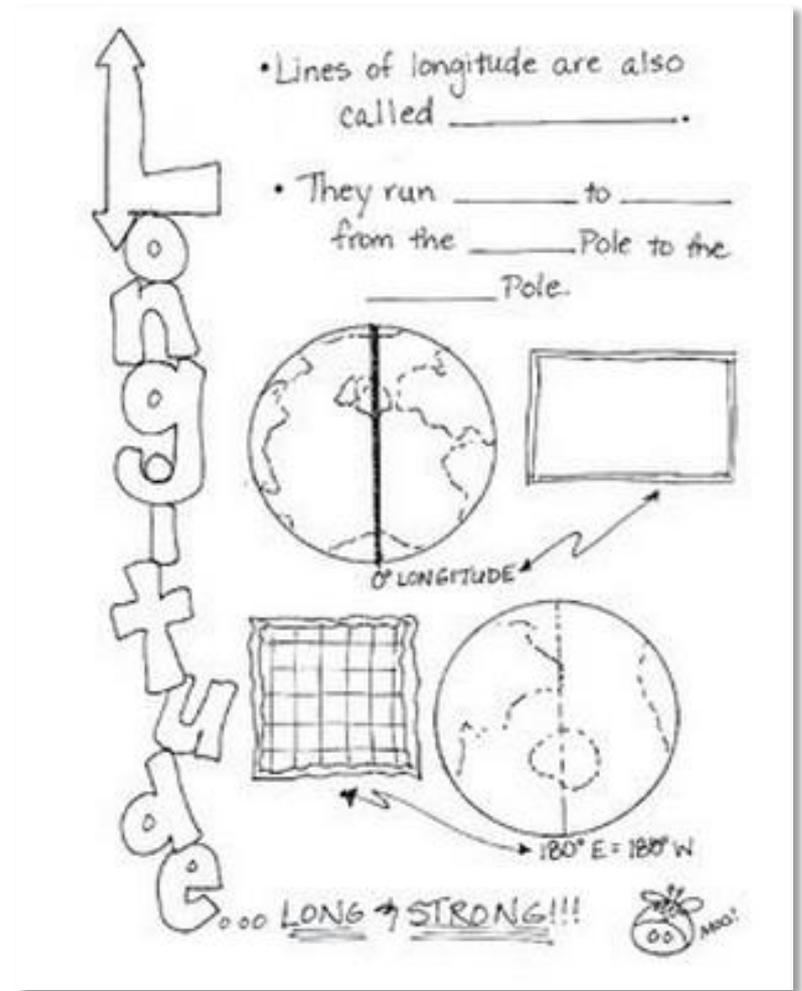
Download and print this?

Make adaptations?

Share this with my colleagues?

Repost and distribute this material and any adaptations I make on a wider scale?

Who do I go to for answers to these questions?



Open licenses put the “open” in OER and help avoid you becoming a copyright detective!



[The Detective by Pauran - CC BY](#)



Open licenses define user permissions



Mathematics One HONORS Student

[Introduction to the Materials](#)

[Module 1: Sequences](#)

[Module 2: Linear & Exponential Functions](#)

[Module 3: Features of Functions](#)

[Module 4: Equations & Inequalities](#)

[Module 5: Systems of Equations & Inequalities](#)

[Module 6: Transformations & Symmetry](#)

[Module 7: Congruence, Construction & Proof](#)

[Module 8: Connecting Algebra & Geometry](#)

[Module 9: Modeling Data](#)

Enhanced Teacher Editions are will soon be available for purchase! [Click to learn more.](#)
There are **additional supports** coming for students as well, [click here to find out more.](#)

The Mathematics Vision Project (MVP) curriculum has been developed to realize the vision and goals of the New Core Standards of Mathematics. The [Comprehensive Mathematics Instruction \(CMI\)](#) framework is an integral part of the materials. You can read more about the CMI framework in the Utah Mathematics Teacher Journal, [\(UMTJ, 2009\)](#). The framework was also the subject of a talk given at the NCSM annual meeting in Oakland, CA 2016.



Secondary Mathematics One: An Integrated Approach by Mathematics Vision Project is licensed under a Creative Commons Attribution 4.0 International License.

Mathematics One HONORS Teacher

[Introduction to the Materials](#)

[Module 1: Sequences](#)

[Module 2: Linear & Exponential Functions](#)

[Module 3: Features of Functions](#)

[Module 4: Equations & Inequalities](#)

[Module 5: Systems of Equations & Inequalities](#)

[Module 6: Transformations & Symmetry](#)

[Module 7: Congruence, Construction & Proof](#)

[Module 8: Connecting Algebra & Geometry](#)

[Module 9: Modeling Data](#)

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Why OER?



[Question Mark by Alexander Drachmann – CC BY SA](#)



OER enable cost shifts

With OER, content acquisition costs can be reduced, allowing schools to shift funds to other critical areas like professional learning or technology infrastructure.



OER empower districts and encourage innovation

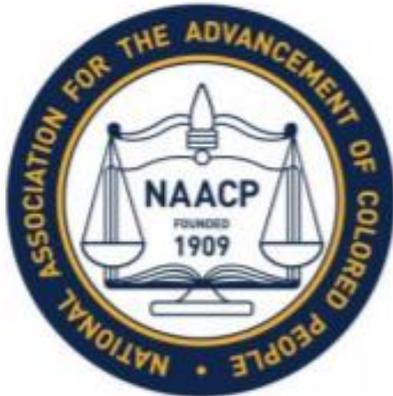
OER empower districts and teachers as creative professionals by giving them the ability to adapt and customize learning materials to meet the needs of their students.



[Up by inallyourways](#) | [CC BY NC](#)



OER promote equity



Advocacy to Promote Use of Open Education Resources Resolution

Introduction

The National Association for the Advancement of Colored people strongly supports the goal to promote high quality education among all students throughout the United States. To meet this goal, teachers and schools must have high quality academic resources, which has not been the situation for many African American students. Furthermore, effective implementation of rigorous educational standards for all students requires that quality curricular and other materials are readily available as well as affordable to educational agencies. In order to increase access and reinforce opportunities for exposure to high quality resources for African American and other minorities, the NAACP poses that educational agencies should take advantage of Open Education Resources (OER).

ACHIEVE, a widely respected national independent, nonpartisan, nonprofit education reform organization defines Open Education Resources (OER) as “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 repurposing by others. OER are a departure from materials that have traditional, all rights reserved licensing, which restricts the revision and sharing of these resources. In addition, OER can take many forms — lesson or unit plans, guides for

Finding Resources

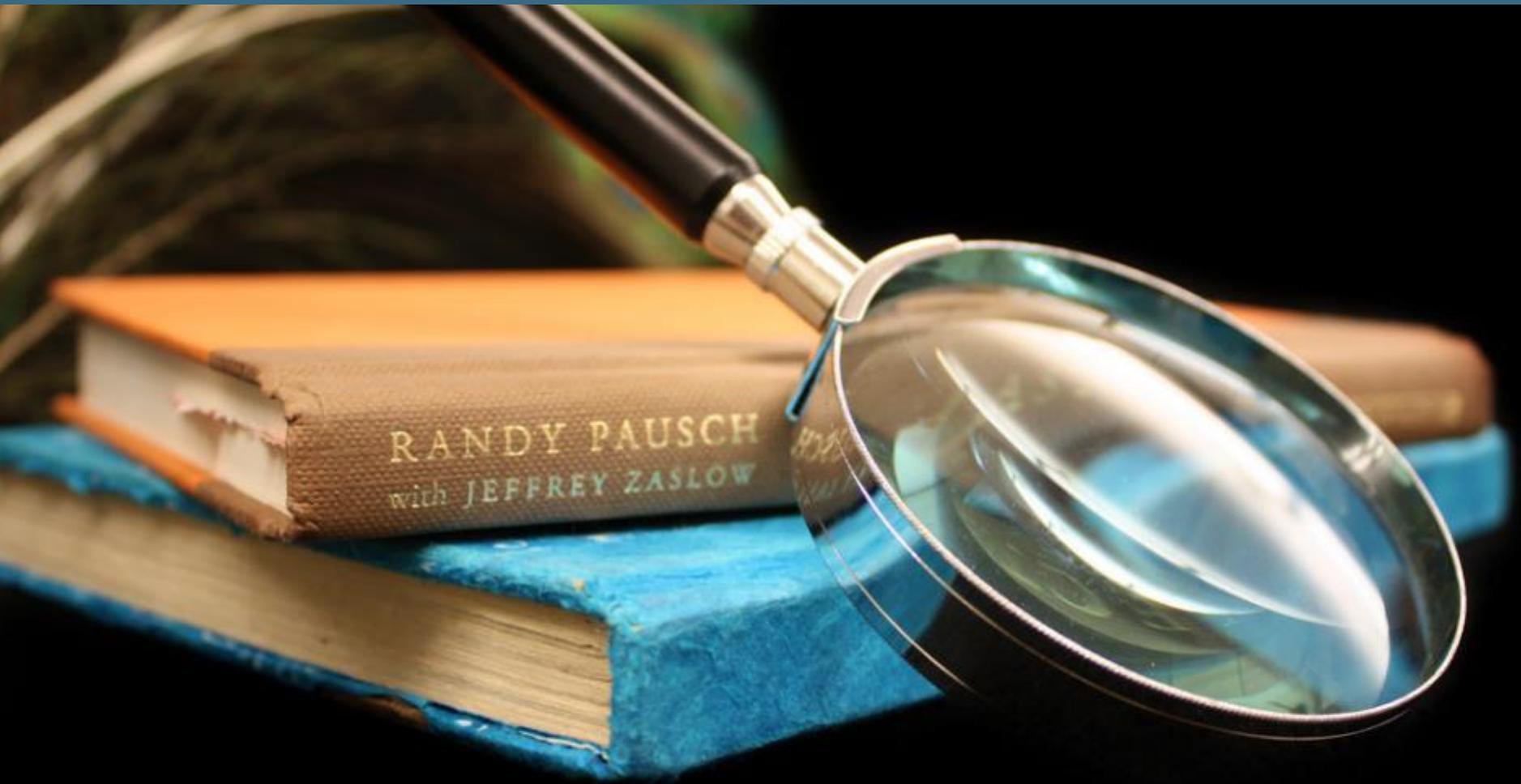


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Internet Search Engines

Google Advanced Search



language:	any language
region:	any region
last update:	anytime
site or domain:	
terms appearing:	anywhere in the page
SafeSearch:	Show most relevant results
reading level:	no reading level displayed
file type:	any format
usage rights:	not filtered by license
	not filtered by license
	free to use or share
	free to use or share, even commercially
	free to use share or modify
	free to use, share or modify, even commercially

You can also... 

Find pages that are similar to, [Cite this page](#), [Print this page](#)



OER Repositories

OER Commons

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



OER Commons Washington Hub

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



Curriki

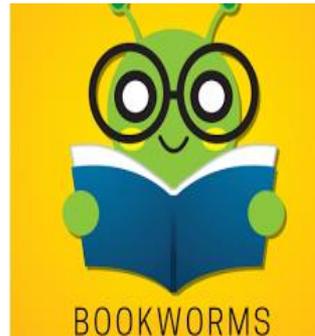
<http://www.curriki.org/>



Supplemental ELA OER



Full Course or Supplemental ELA OER





Activity: Find a resource

Use one of the referenced sites
to select a unit or lesson level resource.
Read through unit.

(print options available)



Icons from [OER Guidance for Schools](#) commissioned by [Leicester City Council](#) | [CC BY](#)

<http://bit.ly/2j4L7xW>

Evaluating Quality

It may be
free but is
it good?

- Excellent
- Very good
- Good
- Average
- Poor



Evaluating Standards Alignment

IMET Rubric (full course)

Math

ELA

EQuIP Rubrics (lessons and units)

Math

ELA

Science

Social Studies (WA adaptation)

Achieve OER Rubrics (lessons and activities)

all content areas

Developer: _____ Curriculum/Unit Title: _____ Reviewer ID: _____

Rubric II: Quality of Explanation of the Subject Matter

This rubric is applied to objects designed to explain subject matter. It is used to rate how thoroughly the subject matter is explained or otherwise revealed in the object. Teachers might use this object with a whole class, a small group, or an individual student. Students might use the object to self-tutor. For objects that are primarily intended for teacher use, the rubric is applied to the explanation of the subject matter not to the planning instructions for the teacher.

3. An object is rated superior for explanation of subject matter only if all of the following are true:

- The object provides comprehensive information so effectively that the target audience should be able to understand the subject matter.
- The object connects important associated concepts within the subject matter. For example, a lesson on multi-digit addition makes connections with place value, rather than simply showing how to add multi-digit numbers, or a lesson designed to analyze how an author develops ideas across extended text would make connections among the various developmental steps and the various purposes the author has for the text.
- The object does not need to be augmented with additional explanation or materials.
- The main ideas of the subject matter addressed in the object are clearly identified for the learner.

2. An object is rated strong for explanation of subject matter if it explains the subject matter in a way that makes skills, procedures, concepts, and/or information understandable. It falls short of superior in that it does not make connections among important associated concepts within the subject matter. For example, a lesson on multi-digit addition may focus on the procedure and fail to connect it with place value.

1. An object is rated limited for explanation of subject matter if it explains the subject matter correctly but in a limited way. This cursory treatment of the content is not sufficiently developed for a first-time learner of the content. The explanations are not thorough and would likely serve as a review for most learners.

0. An object is rated very weak or no value for explanation of subject matter if its explanations are confusing or contain errors. There is little likelihood that this object will contribute to understanding.

N/A: This rubric is not applicable (N/A) for an object that is not designed to explain subject matter, for example, a sheet of mathematical formulae or a map. It may be possible to apply the object in some way that aids a learner's understanding, but that is beyond any obvious or described purpose of the object.

Summary of Observations and Suggestions for Improvement:

RATING: 3 2 1 0 NA

Rubric developed by Achieve
New Creative Commons Attribution 3.0 Unported License at <http://creativecommons.org/licenses/by/3.0/>





Activity: Review a resource

Look at your resource through the lens of
Dimension 2 of the EQuIP rubric.



Explore Existing Guidance

OSPI OER Review Results



OPEN EDUCATIONAL RESOURCES REVIEW

As a part of the legislative mandate to identify and develop a library of openly licensed courseware aligned with the Common Core State Standards (CCSS), the Office of Superintendent of Public Instruction in Washington conducted a review of OER in Spring 2013. Full course secondary mathematics (Algebra 1/Integrated Math 1) and 11th - 12th grade English Language Arts units with an emphasis on American Literature were reviewed. The review process made use of existing review instruments designed to gauge alignment with the CCSS. The results from this review will be an extremely valuable tool as educators and content developers tap into the most powerful feature of OER – the ability to freely adapt and redistribute materials.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Digital Learning Department
July 2013



ELA Resource Reviews

Filter your review results by using the dropdown menu to select a grade span.

This review is not intended to rank the materials; rather, the results provide rich evaluator feedback on changes necessary to bring the OER resource into closer alignment with Washington learning standards.

IMET
 0: Strongly Disagree
 1: Disagree
 2: Agree
 3: Strongly Agree

EQuIP
 0-2: Not Ready to Review
 3-7: Revision Needed
 8-10: Exemplar if Improved
 11-12: Exemplar

[CLEAR FILTER](#)

GRADE SPAN	RESOURCE DEVELOPER	REVIEW	IMET: Freedom from Obstacles to Focus scale 0-3	IMET: Focus and Coherence scale 0-3	IMET: Rigor and Balance scale 0-3	IMET: Standards for Math Practices scale 0-3	EQuIP: Overall scale 0-12
K-2	Bookworms Grade 1 Comprehensive Reading Solutions	Review	2.2	1.9	1.8	1.5	7
K-2	Bookworms Grade 2 Comprehensive Reading Solutions	Review	2.4	1.8	1.6	1.6	6
K-2	Bookworms Grade K Comprehensive Reading Solutions	Review	2.6	2.0	1.7	2.1	7
K-2	Core Knowledge Language Arts Grade 1 Core Knowledge Foundation	Review	2.5	2.0	2.4	2.4	11
K-2	Core Knowledge Language Arts Grade 2 Core Knowledge Foundation	Review	2.1	1.9	2.1	2.5	10
K-2	Core Knowledge Language Arts Grade K Core Knowledge Foundation	Review	2.5	2.3	2.3	2.5	10



Explore Existing Guidance

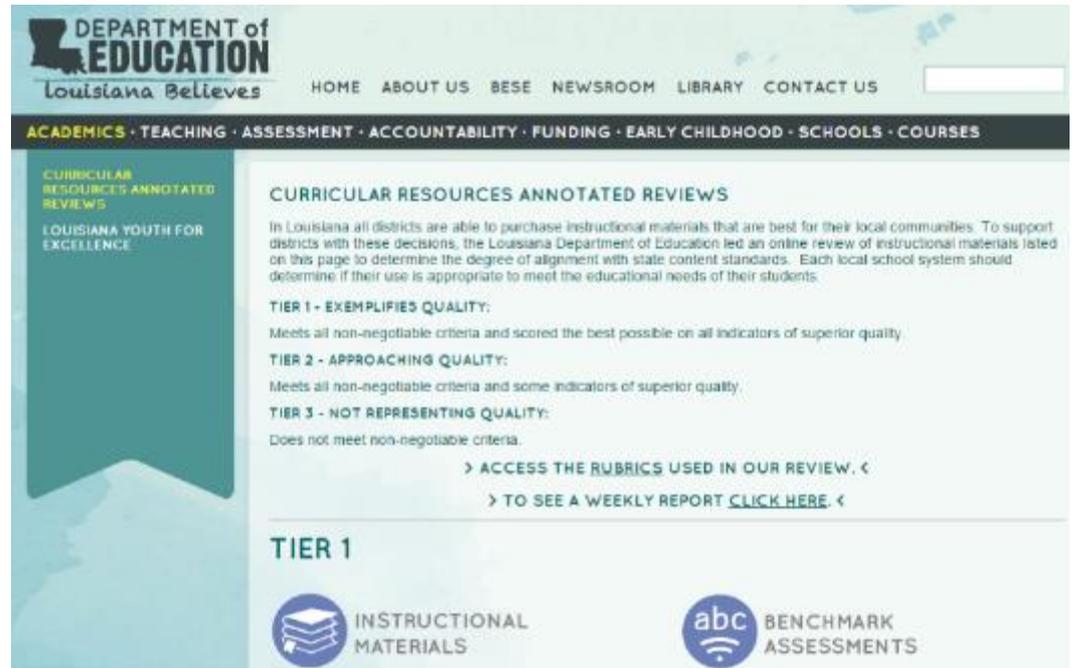
Louisiana Department of Education

Louisiana Department of Education led an online review of instructional materials to determine the degree of alignment with state content standards

TIER 1 - EXEMPLIFIES QUALITY

TIER 2 - APPROACHING QUALITY

TIER 3 - NOT REPRESENTING QUALITY



The screenshot shows the Louisiana Department of Education website. The header includes the logo 'DEPARTMENT of EDUCATION Louisiana Believes' and navigation links: HOME, ABOUT US, BESE, NEWSROOM, LIBRARY, CONTACT US. A search bar is also present. Below the header is a navigation bar with categories: ACADEMICS, TEACHING, ASSESSMENT, ACCOUNTABILITY, FUNDING, EARLY CHILDHOOD, SCHOOLS, COURSES. The main content area is titled 'CURRICULAR RESOURCES ANNOTATED REVIEWS'. It includes a sub-header 'LOUISIANA YOUTH FOR EXCELLENCE' and a paragraph explaining the review process. Below this are three tiers of quality: TIER 1 - EXEMPLIFIES QUALITY, TIER 2 - APPROACHING QUALITY, and TIER 3 - NOT REPRESENTING QUALITY. There are also links to 'ACCESS THE RUBRICS USED IN OUR REVIEW' and 'TO SEE A WEEKLY REPORT CLICK HERE'. At the bottom, there are logos for 'INSTRUCTIONAL MATERIALS' and 'abc BENCHMARK ASSESSMENTS'.



Explore Existing Guidance

edreports.org

The grade 2 materials reviewed in this program do not meet the minimum criteria for a usable print assessment. 150 lesson and assessment days. This set of materials is consistent with the mathematical progression of learning set forth in the standards. All students are given extensive work on grade level problems and this work progresses mathematically. These instructional materials are visibly shaped by the cluster headings in the standards. Connections are made between domains and clusters within the grade level. Kindergarten, Grade 1 and Grade 2 were reviewed for Gateway 2, partially meeting the requirements for the aspects of rigor and the instructional use of the SMP. Overall the K-2 materials do not meet the requirements for alignment and, therefore, were not reviewed for usability.



OER Commons
Curriki
Canvas Commons
Microsoft - OER Search
Google
Edmoto Spotlight
Amazon Inspire
Smarter Balanced Digital Library
OpenEd
Pinterest
State Repositories
Individual Developers
Teachers Pay Teachers
Better Lesson
Share My Lesson
Read Works
PBS Learning Media



This is only a small portion of the sites, repositories, and search engines out there that educators will use to find instructional materials of ALL license types.

- **Know your need**
- **Search critically**
- **Review with recognized rubrics for the evaluation of instructional materials**
- **Understand your level of permitted use**

Contact Information

OSPI
Public Instruction

Languages | A - Z Index | Print

Offices & Programs | Learning & Teaching | Assessment | Finance & Grants | Data & Reports

Educational Resources (OER)

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

Find information and resources for school districts and teachers implementing OER and communicating with stakeholders in local communities.

[Asked Questions](#)

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

[Grants](#)
Annual grants provide small amounts of funding to assist in developing, adapting, or implementing openly licensed core materials.

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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OER Project Website



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