

Identifying High-Quality Open Educational Resources



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Selecting High Quality Resources

It starts with the standards...



A high quality resource is aligned to Wisconsin's academic standards, so in order to identify a standards-aligned resource, we have to start by deeply understanding the standards.

Knowledge and Skills

Knowledge

Content and vocabulary

What is the content students are expected to understand?

Skills

What are students are expected to do with the content?

How are students expected to apply the content?



To understand the standards, we must identify the knowledge students must possess and the skills students must demonstrate in order to be proficient in that standard.

Deepening Understanding of Standards

Select a content area, grade-level, and one standard

Highlight and/or underline the content and vocabulary - **What is the content students are expected to understand?**

Circle and/or bold what students are expected to do with the content - **How are students expected to apply the content knowledge?**



Let's go ahead and try it out. Please, follow the directions on the screen.

Note: the facilitator must direct participants to <http://dpi.wi.gov/standards> and to select a content area, grade-level, and to choose a standard from that content area and grade-level.

Deepening Understanding of Standards

Activity:

- **Introduce a partner to the standard you chose**
- **Together, brainstorm the many ways that students could demonstrate that they are proficient in these standards**



Allow participants time to introduce a partner to the content area standard they chose; ask them to share the knowledge and skills that standard requires.

Give participants 2 minutes to brainstorm together many ways that students could demonstrate that they are proficient in these standards.

Connecting the Standards to Instruction

What would you expect to see in an instructional plan or resource that develops a student's proficiency in that standard?



Now that we understand the standard better, we need to connect the standard to instruction.

Give participants 3-5 minutes to brainstorm what they would expect to see in an instructional plan or resource that develops a student's proficiency in that standard.

After participants have brainstormed, explain that what they brainstormed is what they would look for in a high quality, standards-aligned resource worthy of being curated into WISElearn.

Every Child A Graduate

Wisconsin Graduates are
College and Career **READY**



ALL STUDENTS IN
WISCONSIN GRADUATE
FROM HIGH SCHOOL
ACADEMICALLY PREPARED
AND SOCIALLY AND
EMOTIONALLY COMPETENT
BY POSSESSING AND
DEMONSTRATING...

Knowledge

Proficiency in academic content

Skills

Application of knowledge through skills
such as critical thinking, communication,
collaboration, and creativity

Habits

Behaviors such as perseverance,
responsibility, adaptability, and leadership

These proficiencies and attributes come
from rigorous, rich, and well-rounded
public school experiences.



Wisconsin's vision is that every Wisconsin student graduates college and career ready. Now that we have spent time on a process for deepening our understanding of standards and identifying what we would expect to see in a high quality resource, let's turn our attention to an element in the curation process that has the potential to support all students in being college and career ready - the guidance narrative.

Guidance Narrative



The guidance narrative is a place where curators can provide suggestions or ideas to educators for extending the learning of those students who may already be proficient in grade-level standards and for providing additional support to those students who may not be meeting grade-level standards, yet.

“Race and disability have been closely intertwined through history with detrimental effects for people of color and people with dis/abilities. . . . It follows that an emancipatory and inclusive pedagogy needs to dismantle barriers to participation that are the result of racial, ethnic, language, *and* ability hierarchies and support students in understanding and questioning how racism and ableism have material consequences in their lives.”

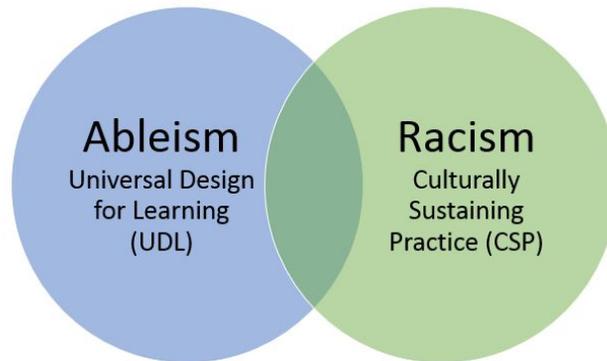
Waitoller, F. R., Thorius, K. A. K. (accepted) *Cross-Pollinating Culturally Sustaining Pedagogy and Universal Design for Learning: Toward an inclusive pedagogy that accounts for dis/ability*. *Harvard Educational Review*

Turn-and-Talk and/or Journaling:

- What does this quote mean? What do you have questions about?
- What implications does this have for supplementing an instructional resource?

Systemic barriers lead to opportunity gaps.

Eliminate opportunity gaps by intentionally minimizing barriers to instruction, assessment, and engagement while also utilizing culturally sustaining pedagogy.

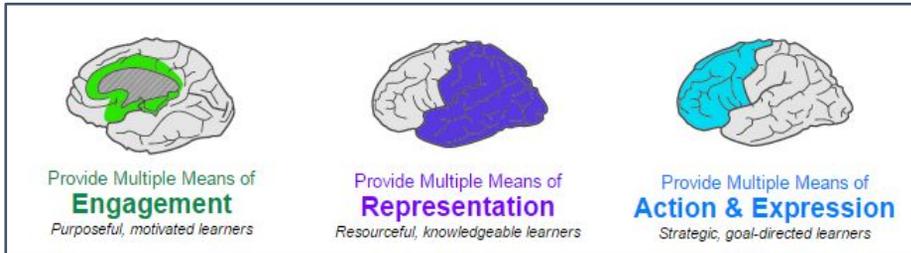


“Explicitly account for student dis/ability in addition to race, ethnicity, language, and class”

There are two frameworks that exist to close achievement gaps - UDL achievement gaps based on ableism, CSP achievement gaps based on race (or other cultural groups).

Today we are just going to focus on the UDL framework to create a robust guidance narrative to offer guidance to educators in how they can modify an OER to support every learner.

Universal Design for Learning (UDL)



- Variability is expected and planned for
- "... support students in becoming expert learners: strategic, skillful, goal-directed, knowledgeable, and motivated to learn more"

[Image Source](#)



We're going to spend time focusing on one of these frameworks - Universal Design for Learning, or UDL.

Within UDL, learner variability is expected and planned for in the instructional planning stage. The goal is to support students in becoming expert learners: strategic, skillful, goal-directs, knowledgeable, and motivated to learn more."

Universal Design for Learning has 3 principles: Engagement, Representation, and Action and Expression. To apply UDL, an educator builds multiple means of engagement into his instructional planning, considering what he knows about his students, their interests, and their backgrounds. An educator also provides multiple means of representation; this means that an educator is able to present information or content in multiple and varied ways in order to reach all learners. Finally, an educator provides learners with multiple and varied means of demonstrating what they know and can do.

Ways to Eliminate Barriers

- Including students' cultures, challenging exclusion, and/or creating social justice
- Representing content through multiple means, including cultural practices of youth
- Using instructional methods that provide differentiated supports, varied participant structures, and flexibility in how content and tasks are presented
- Positioning students as experts of their own practices to mediate learning
- Using assessment methods that are ongoing and flexible in how information is presented and ways students may perform



Here are some of the ways that educators could supplement instruction, eliminate barriers, and meet the needs of each learner.

Let's take a look at a concrete ELA example and a concrete math example

Supplementing an ELA Resource

- Educator can use varied grouping instead of partner work where noted in the instructional plan
- Educator should select varied texts representing students' cultural backgrounds and interests
- Provide audio texts as an option
- Students could also pre-record their presentations as an assessment alternative



Here is a more concrete ELA example. These are points that could be included in the guidance narrative of an ELA resource in order to meet the needs of all learners. It is important to note that these are just examples and an actual guidance narrative would be specific to a particular resource.

Supplementing a Math Resource

- Educator can bring in household items and have students estimate how many unit cubes will fit in each item
- A possible enrichment is to give students 2D net of a rectangular prism and have them determine the volume
- Use the book *Material World: A Global Family Portrait* and ask students to compare the volume of houses around the world, and reflect on the amount of possessions one can have



Here's an example of points to include in the guidance narrative of a math resource in order to eliminate barriers to meet the needs of all learners.

Eliminating Barriers

- Including students' cultures, challenging exclusion, and/or creating social justice
- Representing content through multiple means, including cultural practices of youth
- Using instructional methods that provide differentiated supports, varied participant structures, and flexibility in how content and tasks are presented
- Positioning students as experts of their own practices to mediate learning
- Using assessment methods that are ongoing and flexible in how information is presented and ways students may perform



Let's try it out. With your partner, think about those things you said you would expect to find in an instructional resource aligned to your selected standard. Think about the different ways you brainstormed a student could demonstrate his knowledge and understanding of that standard. Identify places you had already included elements of UDL. Give participants 1-2 minutes to do this.

Next, give participants 3-5 minutes to identify how else they could eliminate barriers and be more intentional about eliminating barriers and meeting the needs of all learners.

Where do you...?

- Include students' cultures, challenging exclusion, or creating social justice
- Represent content through multiple means, including cultural practices of youth (e.g., music, spoken word and poetry, social media apps, blogs, and online video channels)
- Use instructional methods that provide differentiated supports, participant structures (e.g., large groups, dyads, gradual release), and flexibility in how content and tasks are presented (e.g., visual, tactile, verbal communication).
- Use instructional methods that position students as experts of their own practices to mediate learning.
- Use assessment methods that are ongoing and flexible in how

- information is presented and ways students may perform, including capitalizing on students' cultural repertoires, identities, and out-of-school practices to widen what is assessed.

Every Child A Graduate

Writing a **robust guidance narrative** that provides educators with ways they can extend learning and provide support to meet the needs of *all learners* is where the power of WISELearn lies.



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Continue Your Learning

Universal Design for Learning

- National Center on UDL - <http://www.udlcenter.org/>
- Resources from DPI - <http://dpi.wi.gov/universal-design-learning>
- CESA UDL Trainers - <http://dpi.wi.gov/universal-design-learning/cesa-udl-trainers>



Here are some resources to learn more about both Universal Design for Learning (UDL) and Culturally Responsive Practices. We encourage you to continue your learning by visiting these websites on Universal Design for Learning.

Continue Your Learning

Culturally Responsive Practice

- Promoting Excellence for All - <http://dpi.wi.gov/excforall>
- The Network - <http://www.thenetworkwi.com/>
- WI Rtl Center - <http://www.wisconsinrticenter.org/administrators/understanding-rti/culturally-responsive-practices.html>



Also, we encourage you to continue your learning by visiting these websites on culturally responsive practices.