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SETDA

*Ensuring the Quality of Digital Content for Learning Webinar  
'Out of Print' Issue Brief Release  
March 10, 2015 at 1pm ET*

# Agenda

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- **Welcome, Introductions and Context**
  - Lan Neugent, SETDA
- **State Perspective**
  - Washington State, Barbara Soots, Digital Learning Department, Office of Superintendent of Public Instruction
- **Policy Brief Overview**
  - Reg Leichty, Founding Partner, Foresight Law + Policy
- **Q and A**
  - Facilitated by Lan Neugent
- **Conclusion**

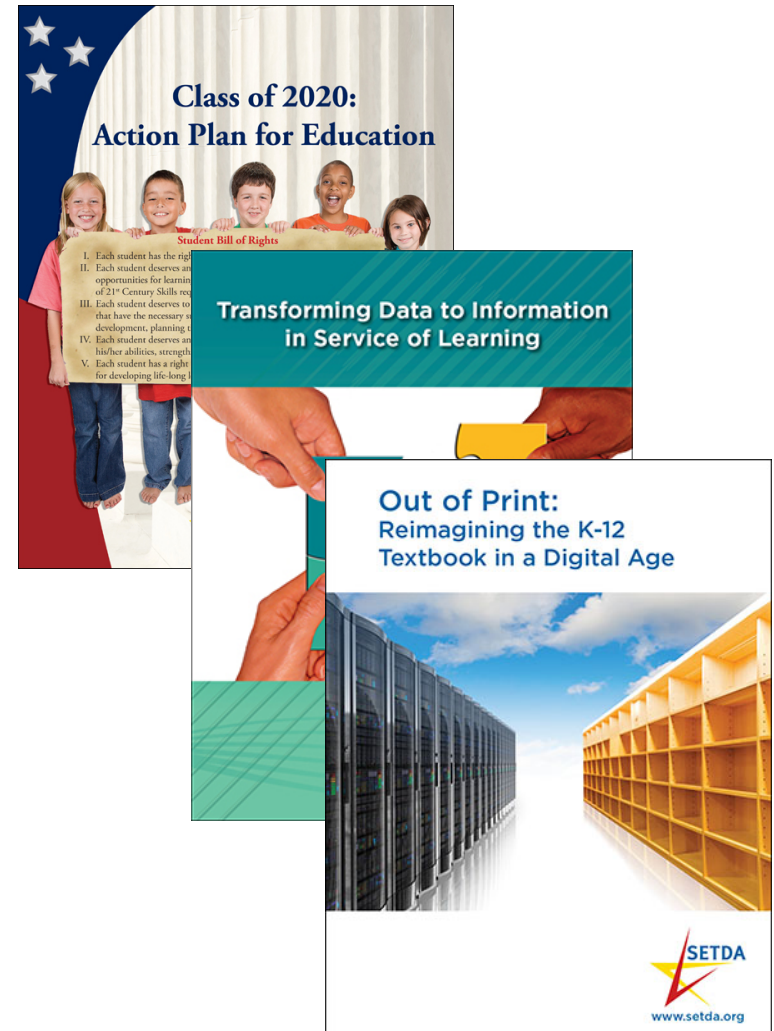
# State Educational Technology Directors Association (SETDA)

Serve, support, and represent U.S. state and territorial directors for educational technology.

Mission to build and increase the capacity of state and national leaders to improve education through technology policy and practice.

Forum for:

- Advocacy for policy and practice
- Professional learning
- Inter-state collaboration
- Public-private partnerships



# Thank You to Our Private Sector Partners

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- TeachBoost

# And to Our Government and Philanthropic Supporters

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HEWLETT  
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# Thank You to Our Channel Partners

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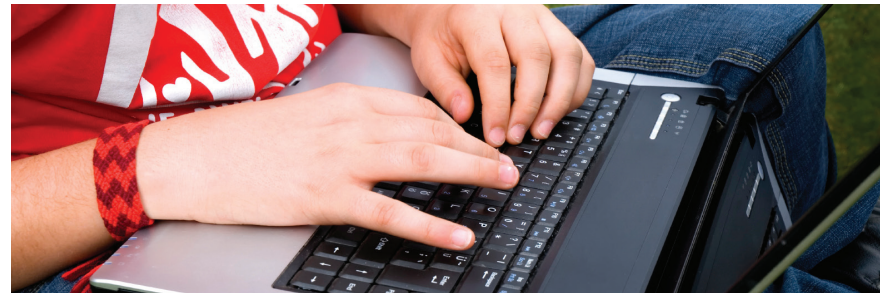
**ACADEMIC BUSINESS ADVISORS, LLC**  
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# Factors Driving Reimagination of K-12 Textbook

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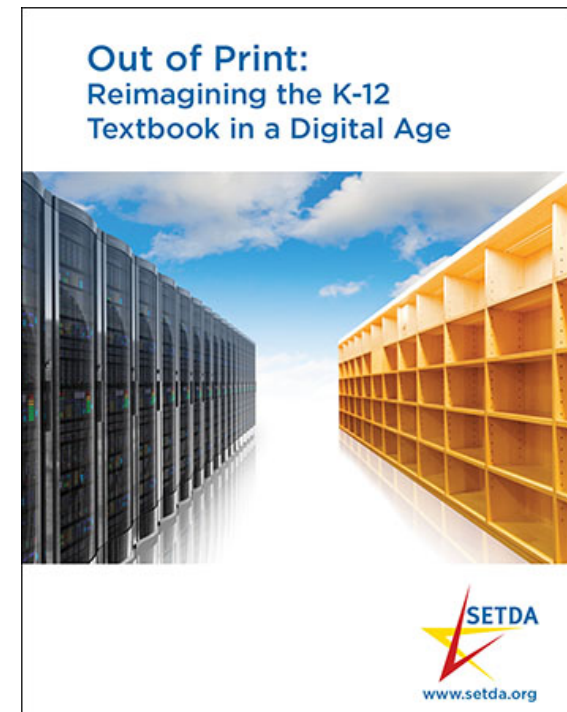
- ① College and Career Readiness Agenda
- ② Common Core State Standards
- ③ Student Demographics & Preferences
- ④ Technology Innovation
- ⑤ Intellectual Property Innovation/Open Educational Resources (OER)
- ⑥ Budget pressures



# *Out of Print: Reimagining the K-12 Textbook in a Digital Age*

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SETDA issued a landmark report on shift to digital content in September 2012.



<http://www.setda.org/priorities/digital-content/out-of-print/>



# Out of Print: Report Highlights

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- Reimagining the K-12 Textbook: The Opportunity
- The Digital Difference
- Profiles in State Instructional Materials Leadership
- Success Factors for Making the Shift to Digital Content
- Recommendations to Address K-12 Instructional Materials Needs
- Key Questions to Address in Adopting Digital Instructional Materials

# State Education Policy Center



State Education Policy Center (SEPC) is a database of state policies related to education and technology curated by the State Educational Technology Directors Association. [Learn More](#) →

Topic, state, etc.

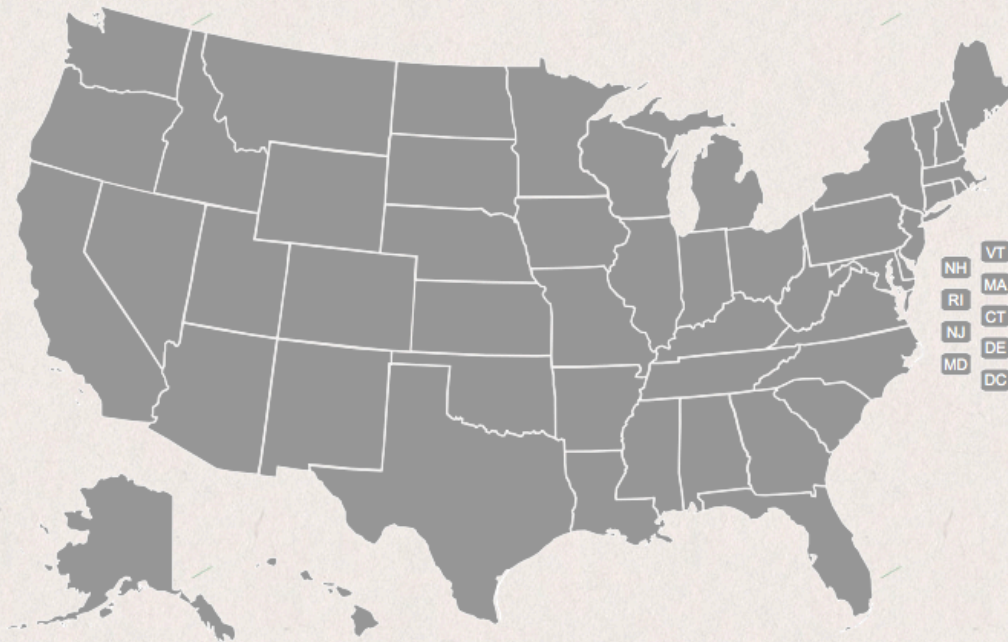
## BY STATE

## TOPICS

- General Information
- Broadband
- Online Assessment
- Instructional Materials
- Professional Learning

## Or select a territory

Virgin Islands



# State Education Policy Center

## Subtopic - OER

Home / By Topic / Instructional Materials

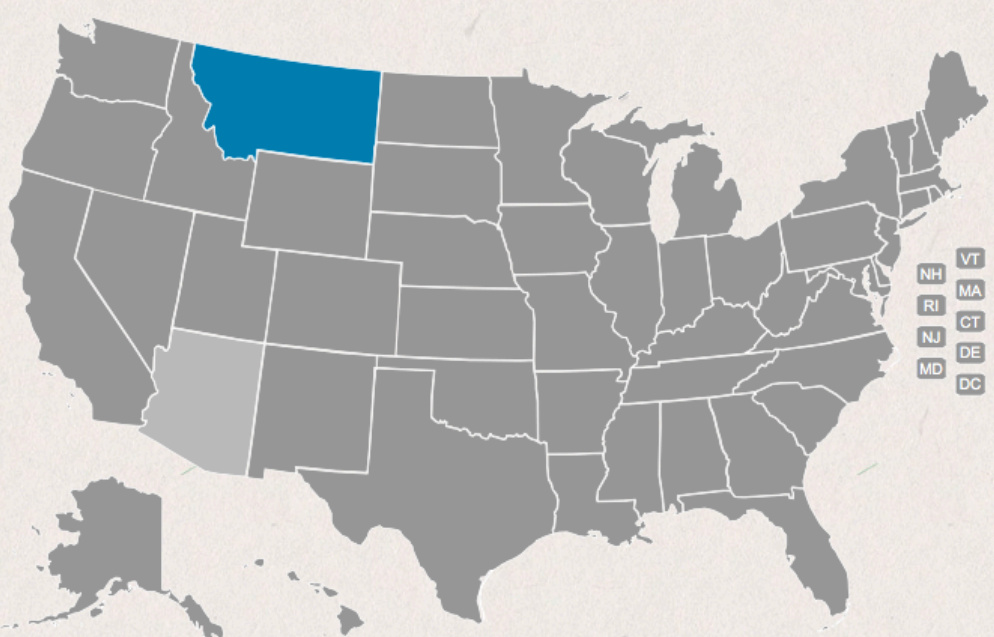
### Open Educational Resources

[Download all](#)

**BY STATE**

**TOPICS**

- General Information
- Broadband
- Online Assessment
- Instructional Materials
  - Open Educational Resources**
  - Formal Adoption
  - Exemplary Practices
  - Library/Media Services
  - Content Repositories
- Professional Learning



A map of the United States with the state of Washington highlighted in blue. To the right of the map, there is a legend with state abbreviations: VT, MA, CT, DE, DC, NH, RI, NJ, MD.

# OER State Profile

## Texas

Open Educational Resources

-- Other states --

[Download page](#)

[Submit error](#)

### BY STATE

- Texas
  - General Information
  - Broadband
  - Online Assessment
  - Instructional Materials
    - Open Educational Resources**
    - Formal Adoption
    - Exemplary Practices
    - Library/Media Services
    - Content Repositories
  - Professional Learning

### TOPICS

- General Information
- Broadband
- Online Assessment
- Instructional Materials

### Definitions

Texas Education Code (TEC), §31.071 "Open-source instructional material" means electronic instructional material that is available for downloading from the Internet at no charge to a student and without requiring the purchase of an unlock code, membership, or other access or use charge, except for a charge to order an optional printed copy of all or part of the instructional material.

For more information: <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.31.htm>

### Policy

Texas does not have a policy specific to OER Materials however, the instructional materials policy includes the option to implement OER.

For more information: <http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.31.htm>

### Materials Developed by State

Texas has not developed OER materials.

### Materials Recommended/Endorsed by State

Texas has not recommended or endorsed OER materials.

### Materials Developed in Collaboration with Others

Texas is not collaborating with other states or districts to develop OER.

### Vetting

Texas does not have a vetting process for OER materials.

# Presenters

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**Barbara Soots,**  
Open Educational Resources Program Manager  
Digital Learning Department  
Office of Superintendent of Public



**Reg Leichty,**  
Founding Partner,  
Foresight Law + Policy



# Evaluating OER Quality – Washington's Story

SETDA Webinar: Ensuring the Quality of Digital Content for Learning  
March 10, 2015

Barbara Soots  
Digital Learning Department  
Office of Superintendent of Public Instruction  
[barbara.soots@k12.wa.us](mailto:barbara.soots@k12.wa.us)

OSPI OER Project



PROPERTY OF  
OPEN EDUCATION  
RESOURCES  
EVERYONE

## OER are...

resources that reside in the public domain or have been released under an intellectual property license that permits their **FREE USE** and **RE-PURPOSING** by others.

# The 5 Rs of OER

**Reuse** — copy verbatim

**Redistribute** — share with others

**Revise** — adapt and edit

**Remix** — combine resources

**Retain** — make, own, & control copies





# 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

# Benefits of OER

Cost shift from textbooks to other critical areas

Up to date, innovative materials

Collaboration and partnerships

Continual quality improvement and standards alignment

Support for independent and differentiated learning

Solve legal concerns with distribution and adaptation

# Washington K-12 OER Project

“The legislature finds the state's recent adoption of new learning standards provides an opportunity to develop a library of high-quality, openly licensed K-12 courseware that is aligned with these standards.”

A photograph showing two rhinoceroses standing on a dirt road. The rhino on the left is facing left, and the one on the right is facing right. They are both looking towards the camera. The background features a dirt road, some trees, and a grassy area. The sky is blue with some clouds. The image is used as a background for a presentation slide.

# Challenges with OER

Finding target resources

Access and security issues

District policies that don't recognize OER as an option

Evaluating quality and alignment

A photograph of several apples in various colors (red, green, yellow) arranged on a dark, textured surface. The apples are the central focus of the image, with some in sharp focus and others blurred in the background. A semi-transparent dark grey banner is overlaid across the middle of the image, containing white text.

# Reviewing OER

Help educators select high quality materials

Provide information for materials adoptions

Identify gaps in Common Core alignment



# What OER to review?



Unlimited access and redistribution

Permission to adapt

Defined content area and grade band scope

# How to evaluate quality?

CCSS Worksheet

IMET

EQulP Rubrics

Achieve OER Rubrics

Reviewers Comments

Developer: \_\_\_\_\_ Curriculum/Unit Title: \_\_\_\_\_ Achieve OER Rubric Selected Modules 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 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.

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 sufficient to contribute to understanding.

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 be possible to apply to the object in some way that aids a learner's understanding, but that is beyond any obvious or described purpose of the object.

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  N/A

Rubric developed by [Achieve](#)  
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# OER Review Report



## 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

<u><a href="#">To Kill a Mockingbird: A Historical Perspective</a></u> (Reviewed Spring 2014) Library of Congress/Kathleen Prody & Nicolet Whearty	-	 
<u><a href="#">Weapons of the Spirit</a></u> (Reviewed Spring 2014) Student Achievement Partners/Los Angeles School District	-	 

## GEOMETRY RESOURCES

Resource	PC/IM	EQ	AO
<u><a href="#">CK-12 Geometry Concepts</a></u> (Reviewed Spring 2014) CK-12 Foundation/Kathryn Dirga, Lori Jordan			
<u><a href="#">CK-12 Geometry Honors Concepts</a></u> (Reviewed Spring 2014) CK-12 Foundation/Kaitlyn Spong			
<u><a href="#">Curriki Geometry</a></u> (Reviewed Spring 2014) Curriki			
<u><a href="#">New York State Common Core Mathematics Curriculum: Geometry (Module 1)</a></u> (Reviewed Spring 2014) EngageNY/Common Core			
<u><a href="#">The Saylor Foundation K-12 Geometry Course</a></u> (Reviewed Spring 2014) The Saylor Foundation/ Kate Cottrell			





# Contact Information

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**FORESIGHT LAW + POLICY**

# **Ensuring the Quality of Digital Content for Learning**

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**STATE EDUCATIONAL TECHNOLOGY DIRECTORS ASSOCIATION  
MARCH 10, 2015 | WEBINAR**

## Presentation Roadmap

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**Guiding Statement for the Discussion:** States need modern frameworks for evaluating digital instructional materials, including digital OER. These new frameworks should continue key traditional best practices, but must also address digital content's unique characteristics and advantages.

Our conversation today will examine three core areas:

- **Exploring** Digital Content's Unique Characteristics
- **Understanding** Traditional Quality Review Systems
- **Identifying** New Policy Approaches and Ideas

## Exploring Digital Content's Unique Characteristics

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- Support student engagement and interactivity
- Facilitate timely and less burdensome content updates
- Permit more seamless adaption to student learning differences and styles
- Digital + Open Licensing enables lawful (and cost effective) reuse, redistribution, revision, remixing, and retention

## Exploring Digital Content's Unique Characteristics

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**Digital content's unique characteristics raise key questions for policy makers:**

- How might states and districts ensure quality and accuracy without sacrificing flexibility and differentiation?
- How do states and districts create policies for effectively judging, using, and refining digital materials?
- Who should be responsible for overseeing new quality assurance models?

# Understanding Traditional Quality Review Systems

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## Full Course Content and Supplemental Materials

- Review rigor typically differs between these two classes of materials
- Basic/baseline requirements exists for both content types, however, to ensure they are:
  - Free of errors
  - Aligned to state standards
  - Free from bias
- The digital transition is beginning to blur this distinction

# Understanding Traditional Quality Review Systems

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## State and District Roles Vary Nationally

- Some states grant districts full control of their instructional materials adoption processes
- Other states vet and approve materials at the state level and employ either mandatory or advisory approaches for district approaches (a growing number of states are using this approach)
- State-level systems can enable greater continuity and provide cost savings to districts, but ensuring digital content quality can happen at the state or district level

# Understanding Traditional Quality Review Systems

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## Common Elements of Existing Quality Assurance Frameworks

- Establish Adoption Cycle
- State Proclamation/Call for Materials
- Bidders Conference
- Initial Materials Development and Submission
- Expert Panel Review
- Publishers' Response and Committee Recommendation
- Public Comment and State Board of Education Action



## Identifying New Policy Approaches and Ideas

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- Establishing a Clear Digital Vision Statement Grounded in Quality and Accuracy
- Designate Experienced State or District Leadership to Lead Quality Assurance Policy Development and Implementation
- Provide Guidance Describing the Characteristics of a Well-Balanced Quality Assurance System for Digital Content
- Support Educator Preparation and Professional Learning Opportunities Focused on Building Educator Capacity to Assess Digital Content Quality
- Ensure Sufficient Financial Resources to Establish and Sustain an Effective System of Quality Assessment of Digital Materials

# Identifying New Policy Approaches and Ideas

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## **Establishing a Clear Digital Vision Statement Grounded in Quality and Accuracy**

- Quality
- Accuracy
- Accessibility
- Alignment to State Standards

**Communicate the vision to all stakeholders**

## Identifying New Policy Approaches and Ideas

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### **Designate Experienced State or District Leadership to Lead Quality Assurance Policy Development and Implementation**

- Empower practitioners (curriculum experts, professional learning specialists, content experts, technology leaders and more)
- Build stakeholders' capacity to successfully implement the state and districts quality assurance strategy
- Ensure classroom evaluation and performance is considered

## Identifying New Policy Approaches and Ideas

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### **Provide Guidance Describing the Characteristics of a Well-Balanced Quality Assurance System for Digital Content**

- Develop and provide tools and policies
- Establish uniform state or local indicators and standards
- Use an inclusive, not exclusive, approach to quality review

## Identifying New Policy Approaches and Ideas

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### **Support Educator Preparation and Professional Learning Opportunities Focused on Building Educator Capacity to Assess Digital Content Quality**

- Include educator preparation programs among stakeholder groups
- Educator evaluation systems that guide or inform professional development resources should include relevant indicators
- Establish policies on educator created content (see 2014 SETDA paper)

## Identifying New Policy Approaches and Ideas

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### **Ensure Sufficient Financial Resources to Establish and Sustain and Effective System of Quality Assessment of Digital Materials**

- Ensure legislators and state/local executives recognize value of new quality review strategies (and the reasons for updating them)
- Consider incentives for encouraging OER development, use, and refinement
- Examine whether current policies that govern purchasing, create financial or other barriers to the use of digital content

# Acknowledgements

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## Ensuring the Quality of Digital Content for Learning (2015)

### Contributors

- State Educational Technology Directors Team
- Barbara Soots – OER Program Manager, Washington State OSPI
- Alan Griffin – Curriculum Content, Technology Support Specialist, Utah SOE
- Karen Fasimpaur – Online Community Management, Strategic Planning Consultant
- Reg Leichty – Founding Partner, Foresight Law + Policy
- Kate Lipper – Senior Policy Advisor, EducationCounsel

## Related SETDA Publications

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**Please visit [SETDA.ORG](http://SETDA.ORG) to access related publications, including:**

- “Out of Print: Reimagining the K-12 Textbook in the Digital Age” (2012)
- “Ownership of Teacher-Created Instructional Materials” (2014)
- “Accessibility of Instructional Materials in a Digital Age” (2014)



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## **FORESIGHT LAW + POLICY**

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 [@FLPadvisors](https://twitter.com/FLPadvisors)

# Questions

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# Moving Forward

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- The Policy Brief is available online now at [setda.org](http://setda.org) and licensed CC BY for re-use.
- SETDA seeks your ideas on other topics to address in this series.
- **REMINDER:** SEPC maintains information about your state related to digital content and instructional materials policy. For more information visit: <http://sepc.setda.org/>

**Help SETDA keep SEPC up-to-date by sharing information with us.**