OFFICE OF
Educational Technology

#GoOpen
District Launch Packet

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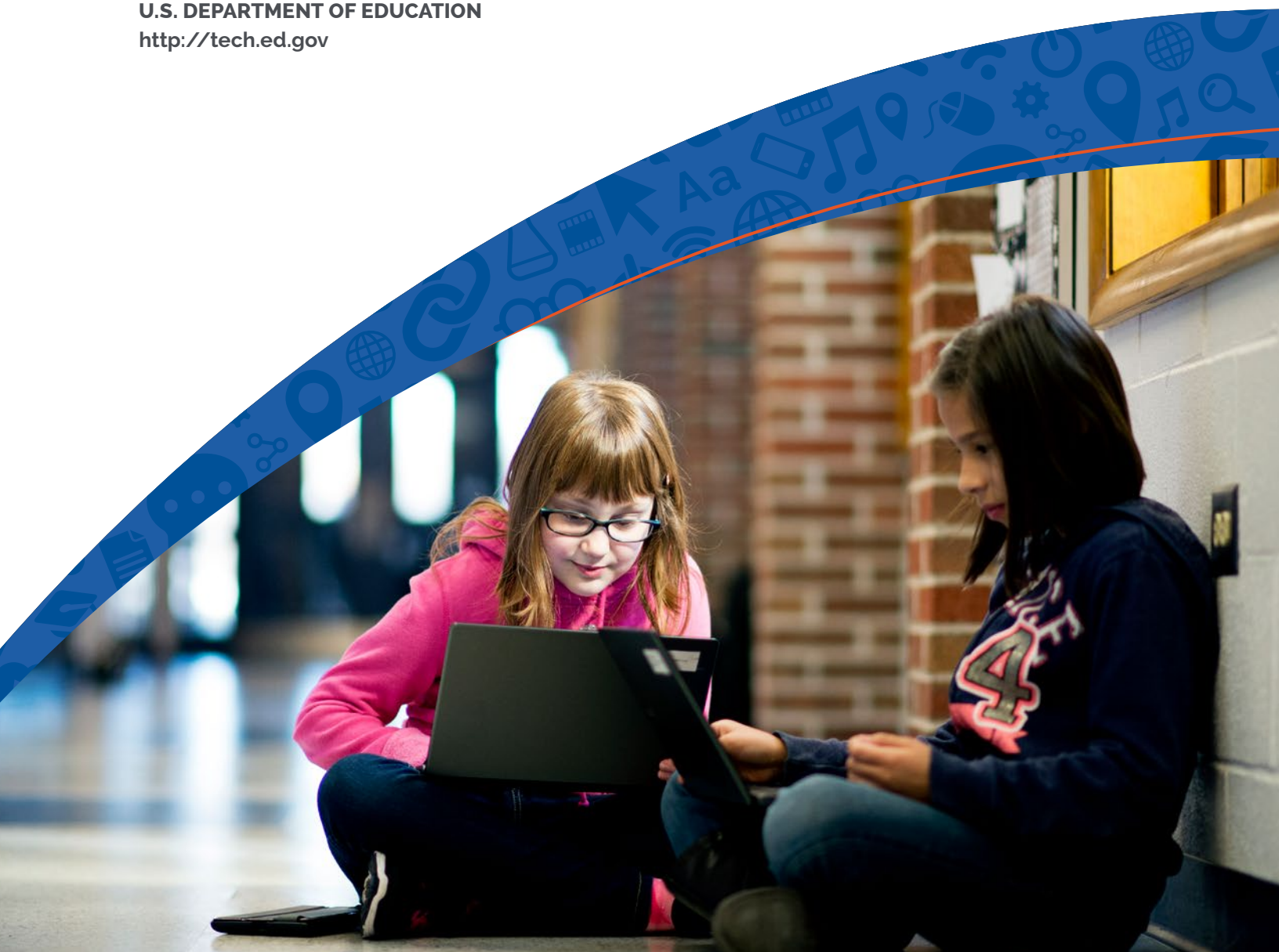

Contents

#GoOpen District Launch Packet

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Introduction

Openly licensed educational resources can increase equity by providing all students, regardless of zip code, access to high-quality learning materials that have the most up-to-date and relevant content.—*John King, U.S. Secretary of Education*

Across the country, districts are choosing to #GoOpen and transitioning to the use of openly licensed educational resources to improve student learning in their schools. Openly licensed educational resources enable districts to reallocate significant funds currently spent on inflexible, static learning materials to resources and activities that accelerate the transition to digital learning. These include implementing new professional learning programs for teachers, developing a robust technology infrastructure to support digital learning, and funding new leadership roles for educators who curate and create openly licensed educational materials.

The transition to openly licensed educational resources is about more than cost savings, though. In districts where educators curate and create high-quality openly licensed educational resources, students have more personalized learning opportunities, and teachers have greater freedom to design and implement learning experiences that inflexible, static learning materials cannot always support.

In Williamsfield Community School District in Williamsfield, Illinois, for example, students have access to openly licensed educational resources from places such as The Massachusetts Institute Of Technology (MIT) , Ohio State University, and Stanford. “The walls break down,” says Zack Binder, a PreK-12 Principal and Director of Student Services for the district. “Students aren’t limited to learning opportunities in Williamsfield. Instead, they have the same access to information as anyone in the world.”

If thoughtfully coordinated at the district level, openly licensed educational resources can also drive equity by providing all students access to high-quality learning materials, no matter their school’s budget or procurement practices.

In addition, openly licensed educational resources allow districts to update learning materials when new developments occur, for example, when new scientific discoveries are made, new leaders are elected or new state standards must be supported. The ability to update resources quickly and easily maintains the quality and relevance of learning materials.

And, openly licensed educational resources empower teachers as creative professionals by giving them the ability to adapt and customize learning materials without breaking copyright laws.

To realize the full advantages of openly licensed educational resources, students and teachers need high-speed internet connectivity. The President's ConnectED Initiative[1] has provided millions of schools and communities access to next-generation broadband in their classrooms and libraries. This increased connectivity makes it possible for a growing number of districts to expand their use of openly licensed educational resources and take advantage of these flexible, dynamic resources.

[1]United States of America. The White House. Executive Office of the President. *ConnectED: President Obama's Plan for Connecting All Schools to the Digital Age.* Washington, DC: White House.

Welcome to #GoOpen

This Launch Packet is designed for districts that have decided to implement a systematic approach to incorporating openly licensed educational resources into their curriculum by becoming a #GoOpen District. Let's start with the basics.

Openly Licensed Educational Resources: The Basics

What are openly licensed educational resources?

Openly licensed educational resources are teaching, learning, and research resources that reside in the public domain or have been released under a license that permits their free use, reuse, modification, and sharing with others. While not all openly licensed educational resources are digital, this #GoOpen District Launch Packet focuses on resources that are. Digital openly licensed resources include complete online courses, modular digital textbooks as well as more granular resources such as images, videos, and assessment items. (NETP, 2016)

What is the difference between openly licensed educational resources and free digital learning resources?

Openly licensed and free digital educational resources both can be used for teaching, learning, and assessment without cost. However, only openly licensed educational resources allow free, unfettered access and perpetual, irrevocable "5R" permissions, that is, permission from the creator to retain, reuse, revise, remix, and redistribute. So while all openly licensed educational resources are free, not all free resources are openly licensed. For a comparison of openly licensed educational resources, free digital learning resources, and proprietary textbooks, see Table 1.

Table 1: Open versus Free versus Proprietary Learning Resources

TYPE	COST	LICENSE	FLEXIBILITY	EXAMPLE
Openly Licensed Educational Resources	Free or minimal cost (i.e. non-electronic print costs)	Open license (Creative Commons or other similar)	Yes; generally licensed to allow free use and repurposing by others (some restrictions and exceptions apply)	OER Commons
Free Digital Learning Resources	Free	Copyright Restricted	Varies; limited ability to use and repurpose without permission from owner/creator	Smithsonian Education
Proprietary Textbooks	Variable costs	Copyright Restricted	No; owner has the right to control the copying and dissemination of an original work	A number of commercial publishers' digital textbooks

Open Versus Free table by SETDA, used under CC-BY 3.0/Modified from original

What is a Creative Commons License?

A Creative Commons (CC) license is one of several public copyright licenses that enable the free distribution of an otherwise copyrighted work. A CC license is used when authors want to give others the right to share, use, and build upon work they have created so they can tailor it to meet their specific needs. Creative Commons offers a suite of six copyright licenses that provide varying degrees of permissions. It is important to identify which of the six licenses has been applied to content and resources you intend to use. The Attribution License, known as the CC-BY license, provides the most flexibility.

Should openly licensed educational resources replace our existing curriculum?

Based on your state's curriculum guidelines, your district's intermediate and long-term goals, and your budget, you will need to decide whether openly licensed educational resources replace or supplement existing materials. You also will need to determine the right mix of openly licensed versus free versus proprietary resources. Some districts use openly licensed educational resources exclusively. Some use them in one or two content areas where they are a great fit. Some use them to fill gaps in existing curriculum. You should choose resources that equitably and sustainably support the highest quality learning experiences in your schools, whether openly licensed, free, or proprietary.

Where can we find high-quality openly licensed educational resources?

A growing number of for-profit and nonprofit entities are building platforms to make it easier for districts to find, evaluate, and integrate openly licensed educational resources. The platforms are designed to be more efficient for this purpose than general internet searches. There also are several nonprofits that provide openly licensed educational resources on their websites, including openly licensed textbooks. Some of these platforms have committed to integrating their platforms with the Learning Registry.

#GoOpen Platforms

#GoOpen platforms are for-profit and nonprofit entities that have committed to integrating their platforms with the Learning Registry. The Learning Registry is a digital card catalog of metadata about openly licensed educational resources. When an educator uploads a resource to a #GoOpen platform, that resource's metadata publishes out to the Learning Registry, which makes it available to all platforms that search the Learning Registry. This architecture allows educators and districts to search and discover resources found in many platforms even when working inside of the platform that works best for them. The current #GoOpen platforms include:

- Amazon
- Edmodo
- Follett
- Illinois Shared Learning Environment (ISLE)
- Microsoft
- OER Commons

The U.S. Department of Education does not endorse curriculum or particular products. However, we encourage you to reach out to other #GoOpen Districts to learn what platforms they have used and which materials they have found to be effective.

No matter how or where you find openly licensed educational resources, we encourage you to use the same high-quality standards in assessing these resources for classroom use as you would for any curriculum materials.

As every state has a different process for procurement and review of instructional materials; we recommend that you familiarize yourself with the process in your state before getting started.

Participation in the #GoOpen Movement

What does it mean to be a #GoOpen District?

A #GoOpen District is a school district committed to providing high-quality, openly licensed educational resources for students and teachers. #GoOpen Districts have district-level teams that plan, strategize, and organize the implementation of openly licensed educational resources. They also have teams that implement these plans and strategies. #GoOpen implementation teams often include classroom teachers, curriculum directors, librarians, educational technology directors, and administrators. An important activity of a #GoOpen district-level team is to assess your needs and opportunities, and determine specific actions that will best serve your district in the transition to openly licensed educational resources.

What is the difference between a #GoOpen Launch District and a #GoOpen Ambassador District?

#GoOpen Launch Districts are just starting their journey to use openly licensed educational resources at the district level. Some of the districts might have previous experience using these resources and some might not. However, to become a #GoOpen District, they commit to replacing at least one static textbook within 12 months and joining a community of practice to share strategies and receive support.

#GoOpen Ambassador Districts have already taken steps toward implementing the use of openly licensed resources at the district level and commit to mentoring one or more #GoOpen Launch Districts in their journey.

In Summary:

#GoOpen Launch Districts commit to:

- Identify a #GoOpen district-level team that will develop a strategy for the implementation of openly licensed educational resources and a #GoOpen implementation team to execute the strategy
- Replace at least one textbook with openly licensed educational resources in the next 12 months
- Document and share their #GoOpen implementation process and experiences so others can learn from them

#GoOpen Ambassador Districts commit to:

- Mentor one or more #GoOpen Launch Districts as they design and implement their strategy for transitioning to openly licensed educational resources
- Evolve their own plans for continued scalability and sustainability of openly licensed educational resources
- Openly license and share their resources, and share information and insights about their #GoOpen process

Selecting Your #GoOpen Starting Point

Is there a right way to start the #GoOpen process in our district?

#GoOpen Districts start the process by developing clear goals for their use of openly licensed educational resources, and a strategic plan for achieving the goals. These goals and plan guide them every step of the way as they research and decide which resources to curate or create.

There is also the question of the right time to start the process. The path you choose will be based on the goals, needs and strengths of your district. However, most #GoOpen Districts have chosen one of three starting points:

1. **When textbooks are due for renewal:** #GoOpen Districts that have chosen this path report that 12 months ahead of a renewal date is a good time to start the process.
2. **When curriculum is lacking:** #GoOpen Districts that are unable to find excellent resources in specific content areas that meet the needs of their students and are aligned to rigorous college and career-ready state standards have chosen to start here.
3. **When teacher leaders have the skills and desire:** #GoOpen Districts that have a strong cohort of teachers in a particular content area with the skills and motivation to create and curate high-quality openly licensed educational resources might have chosen to start here.

For an at-a-glance look at what's involved in getting started with each of the three scenarios described above, see Table 2.

Table 2: Selecting Your #GoOpen Starting Point

Due for Renewal	Curriculum is Lacking	Teacher Leadership
District-level team identifies curriculum that is due for renewal and decides to transition to openly licensed educational resources.	District-level team assesses curriculum, determines it does not meet content standards, and decides to supplement with or transition to openly licensed educational resources.	District-level team identifies teacher leaders in a particular content area who are prepared and motivated to implement a shift.
District-level team creates goals and a plan for the transition.	District-level team creates goals and a plan for the transition.	District assembles #GoOpen implementation team with teacher leaders and other key stakeholders from the district and schools.
District assembles #GoOpen implementation team of key stakeholders from the district and schools to implement plan.	District assembles #GoOpen implementation team of key stakeholders from the district and schools to implement plan.	#GoOpen implementation team develops and implements a plan for the transition.

About this Launch Packet

In this Launch Packet, we focus on the "Due for Renewal" starting point to implementing openly licensed educational resources. Drawing on the experiences and best practices of #GoOpen Ambassador Districts, we break down the process for implementing openly licensed educational resources into five phases:

- Phase 1: Setting Goals and a Strategy
- Phase 2: Selecting and Organizing a Implementation Team
- Phase 3: Putting in Place a Robust Infrastructure for Learning
- Phase 4: Ensuring High-Quality Learning Resources
- Phase 5: Designing Professional Learning Opportunities

For each phase, you'll find recommended tasks, guiding questions to keep you moving forward, examples of how #GoOpen Ambassador Districts have addressed specific questions and challenges and relevant resources to support your work. For a #GoOpen Goal Tracking Tool, see the Appendix to this Launch Packet.

Phase 1

Set Goals and Strategy

#GoOpen Districts that choose to implement openly licensed educational resources when existing resources are due for renewal start by putting together a team of people at the district level to review and evaluate the resources and what is needed. The team decides which content areas and grade levels might be appropriate candidates for replacement by openly licensed educational resources. The team then decides whether to curate existing resources, create new ones, or implement a combination of the two. It also decides how they will organize and incorporate the new resources into the district's digital learning infrastructures.

Phase 1 Tasks

1. Organize a district team to review and evaluate static, traditional textbooks and instructional materials that are due for renewal 12 months from now.
2. From the list, determine which content areas and grade levels are candidates for replacement with openly licensed educational materials.
3. Conduct an initial search of existing openly licensed educational resources to determine whether there is a deep enough pool of high-quality resources available for the content areas and grade levels you have earmarked for possible replacement; evaluate them to determine whether they align with state standards and your district's goals for student learning.
4. Based on your human and financial resources, and schedules, decide whether your strategy will be to curate existing openly licensed educational resources, create your own, or some combination of the two.
5. Decide how you will organize and incorporate the new resources into your digital learning infrastructure.

Phase 1 Guiding Questions

☐ **Which content areas and grade levels are appropriate candidates for replacing static, traditional textbooks and materials with openly licensed educational resources?**

For most #GoOpen Districts, the decision about which content areas and grade levels to focus on is based on where new resources are most needed. Are there gaps in your curriculum that can be filled with new resources? Do you need resources that better align with new state standards or your district's learning goals? Do you have teachers with experience with new resources who are excited about the opportunity to implement new learning models?

As you make these determinations, you might decide that a system-wide transition is not feasible. Selecting one content area in one grade level is a practical step some #GoOpen districts have taken to get started. Once you begin the process, your transition can be scaled to more content areas and grade levels over time.

- ☐ **Are there any openly licensed educational resources available that you can adopt for the content areas and grade levels you have selected? Do they align with standards and your district's student learning goals?**

  Openly licensed educational resources range from images and media to be used as single learning objects to full courses that can be used in many classroom settings. The library of openly licensed educational resources continues to grow daily as more educators discover the power in creating, remixing, and sharing. Many of these resources can be discovered and curated through a variety of #GoOpen platforms that have committed to integrating new features to enhance the discoverability of openly licensed educational resources. Reach out to other #GoOpen Districts to learn more about which platforms might be most useful to you and materials they have found to be effective. My Digital Chalkboard is one of several websites that list a number of sources for openly licensed resources.

- ☐ **Based on your available human and financial resources, and schedules, will you curate openly licensed educational resources or create them or both?**

  While the library of openly licensed educational resources continues to grow, there are cases where existing materials are not a complete match for a specific learning objective or do not fully align to a particular state's standards. In these cases, open licenses allow districts to take materials that are close to what is needed, but not an exact match, and adapt and remix them for their needs. If no suitable starter materials can be found, districts create them from scratch and then openly license and share them so other districts can benefit from their work. This process is more labor-intensive but allows for significant customization to district needs.

- ☐ **How will you organize and distribute and openly licensed educational resources to teachers and students?**

  Once the resources have been curated and/or created, you will need to organize and incorporate them into your existing digital learning infrastructure. Some #GoOpen Districts choose to use their Learning Management System (LMS) to aggregate the resources and create full courses that can easily be distributed to students. Others choose to assemble the resources into flexible digital books or playlists that can be updated and accessed on all platforms, including mobile devices. Some choose to print their resources as textbook alternatives, although this approach precludes efficient updating and further customization.

Phase 1 Examples

FOCUS ON PERSONALIZED AND BLENDED LEARNING: BRISTOL CITY SCHOOLS, BRISTOL, TN

In Bristol's newly developed district strategic plan, district leaders placed an emphasis on personalized and blended learning paradigms that align with Future Ready and other recommended practices outlined in the 2016 National Education Technology Plan (NETP). Bristol Tennessee City Schools has just over 4,000 students enrolled among five elementary schools, a single middle school, one brick-and-mortar high school, and a virtual high school. The district's free and reduced lunch rate is just over 53%, with the rate at some of the four Title I schools significantly higher. The district has a fiber network and robust wifi in all of its schools that supports a 1:1 laptop program for grades 4-12. Many teachers collaborate through video conferencing and work on shared Google docs to discuss best practices, share insights in their teaching, and work on common assessments.

As a result of shifting content standards, a new state accountability and assessment system, newly approved instructional paths, and the 1:1 environment, Bristol was recently presented with the opportunity to take a new approach to math instruction.

Rather than teaching math as disparate disciplines such as algebra, geometry, trigonometry, and analysis, Bristol's math teachers elected to create integrated mathematics courses. This change required new instructional resources, however, the district had no funds to purchase new textbooks. "The digital conversion has enormous potential, but it requires a shift in how we approach teaching and learning, said Dr. Gary Lilly, district Superintendent. "It also requires a different prioritization of resources."

Being that this was the system's first attempt at OER content creation of this magnitude, the process began with the formation of a small group of teachers and staff that had shown interest in the project. The team, consisting of a few district math teachers, a math curriculum specialist, and a well-respected math professor from East Tennessee State University, was overseen by the Niswonger Foundation's Director of Programs and the BTCS Curriculum Supervisor. The idea behind keeping the initial team to a more manageable number of participants was that it would limit exposure to the inevitable technical and logistical hurdles inherent in such work to a small number of dedicated people who had already accepted the challenge. Once a reasonable system for content development was in place, other teachers could develop their own content with significantly less time and energy spent, and the project would be able to more easily maintain momentum.

One of the unintended but much appreciated benefits of the small group setting was the connection, trust, and understanding that formed among team members. One of the teachers, Scott Lamie, stated that the process of creating the Flexbook was like "having a professional learning community on steroids." While a typical PLC focuses on students' current progress in classes, the process of building the book required that participants address larger questions regarding how students learn and what teachers truly need in a resource.

The team ultimately decided that teachers and students would benefit from a resource that acts as a foundation for instruction while leaving open the possibility of and providing the motivation for exploration and creation of additional OER materials. This idea inspired the team to undertake a process that involved combining content already available and creating new content that better fit the team's overall vision, which is a process they hope users will also appreciate. As Mr. Lamie remarked, "one of the greatest benefits of focusing on OER materials is that it puts creativity and power back in the hands of user. We wanted to provide a resource that, while covering the basic needs of the user, acts as a catalyst for creative thinking and explorations by both students and teachers."

LEADING WITH PROFESSIONAL LEARNING: LIBERTY PUBLIC SCHOOLS, LIBERTY, MO

Liberty's systemic approach to implementing openly licensed educational resources started with making the decision a year ahead about which textbooks and instructional materials would be replaced by openly licensed educational resources. As a starting point, the district also implemented intensive professional learning for the teachers who would be most affected by the change.

After making the decision to replace its current social studies and science curricula, Liberty decided to take a portion of the money set aside to purchase static textbooks in those content areas and invest it in professional learning experiences that would help teachers in those subject areas learn how to create and curate openly licensed educational resources. Liberty also used some of the funds to support teachers in learning new classroom models such as project-based learning that would become more feasible to implement given the flexibility of openly licensed educational resources. This intensive support built capacity for the transition and motivated teachers to both create and curate the needed learning resources and learn effective ways to use them in new more engaging learning models.

#GOOPEN QUICK VIEW ENTRY POINT EXAMPLES

Fallbrook Union Elementary School District, Fallbrook, CA
Content Area Chosen: *Middle School Science, Grades 6-8*
Rationale:

- Desire to support implementation of Next Generation Science Standards (NGSS).
- Lack of current materials and resources that matched NGSS.
- District was already developing supplemental curriculum in grades 6-8 NGSS.

North Kansas City Public Schools, Kansas City, MO
Content Area Chosen: *Science, Grades 6-7; Math, Grade 6*
Rationale:

- Middle School science was most overdue for new resource adoption.
- Vast majority of learning resources in this area are not proprietary.
- Existing instructional specialists in this area were ready for this type of adoption.

Colonial Public Schools, New Castle, DE
Content Area Chosen: *Reading and Social Studies, K-12*
Rationale:

- Lack of affordable materials that matched demanding new ELA state standards.
- Desire for more dynamic curriculum and access to resources from a much wider variety of sources than a static, traditional textbook/program could provide.
- Desire for teachers to focus lesson plans on meeting the outcomes described by the standards rather than focusing on teaching to the textbook.
- Desire to transition to an approach compatible with blended/personalized learning where resources can evolve with the needs of student learning.

Phase 1 Resources

- State of the States Report by CCSSO: Presents a good primer for an overview of openly licensed educational resources as well as how states are supporting open education
- SETDA OER Case Studies: Licensing: Addresses overall licensing, including Copyright and Creative Commons, as well as points out common misconceptions about openly licensed educational resources
- Lawrence Public Schools Curriculum Review Process: A timeline and review process.
- Lawrence Public Schools Course Master Rubric: Designed by #GoOpen team members from Lawrence Public Schools to be used in its annual review process of openly licensed educational resources

Phase 2

Selecting and Organizing a Team

In selecting and organizing an implementation team, #GoOpen Districts identify key stakeholders from across the district to play important roles in creating, curating, and leading the transition to openly licensed educational resources. Once selected, the #GoOpen team works together to determine the appropriate roles and responsibilities for each member of the team and to organize its work.

Phase 2 Tasks

1. Identify key members of the #GoOpen implementation team.
2. Agree on a regular meeting time, schedule, and roles and responsibilities.
3. Determine a work plan and timeline for implementation.

Phase 2 Guiding Questions

☐ **Who will be part of your #GoOpen implementation team?**

The #GoOpen implementation team includes key stakeholders in the district that meet regularly to coordinate and execute a strategy to #GoOpen. In many #GoOpen Districts, these stakeholders include the Assistant Superintendent, Curriculum Director, classroom teachers, librarians, instructional technology specialists, special education teachers, and English language learner teachers. However, makeup of the team varies from district to district depending on its circumstances and structure. Some districts divide their #GoOpen team into sub-teams for specific activities such as design, curation, and implementation. This is a great opportunity to offer teachers leadership roles.

☐ **How often will your team meet? What are the roles and responsibilities of each team member?**

Members of the #GoOpen team meet regularly throughout the school year and over the summer both as a team and in small groups to develop and execute your strategic plan to #GoOpen. In addition the team communicates regularly through a variety of digital tools to ensure that everyone is updated on current progress, assignments, and news related to the use of the openly licensed educational resources.

One of the actions of the team is to assign roles and responsibilities to team members. Some team members, librarians, for example, might focus on discovering and tagging resources. Others, such as content experts and classroom teachers, might focus on assessing resources for quality according to district-approved rubrics. Some, such as instructional technology facilitators, might lead professional learning sessions with staff.

☐ **What is a reasonable timeline for replacing a static, traditional textbook with openly licensed educational resources?**

As previously mentioned, #GoOpen Districts report that a good time to start the process of replacing a static textbook with openly licensed educational resources is about 12 months before you want to introduce the new resource. Some districts do the work over the course of a summer in a "summer sprint." A major factor in the amount of time you will need is the degree to which you are curating versus creating materials from scratch. The more you create, the more time and/or team members you will need to author, edit, format, and review the materials. In addition, many districts have an established process for adopting new materials that includes a pilot phase in the rollout process.

One thing to keep in mind is you don't have to replace an entire textbook all at once. Many districts phase in the use of openly licensed resources and some, as discussed above, use them side-by-side with other free materials and proprietary resources.

Phase 2 Examples

TEACHERS MAKE IT HAPPEN: CORONADO UNIFIED SCHOOL DISTRICT, CORONADO, CA

Coronado Unified has been using openly licensed educational resources to create both core and supplemental instructional materials for four years. The district has found that creating quality resources takes a like-minded, motivated team of educators and dedicated hours of curating and revising the resources into usable tools for instruction. The district is fortunate to have teachers willing to do this rigorous work. Contributions include creating the sources, integrating them into existing instructional materials, and updating them annually. The district remunerates teachers for this work, which open resource experts estimate at about one third of the cost of adopting static, traditional resources.

In addition to financial rewards, a significant benefit to teacher-writers of openly licensed educational resources is the professional development inherent in evaluating resources for alignment with standards, assessments, and exemplary instructional practices, as well as alignment between members of the department or grade level who create the materials.

The district plans to continue promoting the use of the resources as a means to provide up-to-date instructional materials and professional development for teachers. For a chart outlining the roles and responsibilities of the educators in the process of curriculum collection and development, see Table 3.

Table 3: Roles and Responsibilities for Creating and Curating Openly Licensed Educational Resources at Coronado Unified School District

ROLE	DUTIES	COMPENSATION
Subject Area Department Chair and/or Grade Level Lead	**Qualifications for a team leader** • Organizational skills • Google Docs and Drive expertise • Willing to learn new systems **Responsibilities** • Attend Subject Area Team Lead meetings • Research content frameworks and existing OER materials • Lead committee meetings • Manage and organize all steps of the process • Communicate with subject area team • Work with Directors of Learning and Technology • Lead team on scope and sequence development • Curate resources • Present to staff and Governing Board • Train and support school site staff	Department Chair stipend Professional Development Funds Release Time Summer Project
Subject Area and/or Grade Level Team Member	**Qualifications** • Google Docs and Drive expertise • Haiku Learning Management System expertise • Willing to learn new digital systems **Responsibilities** • Contribute to scope and sequence • Attend all meetings • Review first draft • Share final resources with grade level and/or department • Review curated materials • Train and support school site staff	Professional Development Funds Release Time Summer Project

ROLE	DUTIES	COMPENSATION
Technology Resource Teacher	**Qualifications for a team leader** • Organizational skills • Google Docs and Drive expertise • Innovative drive and ability to troubleshoot • Easily learn new systems • Experience with training staff on system use **Responsibilities** • Attend Subject Area Team Lead meetings • Research content frameworks and existing OER materials • Manage and organize training for school site staff • Communicate with subject area team • Work with Directors of Learning and Technology • Curate resources • Present to staff and Governing Board • Train and support school site staff	N/A
Principal / Assistant Principal	**Responsibilities** • Co-facilitate committee meetings with Department Chair/Grade Level Leads • Attend Subject Area Team Lead meetings • Communicate with subject area team • Work with Directors of Learning and Technology • Support team on scope and sequence development • Support staff in presentations to staff and Governing Board • Support school site staff in implementation of resources	N/A

ROLE	DUTIES	COMPENSATION
Senior Director of Learning	**Responsibilities** • Assist with team member and team lead selections • Schedule team meetings • Co-facilitate initial meetings with team leads • Develop scope and sequence format • Develop curriculum collection formatting and content guidelines • Ensure selected materials address all standards • Facilitate process for Governing Board approval of selected instructional materials. • Ensure Williams Settlement appropriateness of materials (identification of core materials, format, equity and access • Assist subject-area teams in the development of assessments as needed/upon request • Guide subject-area teams with assessment options as needed/upon request	N/A

Director of Technology	**Responsibilities**
	• Work with Senior Director of Learning to
	  ◦ Assist with team member and team lead selections
	  ◦ Support team with technology resources available
	  ◦ Oversee systems where curriculum is being curated
	  ◦ Provide assistance to teams with the integration of new technology-based content sources
	  ◦ Coordinate training of new systems as needed
	  ◦ Support Site Technology Resource Teachers
		N/A

Phase 2 Resources

- OER Development Process and timeline: Outlines the timeline and process of the Grossmont Union High School District in California.
- Open Educational Resources Development Roles: Details the support positions created for the #GoOpen team of a #GoOpen District.
- Lawrence Public Schools: Team Approach to #GoOpen: Description of a district's #GoOpen approach.

Phase 3

Putting in Place a Robust Infrastructure for Learning

#GoOpen Districts that implement openly licensed educational resources at scale need a robust and comprehensive infrastructure for learning that supports high-speed access to resources and devices for both students and teachers in school and at home. In determining their district's digital readiness, #GoOpen teams take infrastructure into consideration in the early stages of planning to ensure that the infrastructure is reliable and secure, and that every student has equitable access to the resources.

Phase 3 Tasks

1. Assess your digital readiness and your infrastructure to ensure that you are ready to provide comprehensive and robust support for openly licensed educational resources at scale.
2. Ensure accessibility of openly licensed educational resources in school and at home to ensure equity.

Phase 3 Guiding Questions

☐ **What is the overall digital readiness of your district?**

Digital readiness is key to a smooth #GoOpen rollout. A baseline measure of digital readiness is infrastructure, but it also includes establishing acceptable or responsible use policies, accessibility for all students, professional learning for teachers, and digital citizenship skills. #GoOpen Districts ensure that all of these components are present and are annually assessed by a committee or task force. Key policies to address when assessing your digital readiness plan are as follows:

- *Responsible Use Policy (RUP)*

  A responsible use policy (RUP) is a written agreement among parents, students, and school personnel that outlines the terms of responsible use and consequences for misuse. Effective RUPs create an opportunity to teach students while in school to become responsible digital citizens throughout their lives, which will help them thrive in a connected world.

- *Student Data Privacy*

  The use of student data is crucial for personalized learning and continuous improvement. Acting as the stewards of student data presents educators with several responsibilities. School officials, families, and software developers have to be mindful of how data privacy, confidentiality, and security practices affect students. Schools and districts have an obligation to tell students and families what kind of student data the school or third

parties (for example, online educational service providers) are collecting and how the data can be used. As you plan, you can put policies in place regarding who has access to student data and make sure that students and families understand their rights and responsibilities concerning data collection.

- *Accessibility*

  Education stakeholders should develop a "born accessible" standard of learning resource design to help educators select and evaluate learning resources for accessibility and equity of learning experience. Born accessible is a play on the term born digital and is used to convey the idea that materials that are born digital also can and should be born accessible. If producers adopt current industry standards for producing educational materials, materials will be accessible out of the box. Using the principles and research-base of Universal Design and Universal Design for Learning, this standard would serve as a commonly accepted framework and language around design for accessibility and offer guidance to vendors and third-party technology developers in interactions with states, districts, and institutions of higher education.

  Equity in education means increasing all students' access to educational opportunities with a focus on closing achievement gaps and removing barriers students face based on their race, ethnicity, or national origin; sex; sexual orientation or gender identity or expression; disability; English language ability; religion; socio-economic status; or geographical location.[2]

  Accessibility refers to the design of apps, devices, materials, and environments that support and enable access to content and educational activities for all learners. Accessible educational materials benefit all students, and also may be needed in order to properly meet the needs of students with disabilities and to provide them with equal educational opportunity as required under laws such as Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. In addition to enabling students with disabilities to use content and participate in activities, the concepts also apply to accommodating the individual learning needs of students, such as English language learners, students in rural communities, or students from economically disadvantaged homes. Technology can support accessibility through embedded assistance—for example, text-to-speech, audio and digital text formats of instructional materials, programs that differentiate instruction, adaptive testing, built-in accommodations, and other assistive technology tools.[3]

Key Federal Laws Protecting Student Data and Privacy

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that affords parents the right to inspect and review their children's education records, the right to seek to have the education records amended,

[2] U.S. Department of Education. (2013). U.S. Department of Education strategic plan for fiscal years 2014–2018. Washington, DC: Author. Retrieved from http://www2.ed.gov/about/reports/strat/plan2014-18/strategic-plan.pdf.

[3] Assistive Technology Industry Association. What is assistive technology? How is it funded? Retrieved from http://www.atia.org/i4a/pages/index.cfm?pageid=3859.

and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 or enters a post-secondary education institution at any age, the rights under FERPA transfer to the student. Students to whom FERPA rights have transferred are termed eligible students.

FERPA generally requires that parents or eligible students provide prior written consent before schools can share personally identifiable information from a student's education records, unless an exception applies. For example, when schools and districts use online educational services, they must ensure that FERPA requirements are met. Typically, the FERPA school official exception to consent will apply to schools' and districts' use of online educational services. The U.S. Department of Education issued best practice guidance to address questions related to student privacy and the use of online educational technology in the classroom, available at http://ptac.ed.gov/document/protecting-student-privacy-while-using-online-educational-services.

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) governs the administration to students of a survey, analysis, or evaluation that reveals information concerning one or more of eight protected areas, including, but not limited to, sexual behaviors and attitudes and illegal, anti-social, self-incriminating, and demeaning behavior. PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors.

For more information about FERPA and PPRA, visit http://familypolicy.ed.gov/. General questions about FERPA or PPRA may be submitted to the Family Policy Compliance Office by using the Contact Us tab on that website or directly at http://familypolicy.ed.gov/content/questionscomments.

The Children's Online Privacy Protection Act (COPPA) (15 U.S.C. § 6501–6505) governs online collection of personal information from children under age 13. For example, before a developer can collect any information from a student under 13, verifiable parental consent is required. The FCC, which enforces COPPA, has said that school officials can act in the capacity of a parent to provide consent to sign students up for online educational programs at school. The general guidance is that software companies are allowed to track students within their program, but COPPA prevents them from tracking those students across the Internet.

The Children's Internet Protection Act (CIPA) (47 U.S.C. § 254) imposes several requirements on schools or libraries that receive E-rate discounts for Internet access. Schools and libraries must certify that they have an Internet safety policy that includes technology protection measures. These protection measures must block or filter Internet access to pictures that are obscene, pornographic, or harmful to minors, and schools also must monitor the online activities of minors. Because most schools receive E-rate funds, they are required to educate their students about appropriate online behavior, including on social networking websites and in chat rooms, and to build cyberbullying awareness. Particularly if a digital learning resource requires networking among students, schools must comply with CIPA.

The Individuals with Disabilities Education Act (IDEA) contains confidentiality provisions in addition to the more general provisions of FERPA.

☐ **Is your infrastructure ready to support teachers and students both at school and at home?**

When implementing digital openly licensed educational resources, you will need to plan for providing students will access beyond the school grounds. We encourage #GoOpen teams to read the 2016 National Education Technology Plan (NETP) to learn how to evaluate your infrastructure for openly licensed educational resources and ensure that the focus is on learning and active use of technology. The U.S. Department of Education's *Future Ready Schools: Building Technology Infrastructure for Learning* provides additional, more detailed guidance.

Students in your district who do not have connectivity can participate in an after school program that is funded by the state LEAP grant. This program allows students to gain support from a staff member as well as gain access to the school's network.

Phase 3 Example

INFRASTRUCTURE FOR OPEN DIGITAL LEARNING: NORTH KANSAS CITY PUBLIC SCHOOLS, KANSAS CITY, MO

- **Bandwidth:** 10 Gbps Internet with 40 Gbps network core
- **Access beyond school:** Currently, access provided beyond the school day includes extended building hours and wifi that covers much of the campus and parking lots. However, in terms of this project, many of the resources (including CK-12 Flexbooks) can be downloaded as ePub files to be used offline in apps such as iBooks
- **Access points:** All four high schools are adequately covered and have been 1:1 ecosystems for several years now. Additional access points have already been purchased via eRate this year in anticipation of 1:1 district wide
- **Devices:** 12,000 MacBook Air laptops and 2,500 iPads all managed with Casper Mobile Device Management System (MDM)
- **Openly Licensed Educational Resources Tool/Platform:** The CK-12 platform as well as a free cloud-based service (Diigo) to curate and archive resources. The district feels that it is valuable to keep these resources in a centralized and openly accessible place for the purpose of at least yearly updates as well as being able to embed them into various LMS-type platforms into the future
- **Learning Management System (LMS):** Blackboard Learn 9.1 is a required LMS for virtual courses and an optional LMS for blended courses in the district's secondary schools. The platform is capable of delivering both copyrighted and openly licensed educational resources.

Phase 3 Resources

- The National Educational Technology Plan: A call to action designed for teachers, administrators, policy makers, and government officials that focuses on learning supported by technology. The infrastructure section specifically addresses essential components necessary to support a robust and comprehensive infrastructure.
- Future Ready Schools Infrastructure Guide: Support and guidance for K-12 connectivity
- Internet access to low-income homes: Sunnyside Unified School District in Tucson, Arizona, is an example of a district pursuing strategies to connect students when they are off campus. Sunnyside worked with Connect2Compete to expand internet access to the home to support their OER based digital learning.

Phase 4

Ensuring High-Quality Learning Resources

When using static, traditional textbooks, most districts rely on publishers to ensure that the materials are high quality and aligned with rigorous college and career ready standards. In contrast, when you transition to openly licensed educational resources, the onus is on you to ensure that the resources are of a high quality and provide the learning experiences necessary to exceed learning goals for all students. This is a serious, new responsibility for a district that is accustomed to buying proprietary resources from third parties. #GoOpen Districts thoughtfully and deliberately create quality assurance processes with multiple checks to ensure that materials match the needs and expectations of all stakeholders.

Phase 4 Tasks

1. Agree on a quality assurance rubric for district
2. Define a review process for openly licensed educational resources

Phase 4 Guiding Questions

☐ **What tool or rubric are you using for quality assurance of instructional materials?**

Most districts already use a checklist or rubric when evaluating instructional materials, whether they are print, digital, proprietary, or openly licensed. For continuity, most #GoOpen Districts use the same evaluative measures when using openly licensed educational resources. If your district does not currently use such a standard, there are several resources that can be used or customized for district needs, available in the Appendix.

☐ **How often will you review and refresh openly licensed educational resources?**

One of the many benefits of going open is the ability to update and refresh instructional materials. #GoOpen teams and classroom teachers that implement the new instructional materials convene regularly to review the current resources, add new ones, remove outdated or ineffective resources, and assess the materials as a whole.

Typically, #GoOpen Districts refresh on a yearly basis, though more frequent refreshes may be warranted in the pilot phase of a rollout. Districts aggregate feedback from #GoOpen team members and classroom teachers who use the resources throughout the year. Many districts collect the feedback through a dedicated email address where comments and suggestions can easily be gathered in one centralized place. All of this information is used to evaluate and refresh resources.

In the transition to using openly licensed educational resources, making a plan to review and refresh resources can be part of your overall strategic plan and added to your implementation timeline. Many #GoOpen District consider reallocating traditional curriculum funds to bring these key stakeholders together to do this important work for sustainability and longevity.

Phase 4 Example

A TEAM APPROACH TO QUALITY ASSURANCE: LAWRENCE PUBLIC SCHOOLS, LAWRENCE, KS

When the call went out for the first cohort of districts to join the #GoOpen movement, administrators in the Lawrence Public Schools jumped at the chance to maximize the tremendous potential of increasing the district's access to high-quality education opportunities through openly licensed educational resources.

For its transition to openly licensed educational resources, assistant superintendents selected 7th grade English language arts as the first content area and grade level focus because of past experiences running into copyright concerns during the implementation of blended learning. When Lawrence began implementing a blended learning in 2012, teachers gained access to a selection of course masters with both proprietary and openly licensed resources, through the district's learning management system. Course masters are built by teachers, for teachers, and are meant to offer all classroom teachers a buffet from which to select content.

All content in the course masters have been vetted through a rubric for alignment with standards, clear outcomes, cultural relevancy, and student engagement. An integral component of the review process is an analysis of the current materials being used to meet the outcomes. At times, they have discovered that a new resource isn't needed, only a better understanding of how to utilize the current resource. Additionally, depending on the age of the existing material(s), digital components may now be available for use, thus expanding the tools in the classroom as well as integrating digital media. This is where the largest footprint of openly licensed educational resources has been realized. Lawrence is always in the Curriculum Review Process. Some content areas are in a longer timeline, while others can be a shorter process. Regardless of content area, the district encourages their teachers to constantly review their instructional materials to determine gaps, achievement dips, or needs.

Phase 4 Resources

- Lawrence Public Schools Course Master Rubric: Designed by #GoOpen team members from Lawrence Public Schools to be used in its annual review process of openly licensed educational resources
- Lawrence Public Schools Curriculum Review Process: A timeline and review process.
- Sample OER Curriculum Collection Outline Template Form: A template for developing openly licensed educational resources from Grossmont Union High School District
- Rubrics for Evaluating Openly Licensed Educational Resources: The Achieve rubric for evaluating openly licensed educational resources
- Ensuring the Quality of Digital Content for Learning: Policy brief prepared by the State Ed Tech Directors Association (SETDA) that examines strategies for ensuring the quality of digital learning resources, including specific quality-control challenges and opportunities with openly licensed educational resources

Phase 5

Designing Professional Learning Opportunities

Professional learning opportunities ensure sustainability and scalability of openly licensed educational resources. Going open allows for tremendous flexibility in teaching approaches for your educators. Many current #GoOpen Districts implement professional learning that focuses on personalized and blended learning paradigms even before considering openly licensed educational resources. This planning makes the transition to openly licensed educational resources a logical next step. As your teachers become more confident in these approaches and in creating, curating, and sharing openly licensed educational resources, you will reap the full benefits of this transition.

Since October 2015, The Association for Supervision and Curriculum Development (ASCD) has been instrumental in providing support and guidance for #GoOpen teams. ASCD has helped #GoOpen districts launch their strategic plans and supported a Slack channel for collaboration. This channel allows district teams to connect, share, and collaborate on ideas pertaining to their launch plans and provides asynchronous feedback for all districts.

Phase 5 Tasks

1. Review current professional learning in your district and identify #GoOpen alignments
2. Collaborate with other districts and organizations to develop and engage in professional learning opportunities that will sustain openly licensed educational opportunities

Phase 5 Guiding Questions

☐ **What is the district currently focusing on for professional learning? Are there any areas where #GoOpen would naturally fit?**

#GoOpen should not feel like one more initiative the district has agreed to do. Instead, #GoOpen should help accelerate and enhance existing paradigm shifts that districts are currently undertaking and support new instructional or school models. For example, #GoOpen aligns to districts that have signed the Future Ready District Pledge and are working on transforming teaching and learning in their district and/or those implementing project-based learning or competency-based models. To ensure that #GoOpen is successful in your district, consider professional learning a significant aspect of your strategic plan so that all stakeholders feel heard and are supported in the work.

The transition to using openly licensed educational resources can take time and money, but not in the traditional sense. Some #GoOpen Districts integrate this work into current

professional learning opportunities and leverage teacher in-service time and professional learning community meetings. This will look different in each district, but it could involve school librarians leading teachers through the curation process of discovering and tagging resources; subject matter experts modeling how to evaluate resources; and instructional technology facilitators showing how to upload resources into a district-wide repository. Regardless of the task, your staff will need time to meet, collaborate, and share during the transition.

☐ **What is the strategy for collaborating with other #GoOpen districts on professional learning? How will you engage local colleges or universities?**

Even though #GoOpen is in its early stages, many districts already have done this kind of work and have much to share. With the support of ASCD, who made a #GoOpen commitment to facilitate district to district collaboration, districts that #GoOpen commit to collaborating with other Ambassador and Launch districts to share their work, struggles, and successes. Many districts have started conversations with teachers in external districts and at the college and university level to plant seeds and nurture the work of this transition. Sharing professional learning opportunities between districts is one more way that #GoOpen teams can model how openly licensed educational resources work under the idea of the 5 Rs—retain, reuse, revise, remix, redistribute.

While the use of openly licensed educational resources is gaining momentum in K-12, many higher education institutions have been using them for the past several years. Consider exploring whether librarians, professors or adjunct faculty at nearby colleges and universities have experience with openly licensed educational resources and would share their experiences, including challenges and successes. Reach out to local or regional teacher preparation program deans, university librarians, and other university-level faculty to start the conversation to engage them in your work.

Phase 5 Examples

ASCD CASE STUDY: INTERDISTRICT COLLABORATION POWERED BY OPENLY LICENSED EDUCATIONAL RESOURCES

When education leaders from innovative districts come together, innovative projects result. That's what happened in early 2015 when Devin Vodicka, superintendent of Vista Unified School District in California; Matthew Miller, superintendent of Mentor School District in Ohio; and Patricia Deklotz and Theresa Ewald, superintendent and assistant superintendent of Kettle Moraine School District in Wisconsin, found themselves seated at the same table during a meeting of the League of Innovative Schools. In this case, the chance meeting resulted in the COW—California–Ohio–Wisconsin—Project.

The COW leaders wanted to see if they could develop a competency-based, interstate, interdisciplinary course focusing on a single topic. Each district sent two teachers to the Mentor School District outside Cleveland to work on the project for three days. Together they developed curriculum around a singular guiding question: *"How do people affect the land and how does the land affect people?"* They "focused on Common Core English language arts (ELA) standards for the skills and learning, using social studies as the context for addressing those standards," said Theresa Ewald, assistant superintendent for teaching and learning for Kettle Moraine.

One challenge was having enough internet bandwidth in the school to support the extensive online collaboration between the three districts. Another issue was that there wasn't any off-the-shelf content for what they were teaching. All of the materials

had to be something they had built, adopted, or adapted. To address this issue, a number of openly licensed educational resources were created jointly by teachers across the three districts as well as curated from existing resources. In addition to developing units of study tied to standards and finding appropriate resources for activities, the COW teachers designed the specifications of a project through which students would demonstrate their learning.

COLLABORATION IS KEY: NATICK PUBLIC SCHOOLS, NATICK, MA

Natick Public Schools' teachers use digital learning technologies, tools, resources, and online content along with blended learning models to improve teaching effectiveness, student engagement, and learning outcomes. As Grace Magley, Director of Online Learning, explained, "We believe that when digital learning is used in combination with a skilled classroom teacher we can better match a student's learning and learning style to meet the challenges of higher standards for college and career readiness."

Natick Public Schools is a suburban school district located southwest of Boston. The school community has about 5,400 students and 600 educators. The district encourages teachers to find, create, use, remix and share openly licensed educational resources to support a rich and engaging digital learning environment for students. The district does this through district provided courses, workshops, and in its professional learning communities (PLCs).

Natick has found many ways to engage teachers in exploring what openly licensed educational resources are and the best ways to find and evaluate them. Natick provides a professional learning course, Designing Blended Curriculum Units, which guides participants through the process of creating blended instructional units for a 4-6 week curriculum unit. The course covers Creative Commons Licensing and how to create and remix video lessons using multimedia from sites like Ted-Ed, TeacherTube and YouTube. Natick also has an online module on the district's learning management system (LMS) that teachers can take for in-district credit at their convenience.

One of the attributes of openly licensed educational resources teachers like best Is being able to differentiate the learning for the students in their classrooms. The challenges are in helping teachers to effectively find high-quality resources and the time to rework their lessons to embed a variety of rich multimedia resources that engage students and scaffold learning to give them choices in how they learn and how they demonstrate what they understand. Said Magley, "In Natick, when our teachers are allocated time to work collaboratively on their curriculum they explore more, share ideas on instructional practice, and incorporate more of a variety of resources to meet their students' needs."

Phase 5 Resources:

- ASCD Case Study – Inter-District Collaboration Powered by Open Educational Resources: The California-Ohio-Wisconsin (COW) Project: Focuses on Vista Unified School District, Mentor School District, and Kettle Moraine School District and how they collaborated to develop a course
- Lawrence Public Schools USD 497: Blended Learning: Shares an approach to blended learning and how it impacted the district's #GoOpen transition
- Bristol Tennessee City Schools: From Obstacles to Opportunities Through Digital Learning Conversion: Presents transition process to openly licensed educational resources

Now is the Time to #GoOpen

The #GoOpen District Launch Packet was designed to provide specific guiding questions, best practices, district examples, and practical steps to take to #GoOpen. We hope this Launch Packet has been helpful in your journey to transition to openly licensed educational resources

#GoOpen will continue to grow as more districts see the opportunity to increase equity, reallocate funds, provide relevant digital learning resources, and empower teachers as creative professionals.

Are you in a district that has not yet decided to #GoOpen? Contact tech@ed.gov for more information.

Now is the time to #GoOpen!

Appendix

Additional Resources

#GoOpen Goal Tracker

PHASE 1			
Date	Goal	Who	Notes
	Review current instructional materials due for renewal in curriculum cycle		
	Determine appropriate content areas and grade levels that are strong candidates for replacing traditional textbooks and materials		
	Establish goals for student learning		
	Conduct a search of existing openly licensed educational resources to determine resources available for curation, adaptation, and reuse.		
	Assess human resources, financial resources, and schedules to curate and/or create		
	Decide whether to curate existing openly licensed educational resources and/or create their own, and distribution methods.		
PHASE 2			
Date	Goal	Who	Notes
	Identify the key members of the #GoOpen implementation team		
	Agree upon a common meeting time, schedule, and roles and responsibilities		

PHASE 3			
Date	**Goal**	**Who**	**Notes**
	Assess infrastructure and digital readiness as key aspect of strategic plan		
	Identify a platform for curation and discovery of openly licensed educational resources		
	Assess accessibility of openly licensed educational resources in school and at home		
PHASE 4			
Date	**Goal**	**Who**	**Notes**
	Agree on a quality assurance rubric		
	Define a review process for openly licensed educational resources		
PHASE 5			
Date	**Goal**	**Who**	**Notes**
	Review current professional learning focus areas in district and identify where #GoOpen fits		
	Collaborate with other districts and organizations to develop and engage in professional learning opportunities		

Recommended Reading List

- Hewlett Foundation Refreshed OER Strategy
- K-12 OER Collaborative Implementation Study Final Report
- State of the States Report on Open Educational Resources in K-12
- OER case studies by SETDA
- ASCD #GoOpen Case Studies
- Office of Educational Technology #GoOpen Story Engine

Instructional Materials Checklists and Rubrics

- Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards
- Achieve the Core Instructional Materials Evaluation Tool
- Achieve EQuIP Rubric
- Temoa Rubrics to Evaluate Open Educational Resources

#GoOpen Websites

- MASSCue SIG for openly-licensed educational resources
- Coronado Unified School District #GoOpen Page
- Grossmont Union High School District
- Lawrence Public Schools OER Page

#GoOpen District Strategic Plans for Openly Licensed Educational Resource Implementation

- North Kansas City Schools
- Lawrence Public Schools
- Fallbrook Union Elementary School District
- Coronado Unified School District
- Colonial Public Schools
- Garnet Valley School District
- San Diego Unified School District

#GoOpen District Transition Timelines

North Kansas City Public Schools, Kansas City, MO

TIME	TEAM INVOLVED	ACTIVITY
Summer 2014	• 6th Grade Science Teachers • District Instructional Coordinators	• Reviewed curriculum • Learned necessary technology, • Normed process of curating the texts and bookmarking online resources
August 2014	• 6th Grade Science Teachers • District Instructional Coordinators	• Acclimated to online resources (CK-12, Diigo) • Discussed additional instructional materials to purchase
February 2015	• 6th and 7th Grade Science Teachers	• Trained in interactive Vernier Technology
Twice yearly, 2014-2015 School Year	• 6th Grade Science Teachers • District Instructional Coordinators • Director of Secondary Education	• Provided feedback on product and process.
Three times yearly, 2014-2015 School Year	• District Instructional Coordinators • Subject Area Lead Teachers from each middle school	• Conversations about CK-12 texts • Bookmarked in Diigo • Discussed resources to be purchased
Weekly, 2014-2015 School Year	• 6th and 7th Grade Team Professional Learning Teams (PLTs)	• Structured lesson plans utilizing the CK-12 texts, • Searched and bookmarked supplementary instructional text/video • Provided edits/feedback on CK-12 texts for future review

*North Kansas City Schools scaled this process to 7th grade science and 6th grade math in the 2015-2016 school year following this same timeline.

Liberty Public Schools, Liberty, MO

TIME	TEAM INVOLVED	ACTIVITY
Six times yearly, 2015-2016 School Year	Elementary SS & ELA #GoOpen team	• Verify crosswalk of ELA & SS, verify alignment of ELA & SS, begin study of PBL framework to begin thinking around inter-disciplinary instruction • Development of learning targets for essential standards • Parcel standards and Design/ Develop Project Based Learning experience, Update or create assessments aligned to essen-tial standards
Six times yearly, 2015-2016 School Year	Elementary Science #GoOpen Team	• Review crosswalk and essential 10 standards, introduce science and engineering practices and crosscutting concepts. Study best practices in science instruction based on the stan-dards. Create collaboration documents. • Align science and engineering practices—what does instruction look like in science, align stan-dards to S/E practice, create learning targets, Science pacing of essential standards • Review feedback from teachers regarding current units—deter-mine how to modify those they use to make better and start from scratch on those that aren't being used. Develop/revise les-son, units, PBL.
Six times yearly, 2015-2016 School Year	Grades 6-8 Science #GoOpen Team	• Revisit Essential Standards, Scope and Sequence, 6th and 7th Crosswalk (review 8th) • Resource Collection, Unit Specific Work
Six times yearly, 2015-2016 School Year	Grades 6-8 Math #GoOpen Team	• Crosswalks/Essential Standards/Review Summer Work/Set work for the year/ Vertical Alignment • Unit work for PBL with OER curation completed per unit

TIME	TEAM INVOLVED	ACTIVITY
Six times yearly, 2015-2016 School Year	Grade 8 Social Studies #GoOpen Team	• Crosswalks/Essential Standards/Review Summer Work/Set work for the year/ Vertical Alignment • Unit work for PBL with OER curation completed per unit
Six times yearly, 2015-2016 School Year	HS Biology HS Earth & Space HS Zoology #GoOpen Team	• Design/Develop Project-Based Learning experience, Update or create assessments aligned to essential standards • Identify Crosscutting Concepts and Science & Engineering Practices required for each standard (3-D learning); identify evidence statements/learning targets, essential questions and academic vocabulary • Review standards and revise as necessary to reflect new MLS; identify relevant CCC and SEP; develop evidence statements/ learning targets, essential questions and academic vocabulary
Six times yearly, 2015-2016 School Year	HS Chemistry #GoOpen Team	• Design/Develop Project-Based Learning experience, Update or create assessments aligned to essential standards • Identify Crosscutting Concepts and Science & Engineering Practices required for each standard (3-D learning); identify evidence statements/learning targets, essential questions and academic vocabulary • Review standards and revise as necessary to reflect new MLS; identify relevant CCC and SEP; develop evidence statements/ learning targets, essential questions and academic vocabulary

TIME	TEAM INVOLVED	ACTIVITY
Six times yearly, 2015-2016 School Year	HS Physics #GoOpen Team	• Design/Develop Project-Based Learning experience, Update or create assessments aligned to essential standards • Identify Crosscutting Concepts and Science & Engineering Practices required for each standard (3-D learning); identify evidence statements/learning targets, essential questions and academic vocabulary • Review standards and revise as necessary to reflect new MLS; identify relevant CCC and SEP; develop evidence statements/ learning targets, essential questions and academic vocabulary
Six times yearly, 2015-2016 School Year	HS American Government #GoOpen Team	• Design/Develop Project-Based Learning experience, Update or create assessments aligned to essential standards • Review standards and revise as necessary to reflect new MLS; identify relevant CCC and SEP; develop evidence statements/ learning targets, essential questions and academic vocabulary

Acknowledgments

Project Team

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