



Open Education Resources

September 1, 2020

Background of OER

The General Appropriations Act (GAA), Article III, Rider 70, 85th Texas Legislature, 2017, requires the Commissioner of Education to set aside \$10,000,000 from the instructional materials fund (IMF) in each fiscal year of the biennium to develop open-source instructional materials. The rider specifies that the materials are to be developed through a request for proposals (RFP) process and in alignment with the requirements of the Texas Education Code (TEC), [§31.071](#).

This report satisfies the reporting requirements established by the rider:

The Commissioner shall annually submit a report by September 1 to the Governor, the Lieutenant Governor, the Speaker of the House, the Legislative Budget Board, and the presiding officers of the standing committees of the legislature with primary jurisdiction over public education. The report shall include information on the [number and type of open education resource instructional materials developed](#), use of those materials by school districts and open enrollment charter schools, and plans for assessing the effectiveness of those materials.

-GAA, Article III, Rider 57, 84th Texas Legislature, 2015

How are Open Education Resources defined in statute?

Sec. 31.002 (1-a) "Open education resource instructional material" means **teaching, learning, and research resources** that reside in the public domain or have been released under an intellectual property license that **allows for free use, reuse, modification, and sharing with others**, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques **used to support access to knowledge**.

What are agency requirements when developing Open Education Resources?

Sec. 31.071. (a-e) - (Note: text below is summarized)

- The commissioner may purchase state-developed OER materials through a competitive process,
- Multiple versions of materials may be purchased for a subject or grade level,
- State-developed OER materials must be irrevocably owned by the state with unlimited authority to modify, delete, combine, or add content to the instructional material after purchase (Section [31.0711](#)).

Use of Materials by School Districts and Open Enrollment Charter Schools

In 2017, TEA awarded two contracts to create 11 sets of instructional materials for nine high school courses. These contracts were awarded to **Study Edge** and **OpenStax** and these state-developed, open-source materials are provided free of charge through the Texas Gateway. Study Edge finished products became available in July 2017 with Study Edge Chemistry.

All OpenStax textbooks and related products were completed in September 2017. Products created by OpenStax are organized into units and chapters and can be used like traditional textbooks as the entire syllabus for each course. They can also be used to provide supplemental instruction for specific concepts. These materials are now loaded on the Texas Gateway. OpenStax developed materials for seven high school courses:

- Advanced Placement® (AP) Biology
- AP® Macroeconomics
- AP® Microeconomics
- Physics
- AP® Physics 1
- AP® Physics 2
- Statistics

Study Edge Materials Usage

The usage data for the Study Edge materials in Fall 2018 -2020, pulled from the Gateway analytics, is displayed in the tables below.

Study Edge OER Book Usage Comparison Data from Texas Gateway

Comparison Date Ranges 2018 (8/2018-8/2019)

| BOOK | Visits 2018 | Unique Visitors 2018 | Total Views 2018 | Total Views/ Unique Users 2018 |
|-------------|-------------|----------------------|------------------|--------------------------------|
| Chemistry | 1,111 | 535 | 2,129 | 3.97 |
| Physics | 551 | 331 | 809 | 2.44 |
| Precalculus | 2,712 | 1,433 | 3,700 | 2.58 |
| Statistics | 1,361 | 523 | 2,088 | 3.99 |

Comparison Date Ranges 2019 (8/2019-8/2020)

| BOOK | Visits 2019 | Unique Visitors 2019 | Total Views 2019 | Total Views/ Unique Users 2019 |
|-------------|-------------|----------------------|------------------|--------------------------------|
| Chemistry | 316 | 220 | 468 | 2.13 |
| Physics | 311 | 193 | 395 | 2.04 |
| Precalculus | 2,254 | 1,234 | 3,048 | 2.47 |
| Statistics | 524 | 243 | 776 | 3.19 |

OpenStax Materials Usage

The usage data for the OpenStax materials in 2018 -2019, pulled from the Gateway analytics, is displayed in the table below.

OpenStax OER Book Usage Comparison Data from Texas Gateway

Comparison Date Ranges 2018 (8/2018-8/2019)

| Book | Visits 2018 | Unique Visitors 2018 | Total Views 2018 | Total Views/ Unique User 2018 |
|-------------------------------|----------------|-------------------------|---------------------|-------------------------------------|
| AP Biology | 2,322 | 663 | 926 | 1.39 |
| AP Macroeconomics | 479 | 409 | 899 | 2.19 |
| AP Microeconomics | 203 | 175 | 282 | 1.61 |
| Physics | 2,887 | 1,760 | 4,696 | 2.66 |
| AP Physics I Algebra based | 1,867 | 1,417 | 3,007 | 2.12 |
| Physics with Algebra II | 678 | 522 | 968 | 1.85 |
| Statistics | 1,800 | 1,271 | 2,890 | 2.27 |

Comparison Date Ranges 2019 (8/2019-8/2020)

| Book | Visits 2019 | Unique Visitors 2019 | Total Views 2019 | Total Views/ Unique User 2019 |
|-------------------------------|----------------|-------------------------|---------------------|-------------------------------------|
| AP Biology | 972 | 777 | 1,565 | 2.01 |
| AP Macroeconomics | 136 | 119 | 215 | 1.80 |
| AP Microeconomics | 107 | 94 | 138 | 1.46 |
| Physics | 1,236 | 951 | 1,905 | 2.00 |
| AP Physics I Algebra based | 571 | 482 | 818 | 1.69 |
| Physics with Algebra II | 186 | 155 | 294 | 1.89 |
| Statistics | 499 | 381 | 807 | 2.11 |



Timeline for new OER RFP to procure materials in additional subject areas and grade bands

April 2018

- TEA releases RFP for OER materials for K-12 ELAR course, per rider 57 RFP 701-18-050 is posted on ESBD.com.

June 2018

- RFP 701-18-050 closes with two bids. Upon review, neither bid meets the minimum requirements clearly stated in the RFP.

October 2018

- TEA rejects both bids and cancels the RFP without an award given. Neither bid meets the minimum requirements outlined in the RFP. TEA begins drafting two new solicitations.

January 2019

- TEA issues two new RFPs:
 - Open Education Resources: Materials and Review – 701-19-052, multiple grade and subjects
 - Open Education Resources: Interactive Tools – 701-19-034, multiple grades and subjects

February 2019

- RFP 701-19-034 closed on February 12 and RFP 701-19-052 closes on February 21.

The 2018 RFP was updated to procure additional OER materials based on educator feedback. The RFP clearly articulates, that “at a minimum, all proposals must include the following” before listing key elements. Upon first release of the new RFP, neither of the submitted proposals met minimum standards or expectations so no award was given. This led to the release of two new RFPs, resulting in two awarded contracts, both of which were signed in early May: Interactive Tools with Zia Learning (signed May 7th) and Materials and Review with Region 13 (signed May 14th).

Key Considerations for Revised RFPs



TEA will support the development of high quality OER instructional materials, by procuring existing open source materials as the basis for Texas-specific materials through the **Materials and Review RFP**. We are particularly looking to procure materials that will be reviewed and edited by Texas districts, schools, and teachers prior to statewide release. **This contract was awarded to Region 13.**



The **Interactive Tools RFP** went out separately to attract vendors with a more advanced skill set for creating high quality supplemental materials. **This contract was awarded to Zia Learning.**

The procurement and development of high quality OER

In 2019-2020, TEA was able to identify two publishers to the development high quality, TEKS-aligned OER instructional materials using existing content as the basis for Texas-specific curricular resources for the following grades and subjects:

- English Language Arts and Reading, kindergarten–grade 8
- Spanish Language Arts and Reading, kindergarten-grade 6

Key Considerations

- Provides a cost-effective strategy that allows for more district flexibility
- Incorporates evidence-based strategies for strong literacy instruction
- Ensures alignment to TEKS
- Allows Texas teachers to provide input and develop materials
- Allows Texas teachers to easily modify the curriculum to their local context

Overview of procured materials going through review process:

- **116** English Language Arts and Reading (ELAR) units
- **1,800** ELAR lesson plans (full course for K – 5 and 9 – 12)
- **64** Spanish Language Arts and Reading (SLAR) units
- **1,100** SLAR lesson plans (full course for K – 5)

OER classroom pilot to support review and editing of OER products

- **1,200** of students being served by the OER K-8 pilot
- **50** educators reviewing and implementing pilot materials

Note: Due to COVID, the Spring 2020 OER pilot was significantly reduced in size given many schools transitioned to remote learning.

OER Resources Implementation Cost

Open Education Resources are **publicly available through open access licenses**; however users should consider available resources in combination with **implementation costs**.

| Produce Package | TEA Role | LEA Role | Cost |
|--|--|---|---|
| Core Curriculum with Interactive Tools | <ul style="list-style-type: none"> Ensure public access Publish materials that are customizable Bi-annual state level improvement through OER process | <ul style="list-style-type: none"> Determine implementation and customization needs | <ul style="list-style-type: none"> Freely Accessible |
| Underlying Curricular Texts | <ul style="list-style-type: none"> Negotiate low cost & bundles of texts that are not in public domain | <ul style="list-style-type: none"> Purchase curricular texts | <ul style="list-style-type: none"> \$ |
| Printing and Delivery | <ul style="list-style-type: none"> Negotiate low cost for printing of teacher and student materials | <ul style="list-style-type: none"> Determine printing needs and cost for teacher and student materials | <ul style="list-style-type: none"> \$ |

Timeline of OER Events

January 2019

- TEA issues two new RFPs
 - Open Education Resources: Materials and Review – 701-19-052, multiple grade and subjects
 - Open Education Resources: Interactive Tools – 701-19-034, multiple grades and subjects

February 2019

- RFP 701-19-034 closed on February 12 and RFP 701-19-052 closes on February 21.

May 2019

- Two contracts were awarded:
 - Open Education Resources: Materials and Review to Region 13, and
 - Open Education Resources: Interactive Tools to Zia Learning

November 2019

- Two OER publishers are selected to develop a TEKS-aligned OER unit for pilot

December 2019

- TEA releases a Unit-level Spring 2020 Pilot Application

January-February 2020

- Districts are selected for a Unit Level Pilot. Pilot teachers will serve as reviewers and editors.
- Pilot teachers and coaches are training in the pilot curriculum and as OER pilot reviews and editors

March 2020

- OER Unit-level pilot is canceled due to Covid 19

June-July 2020

- TEA releases a Full-Year OER Pilot Application
- OER content review begins

August 2020

- Districts are selected for a Unit Level Pilot. Pilot teachers will serve as content reviewers.
- Pilot teachers and coaches are training in the pilot curriculum and as OER pilot review.

Theory of Change

Theory of Need: What is the problem we seek to address?

Core Challenge

Obtaining **affordable, TEKS-aligned, customizable, comprehensive, and high-quality** instructional materials is difficult for many districts.

Detail

| Affordable | TEKS-Aligned | Customizable | Comprehensive | High Quality |
|--|--|---|--|---|
| Instructional materials that meet these requirements can cost upwards of \$100K per Unit | Most off-the-shelf, high quality curriculum is not aligned to the TEKS | Most off-the-shelf, high quality curriculum is not customizable to local contexts | Instructional materials that meet other criteria often do not include all the materials required to teach a full school year: Scope and Sequence, Unit plans, Unit assessments, and daily lesson plans with student and teacher-facing materials | Research shows that high-quality instructional materials can support teachers in providing strong, grade-level instruction to students. However, educators don't always have access to the full breadth of resources and support they need. |

Theory of Action: What is the solution to this problem?

Our Solution

The **Open Education Resources** (OER) initiative will provide districts, schools and teachers with **optional, high-quality, customizable, open curricular materials** to support teachers as they challenge and inspire their students to learn and grow.

Detail

| Affordable | TEKS-Aligned | Customizable | Comprehensive | High Quality |
|--|---|--|---|---|
| Open Education Resources are publicly available through open access licenses | All the materials required to teach 100% of TEKS in a specific subject area and grade | OER refers to teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others | Full-Sets cover 100% of TEKS in a specific subject area and grade Partial-Sets offer standards-aligned resources to provide a deeper understanding of the TEKS in each grade and subject | OER will offer access to rigorous materials that offer students access to meaningful, grade-level materials every day |

Resources are **OPTIONAL** for LEAs and may be considered for use based on a district's local context.

Theory of Action: Our Plan

HIGH QUALITY INSTRUCTIONAL MATERIALS *"Full-Sets"*

"Full Sets" of PreK-12 core content, customizable, curricular resources that cover 100% of TEKS in a specific grade and content

STANDARDS SUPPORTING RESOURCES *"Partial Sets"*

Materials intended to provide educators with standards-aligned resources to provide a deeper understanding of the TEKS in each grade and subject

PROFESSIONAL DEVELOPMENT AND COACHING

Content-focused professional development to support educators with implementation paired with ongoing coaching and support

Full Sets Development, Review, and Edit Process

Full-Sets for Each Content Area/Grade Band

TEA seeks to develop at least two full-sets of materials for each subject area and grade band to create options and choice for districts.

ELAR Option 1

| PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------|---------|---------|---------|---------|---------|---------|---------------------------------|---------------------------------|---------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Amplify | Amplify | Amplify | Amplify | Amplify | Amplify | Amplify | Texas TLAC Reading Reconsidered | Texas TLAC Reading Reconsidered | Texas TLAC Reading Reconsidered | Exploring additional partnerships | Exploring additional partnerships | Exploring additional partnerships | Exploring additional partnerships |

ELAR Option 2

| PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Exploring additional partnerships | Exploring additional partnerships | Exploring additional partnerships | Exploring additional partnerships | Exploring additional partnerships | Exploring additional partnerships | Exploring additional partnerships | Texas TLAC Reading Reconsidered | Texas TLAC Reading Reconsidered | Texas TLAC Reading Reconsidered | Exploring additional partnerships | Exploring additional partnerships | Exploring additional partnerships | Exploring additional partnerships |

SLAR Option 1

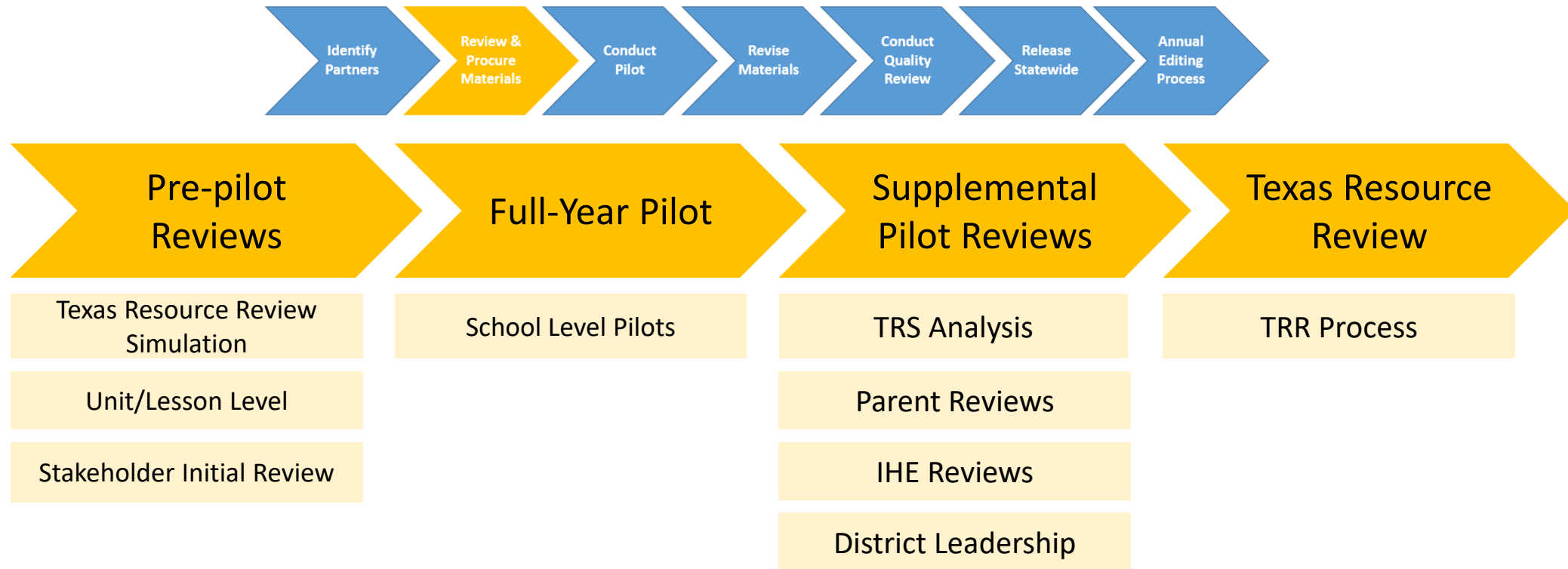
| PreK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|-----|
| Amplify | Amplify | Amplify | Amplify | Amplify | Amplify | Amplify | Amplify | N/A | N/A | N/A | N/A | N/A | N/A |

Full-Sets Development Process At-A-Glance

1. Identify Partners
 - **Publishers and non-profits** submit Texas specific, full-sets of OER materials for review
2. Review and Procure Materials
 - **LEAs pilot** materials in classrooms and give direct feedback to support review and editing of materials
3. Conduct Pilot
 - **LEAs pilot** materials in classrooms and give direct feedback to support review and editing of materials
4. Revise Materials
 - Partner with vendors to **revise/edit materials** according to reviewer input and feedback
5. Conduct Quality Review
 - **Conduct quality review** by submit material to **Texas Resource Review (TRR)**
6. Release Statewide
 - **Release materials statewide.** Note: it is optional for LEAs to adopt and/or use OER materials
7. Annual Editing Process
 - **TEA works with partners to continuously revise** materials each year based on feedback from Texas educators

Full-Sets Review Process At-a-Glance*

Each set of OER materials goes through an extensive set of reviews to prepare them for a state-wide release:





Full Academic Year Pilot (K-8 ELAR & K-6 SLAR)

TEA is running a full-year pilot with full sets of K-8th ELAR and K-6 SLAR this academic year

- **Spring 2020**
 - Contracts with Amplify (K-6 ELAR/SLAR) & TLAC Reading Reconsidered (6-8 ELAR) were signed in Summer '20
- **Summer 2020**
 - Contracts with Amplify (K-6 ELAR/SLAR) & TLAC Reading Reconsidered (6-8 ELAR) were signed in Summer '20
 - Reviewing and editing is happening on a continuous timeline
 - Extending recruitment timeline to enable districts interested in implementing K-5 ELAR in Texas Home Learning to join pilot
 - Content vendors and review vendors are actively training pilot participants
- **Fall 2020**
 - Reviewing and editing is happening on a continuous timeline
 - Extending recruitment timeline to enable districts interested in implementing K-5 ELAR in Texas Home Learning to join pilot
 - Content vendors and review vendors are actively training pilot participants
 - Materials and training released on a rolling basis – all materials are scheduled to be released to pilot districts by February/March 2021
- **Spring 2021**
 - Materials and training released on a rolling basis – all materials are scheduled to be released to pilot districts by February/March 2021

Partial-Sets of OER Materials

Defining “Partial-Sets”

- **Partial Sets**

- Materials intended to provide educators with standards-aligned resources to provide a deeper understanding of the TEKS in each grade and subject.
- **Components Include:**
 - **TEKS-Level resources** e.g., TEKS unpacking tools such as Know/Show charts, TEKS assessment resources
 - **Lesson-Level resources** with a focus on TEKS-aligned lesson plans with teacher and student facing materials that include: ELPS alignment, a lesson objective/aim, TEKS aligned student activities to be leveraged in a lesson designed to support TEKS mastery, lesson aligned exit ticket with answer key and item rationale in the teacher edition of the lesson plan, Teacher and student facing materials, Curricular digital or interactive tools showing exemplars and misconceptions, Remediation tools and resources for TEKS

USE CASE: A district, school, or teacher uses these resources, housed in the TEKS Guides, in professional development and coaching to help educators gain a deeper understand of the TEKS and the level of rigor required to obtain proficiency.



Standards-Level Resources Purpose

to be leveraged with TEA's TEKS Guides in support of developing teacher efficacy in TEKS instruction.

Components Include (at a minimum):

- **Unpacking Tool:** An exemplar TEKS unpacking “KNOW/SHOW” chart for each TEKS
- **Demonstration of Proficiency:** Examples of how to measure student proficiency of the student expectation or a portion of the expectation. Assessment resources include but are not limited to:
 - multiple choice questions with answer key and item rationale
 - open-ended, short answer response, gridables, etc. with rubric and scoring guide (ideally including student work samples)
 - content/TEKS aligned essay questions (expository, argumentative, etc.) with rubric and scoring guide (ideally including student work samples)
 - formative assessment activities aligned to the student expectation or a portion of the expectation.



Lesson-Level Resources Purpose

to be leveraged with TEA's TEKS Guides in support of developing teacher efficacy in TEKS instruction

Components Include (at a minimum):

- **Standards-aligned Lesson Plan*** that addresses all or part of a student expectation as one of the focus standards for the lesson. Lesson plans should include instruction around any SE '**breakout skills**' (e.g., the various discrete skills and component parts that make up the SE that a student should demonstrate). Each lesson plan should include:
 - TEKS and ELPS alignment
 - A lesson objective/aim
 - aligned student activities to be leveraged in a lesson designed to support standards mastery
 - lesson aligned exit ticket with answer key and item rationale in the teacher edition of the lesson plan
 - Teacher and student facing materials
 - Curricular digital or interactive tools showing exemplars

*In many, if not all cases, a lesson plan will be aligned to multiple standards. TEA is looking for exemplar lessons where, at a minimum, a portion of the lesson is aligned to the standard and/or SE specific breakout skill and illustrates quality direct instruction, guided practice, independent practice for that standards or SE. A RLA lesson plan that covers a portion of the SE should align with TEA's TEKS Guide.

- **Lesson plan implementation resources:**

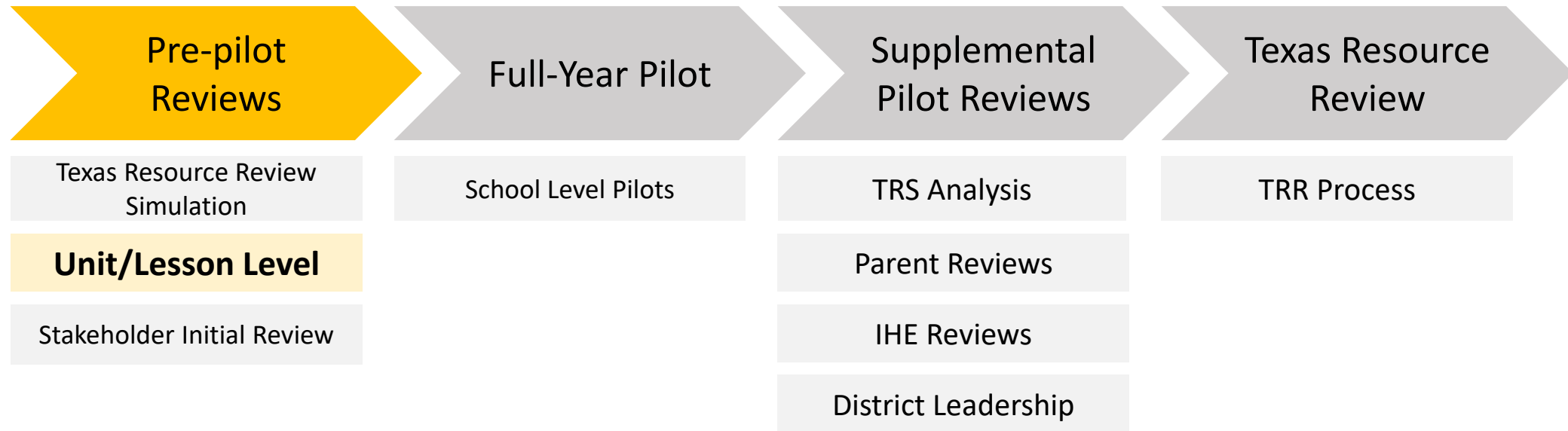
- Lesson internalization guide
- Video exemplar of lesson execution

Sample students work showing the spectrum of achievement (high, medium, and low)

Spring 2020 Unit-Level Pilot

Initial unit level pilot planned for spring 2020

TEA planned a unit-level pilot in K-8 ELAR and 1-2 SLAR for the spring of 2020 as part of the pre-pilot reviews



The spring 2020 pilot was intended to help inform the review process and the 2020-21 full year pilot

| Pilot | | |
|----------------------|---------------------------------|--|
| OER Spring Pilot '20 | | |
| Vendors | K-5 ELAR/SLAR – Amplify | |
| | 6-8 ELAR – Reading Reconsidered | |

| OER Full Year Pilot SY '20-21 | | |
|-------------------------------|---------------------------------|---|
| Vendors | K-5 ELAR/SLAR – Amplify | |
| | 6-8 ELAR – Reading Reconsidered | |
| # Districts | K-5 ELAR/SLAR | 3 |
| | 6-8 ELAR | 1 |

| Review | |
|----------------------------|--|
| Pre-pilot Reviews | Occur on a rolling basis (Unit by Unit) before materials are released |
| Full-Year Pilot | No impact to Reading Reconsidered and Amplify Pilot. |
| Supplemental Pilot Reviews | TBD |
| Texas Resource Review | Simulation conducted as a part of pre-pilot reviews. Materials will be officially reviewed upon completion of review and editing steps |

| Procurement | | |
|---------------------------|----------------------|----------|
| Content Area & Grade-Band | Option 1 | Option 2 |
| ELAR K-5 | Amplify | N/A |
| ELAR 6-8 | Reading Reconsidered | N/A |
| ELAR 9-12 | Possible / TBD | N/A |
| Math K-12 | Possible / TBD | N/A |
| Science K-12 | Possible / TBD | N/A |
| Soc Stud K-12 | Possible / TBD | N/A |

Due to Covid 19, the spring unit-level pilot was cancelled before most teachers could begin their unit

Pilot

| OER Spring Pilot '20 | | |
|----------------------|---------------------------------|--|
| Vendors | K-5 ELAR/SLAR — Amplify | |
| | 6-8 ELAR — Reading Reconsidered | |

OER Full Year Pilot SY '20-21

| | | |
|-------------|---------------------------------|---|
| Vendors | K-5 ELAR/SLAR — Amplify | |
| | 6-8 ELAR — Reading Reconsidered | |
| # Districts | K-5 ELAR/SLAR | 3 |
| | 6-8 ELAR | 1 |

| Review | |
|----------------------------|--|
| Pre-pilot Reviews | Occur on a rolling basis (Unit by Unit) before materials are released |
| Full-Year Pilot | No impact to Reading Reconsidered and Amplify Pilot. |
| Supplemental Pilot Reviews | TBD |
| Texas Resource Review | Simulation conducted as a part of pre-pilot reviews. Materials will be officially reviewed upon completion of review and editing steps |

| Procurement Full Sets | | |
|---------------------------|----------------------|----------|
| Content Area & Grade-Band | Option 1 | Option 2 |
| ELAR K-5 | Amplify | N/A |
| ELAR 6-8 | Reading Reconsidered | N/A |
| ELAR 9-12 | Possible / TBD | N/A |
| Math K-12 | Possible / TBD | N/A |
| Science K-12 | Possible / TBD | N/A |
| Soc Stud K-12 | Possible / TBD | N/A |

OER was able to collect a few teacher lesson notes and student work samples, all of which will help inform the next iteration of the materials

Teacher Lesson Notes

Poet's Journal 1.1

DENISE LEVERTOV'S "TO THE SNAKE" (30 MIN.)

Reading for Understanding

- Ask students to turn to Poet's Journal 1.1 and complete questions 1-3 individually. *Did together, could not do ind. in cls 1 or 2,*
- Before allowing students to move on to questions 4-7, review questions 1-3 and complete the drawing exercise described below. *could in cls 3 and did ind. in class 3*
- As students volunteer answers for question 3, have them come to the board and draw what they noticed, so that the class is creating a composite illustration of the snake.
- You may want to draw the basic outline of the snake in green prior to soliciting student input. *circled adjectives in the poem, st 1*
- After collecting a number of descriptions of the snake, review what's been collected into a summary of the snake and how it relates to the speaker. This may be construed both as physical location—it is around the speaker's neck—and attitude—it hisses, which is a sign of reptilian aggression.
- After this exercise, have students return to the *Poet's Journal* and complete questions 4-7.

Note: The following content is from Poet's Journal 1.1 and includes suggested answers to activity questions:

Poet's Journal 1.1

In your *Poet's Journal*, answer the Activity 1.1 questions below about Denise Levertov's poem, "To the Snake." You may consult the poem and the glossary

Note to Student

Some questions require you to find the exact word

Student Work Sample: Annotation

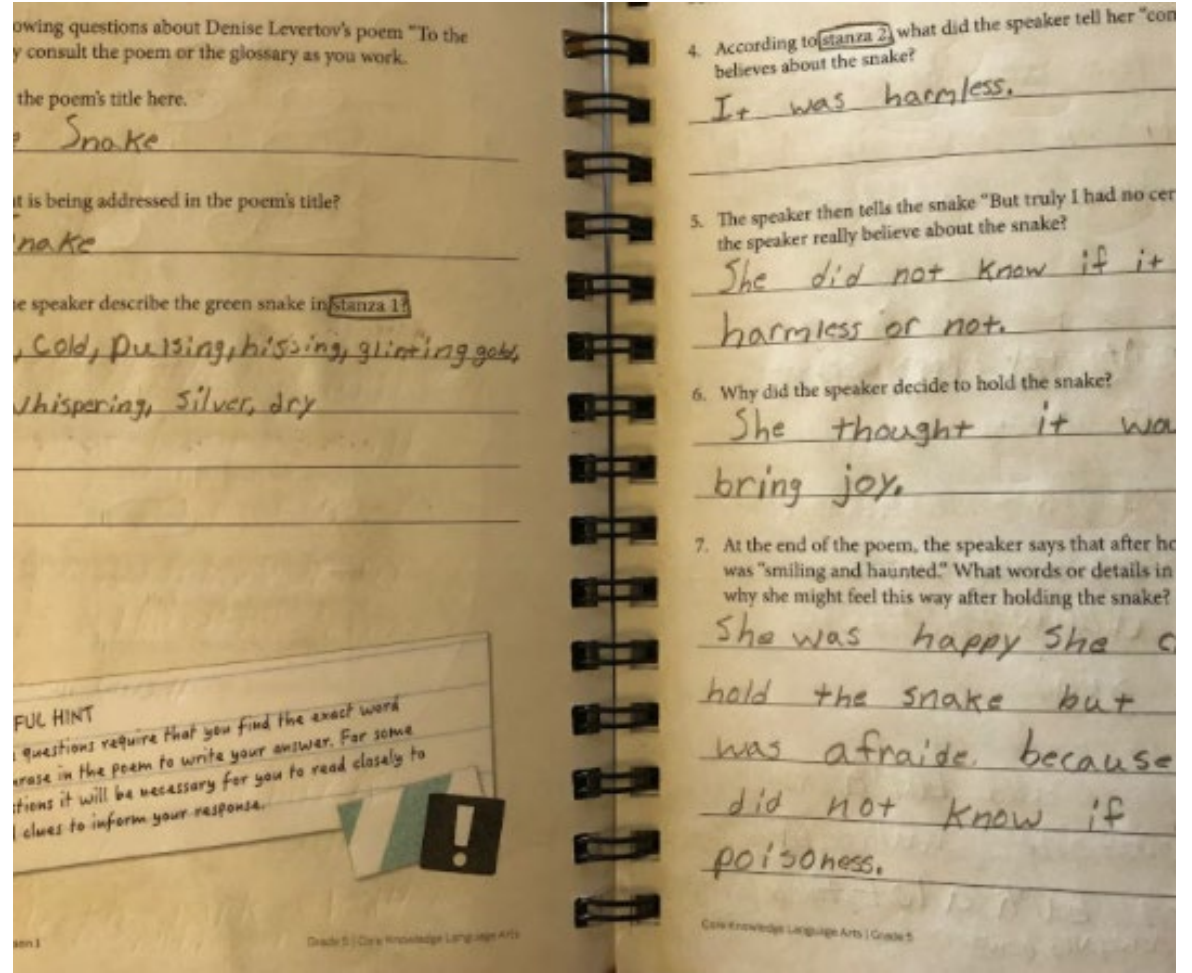
Green Snake, when I hung you round my neck,
and stroked your cold, pulsing throat 2,
as you hissed to me, glinting 3
arrowy gold scales, and I felt 4
the weight of you on my shoulders, 5
and the whispering silver of your dryness 6
sounded close at my ears—7

Green Snake—I swore to my companions that certainly 8
you were harmless! But truly 9
I had no certainty, and no hope, only desiring 10
to hold you, for that joy, 11
which left 12
a long wake of pleasure, as the leaves moved 13
and you faded into the pattern 14
of grass and shadows, and I returned 15
smiling and haunted, to a dark morning. 16

leave fall

“I think that if students’ were used to the independent model, as they began to be when doing this unit, they would do very well with the units moving forward.”

-Fourth Grade Pilot Teacher



Full Year Pilot Implementation & Data Collection

OER Full-Year Pilot Purpose & Scope

- Full-year pilot of TEKS-aligned open education resources for ELAR K-8 and SLAR K-5.
- LEAs identify campuses who will implement the OER materials throughout the academic year.
- Pilot participants receive orientation, implementation supports and continuous professional learning opportunities to ensure materials are implemented as intended.
- Teachers, administrators and parents will serve as reviewers of the OER materials, providing feedback on the content, quality, and usability of the OER materials.

OER Full-Year Pilot Vision and Goals

TEA is partnering with a handful of LEAs to pilot ELAR OER materials during the 2020–2021 school year. The pilot has three main goals:

1. **Support strong instruction** by providing teachers and students with high-quality, Texas-specific OER instructional materials.
2. **Improve the quality of the ELAR OER materials** (including implementation materials) by soliciting and incorporating feedback from Texas educators.
3. **Build awareness of ELAR OER materials** across Texas in preparation for a full state release.



1 IMPLEMENT OER MATERIALS WITH FIDELITY

2 REVIEW AND PROVIDE FEEDBACK ON THE OER MATERIALS

3 ATTEND TRAININGS AND ONGOING SUPPORT SESSIONS

Pilot Participant Responsibilities (1/3)

1

IMPLEMENT OER MATERIALS WITH FIDELITY

To implement OER materials with fidelity, teachers will:

- Follow the specific scope and sequence as designed
- Follow unit and lesson implementation guides while adapting existing high-quality lessons based on the needs of students
- Exclude supplemental non-OER instructional materials during the ELAR block

Participating campuses will pilot the new TEKS-aligned, Texas edition of K–5 Amplify and 6–8 Texas Teach Like a Champion (TLAC) Reading Reconsidered.

ELAR & SLAR K-5

- Amplify

ELAR 6-8

- Texas TLAC (Reading Reconsidered)

Pilot Participant Responsibilities (2/3)

2

REVIEW AND PROVIDE FEEDBACK ON THE OER MATERIALS

Teachers and leaders/coaches will serve as reviewers of the OER materials by completing and submitting the following data and artifacts.

| Data Type | Participant or Collector | Frequency | Estimated Time Commitment |
|--|--------------------------|-------------------------|-------------------------------------|
| Materials feedback surveys | Teachers and coaches | 1x per week | 30 minutes per week, 18 hours total |
| Implementation and professional learning survey | Teachers and coaches | 2x per pilot | 1 hour per survey, 2 hours total |
| 60-minute virtual Reviewer Professional Learning focus group | Teachers | 2x per pilot | 2 hours per group |
| 90-minute post-pilot feedback and evaluation session | Teachers and coaches | 1x per pilot | 1 ½ hours overall |
| Student work samples | Teachers | 2x per unit | 7.5 hours per unit |
| Student assessment data | Teachers | 2x per pilot | 2 hours total |
| Teacher observation notes | Coaches | 1x per teacher per week | 36 hours per teacher |
| Videotaped lessons | Coaches | 2x per pilot | 3 hours total |

3

ATTEND TRAININGS AND ONGOING SUPPORT SESSIONS

Teachers and leaders/coaches will receive free coaching and professional learning to support strong implementation of the OER materials including:

- **Initial Amplify and TLAC orientation and materials implementation training**
- **TEA Reviewer/Pilot commitment training**
- **Coaching and training sessions to support strong implementation**

Teachers and leaders/coaches will receive compensation for completing all required pilot activities which takes place outside of standard school day.

- **Pilot Participants**
 - Pilot participants who complete all required pilot activities will receive a **\$1,000 compensation for Reviewer work**. Kindergarten – grade 2 teachers who implement both *Skills* and *Knowledge* lessons will receive a **\$1,500 compensation**.
- **Instructional coaches and Pilot implementation leads**
 - Instructional coaches and/or pilot implementation leads who complete all required pilot activities outlined in this application and are in compliance with the compensation verification form will receive **\$1,000 compensation for teacher support work**.

Benefits of Pilot Participation

Pilot LEAs will receive the following benefits for participating in the pilot:

- Access to full sets of OER materials and text sets at **no cost**
- Opportunity to provide feedback on the early OER prototype materials (with reviewer compensation)
- Free coaching, professional learning and resources to support strong implementation the OER resources

Priority for participation in future math or science OER pilots as well as additional opportunities to serve as an OER editor or reviewer.

TEA will provide a variety of support and resources to participating districts including:

- Resources on how to **communicate pilot participation to local school boards**.
- Resources on how to **communicate the use of OER materials to families** and how they can support student learning at home and help improve the materials by sharing their feedback on them.
- Tools for administrators to **monitor the quality of implementation** and provide essential targeted support to teachers as needed.
- Support to districts in **obtaining access to both a digital and printed version** of the daily OER materials.

Preliminary Feedback from SY20-21 K-5 ELAR Pilot

“The rigor was great, and the vocabulary was even better. The rigor may have been too much but with an interesting topic, the students were excited to work harder.”

-Fourth Grade Teacher

“The topic of the unit [...] is very engaging to the kids. [The students] have even played games at recess in which they role play the different types of people we have read about.”

-Fourth Grade Teacher

“The vocabulary words in lessons 1-5 were difficult, but that is based on the background knowledge my students have. The image cards helped with the understanding.”

-Third Grade Teacher

“This week was fantastic! The stories were interesting, and the morals were on target. The students loved the stories and the activities that went along with them.”

– First Grade Teacher

“I feel as though the lessons are aligned very well with the ELAR TEKS in a thematic way.”

-Fifth Grade Teacher

Enter: COVID

In response to Covid-19 school closures, the Texas Education Agency launched quality at-home learning support for students to include PreK-12 digitized, standards-aligned curricular content customized for Texas and the current learning environment.

The Agency's Texas Home Learning work builds on lessons learned from our OER work and the theory of change around the need for quality, TEKS-aligned instructional materials.

Where possible, Texas Home Learning materials are OER, and the agency seeks to continue to use teacher feedback and user data to improve all products.

Adjusted OER Pilot Timeline in Response to Covid

- OER pilot launched for ELAR K – 8 products



Summer 2020

- Open applications to expand OER pilot for SY 2021-22



Spring 2021

- New pilot schools begin using materials



Fall 2021

Fall 2020



- Teachers start using OER materials with students
- Expand OER pilot to support remote learning



Summer 2021

- **Review results from pilot schools**
- Provide product onboarding training for new OER pilot schools and teachers

Conclusion

Questions?

Contact the OER team if you have questions:

- **Kristen Hole (formerly Dobson)**, Associate Commissioner of Instructional Strategy
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- **Jennifer Aguirre**, Director of OER
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Rider 57. Open Education Resource Instructional Materials.9, 13 Out of funds appropriated above in Strategy B.2.1, Technology and Instructional Materials, the Commissioner shall set aside \$10,000,000 from the Technology and Instructional Materials Fund in each fiscal year of the biennium to issue a request for proposals for state-developed open education resource instructional materials under Texas Education Code §31.071. It is the intent of the Legislature that the request should prioritize the procurement of materials in subject areas that constitute the bulk of school district purchases, including subject areas aligned with the State Board of Education curriculum revision schedule, and advanced secondary courses supporting the study of science, technology, engineering, and mathematics. The Commissioner shall require that any external entity developing open education resource instructional materials funded by this rider provide any data deemed necessary to assess the progress and success in developing such materials.

The Commissioner shall annually submit a report by September 1 to the Governor, the Lieutenant Governor, the Speaker of the House, the Legislative Budget Board, and the presiding officers of the standing committees of the legislature with primary jurisdiction over public education. The report shall include information on the number and type of open education resource instructional materials developed, use of those materials by school districts and open-enrollment charter schools, and plans for assessing the effectiveness of those materials.

GAA, Article III, Rider 57, 85th Texas Legislature, 2017