OPEN EDUCATIONAL RESOURCES
Open Educational Resources (OER) are learning, teaching, and research materials that reside in the Public Domain or that have been released under an open license that permits no-cost access, reuse, repurposing, adaptation and redistribution. OER can be downloaded, edited and shared to serve all students. These resources can be produced in any format or medium and include all kinds of content such as textbooks, lesson plans, assignments, games, and other educational materials.

KEY STEPS AND CONSIDERATIONS WHEN ADOPTING OER
Introduce OER to stakeholders
Engage local school and district administrators, curriculum specialists, technology specialists, school boards, teachers, and parents in the discussion about OER to increase awareness and clarify goals. Goals may include:

- Shift funds from content acquisition to other critical areas that support learning and teaching
- Empower districts and teachers to adapt and customize learning materials to meet the needs of their students
- Promote equitable access to quality instructional materials
- Adopt more current, updateable instructional material
- Fill curricular gaps in order to meet Common Core standards
- Leverage technology and provide digital content to students

Resources:
Washington K-12 Open Educational Resources Project Resource Page | Office of Superintendent of Public Instruction (OSPI)
Why Open Education Matters Contest Winners (video)
OER YouTube playlist | Council of Chief State School Officers (CCSSO)
Navigating the New Curriculum Landscape: How States are Using and Sharing Open Educational Resources | New America, CCSSO
Introduction to Open Educational Resources | Aligned Blog, Student Achievement Partners
#GoOpen District Launch Packet | US Department of Education Office of Educational Technology
Recognize the need for ongoing professional learning
What professional learning will be required to teach how to effectively locate, evaluate, adapt, and implement open resources?
What supports are in place to provide clarity on licensing types, understanding levels of permission for remixing open resources, and providing proper attribution?
If necessary, what technology training will be required?
Consider the creation of OER User Groups to support teachers implementing a specific resource and create a community of practice that shares implementation resources and best practices.

Resources
P2PU School of Open
Open Washington | State Board for Community and Technical Colleges
OER Commons Washington Hub: OER Development Group | Office of Superintendent of Public Instruction (OSPI)
EngageNY Washington State Math Users’ Group
District and State Leaders Discuss Lessons Learned from OER Implementation (video) | International Society for Technology in Education (ISTE)

Discuss how OER will be delivered
Openly licensed content can be produced in any medium: paper-based, video, audio or computer-based multimedia. What material format will you need to provide - digital or print? If digital, make sure educational technology staff is pulled into these discussions early on.

Digital
Consider what device will be used to access the material. Does the material need to be incorporated into a learning management system (LMS)?
Will increased broadband capacity or technology infrastructure be required? How will students without home devices or internet connectivity access the materials? Are there other student accessibility issues that need to be addressed?
Though the material licensing is free, will technology purchases/upgrades be required for access or delivery? What sustainable funding for devices is required?

Print
What are the printing costs involved with having material published? Explore options and compare pricing through a print-on-demand service, in-house print services, OER developer partnerships, or existing state or district agreements with printers/copy centers.

Resources:
Navigating the Digital Shift 2018: Broadening Student Learning Opportunities | State Educational Technology Director’s Association (SETDA)
Instructional Materials Review – Technology Questions | Office of Superintendent of Public Instruction (OSPI)
Strategize determination of quality and alignment to standards
How will materials be vetted? What instruments will be used to gauge alignment to state learning standards and district priorities?

If school board policies require the same resource across the district, consider an annual review cycle of OER instructional material, with an agreed upon version for use by teachers during the school year. Consider allocating ongoing staff development time for the updating and adaptation of resources, if new curricular versions will be rolled out on a regular basis.

Who will be trusted to approve material – will reviews from other districts/states be accepted?
Discuss how much teacher adaptation of approved material is allowed or encouraged.

Resources
Course Design and Instructional Materials Adoption Guidance | Office of Superintendent of Public Instruction (OSPI)
Achieve the Core Toolkit for the Alignment of Materials | Student Achievement Partners
EdReports (reviews of both traditionally published and OER core instructional materials in math, ELA, and science)

Discuss changes to existing policies that apply to the usage and creation of OER
Update instructional materials adoption policies that rigidly define textbooks or curricular materials with more flexible language that includes consideration of OER.
Enable more flexible use of instructional materials budgets. This funding could support development and adaptation of OER and technology infrastructure.
Clarify the current district policy regarding copyrighting of created material and emphasize that materials created by state, regional, or local entities using public funds will hold an open license for sharing, collaboration, and access for all educators and students.

Resources
OER Resources for Policy Makers | CCSSO
Model Policy on Instructional Materials Selection and Adoption | Washington State School Directors’ Association (WSSDA)

Discuss how the impact of OER will be measured
How will the effects of OER on student learning be measured – standardized test results, teacher and student observations and suggestions?
How will the cost shifting potential of OER be determined?
What is the process improvement pathway? How will feedback be used to strengthen teaching and learning over time?

Resources
The Impact of Open Textbooks on Secondary Science Learning Outcomes | Robinson, Fischer, Wiley, Hilton
Creating and Adopting Open High School Science Textbooks | Wiley and Young
Review case studies of districts implementing OER
Take OER out of the realm of the theoretical and see how districts are addressing the effective implementation of open resources.

Resources
OER Commons Washington Hub (look in content area groups for district-developed OER courses and units)
PreK-12 Districts Using OER | New America
Districts Put Open Educational Resources to Work (Education Week 2015)

NOTE: THE USE OF OER DOES NOT PRECLUDE THE USE OF COMMERCIAL CONTENT
Many high quality educational materials are available for purchase and, in certain circumstances; their use may be more affordable than attempts to produce that content openly or address content areas not well represented by existing OER. Thus, the most cost-effective way to develop and procure resources for use in teaching and learning is to explore all available options.

FOR MORE INFORMATION
OER PROJECT
k12.wa.us/oer

REVIEWED OER LIBRARY
k12.wa.us/oer/library

OER COMMONS WASHINGTON HUB
www.oercommons.org/hubs/washington

OER PROGRAM MANAGER
Barbara Soots
barbara.soots@k12.wa.us
@waOSPI_OER

Except where otherwise noted, this work by the Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution 4.0 International License. All logos and trademarks are property of their respective owners.