

Open Educational Resources Project Grant

2021-2022 Final Report

GRANT AWARDS

[Deaf Pathways](#)

Center for Deaf and Hard of Hearing Youth

[K-5 Identity, Diversity, and Community Units](#)

Federal Way Public Schools

[Introduction to Healthy Relationship Education](#)

OneLove

[Learning to Code with PBS KIDS Scratch Jr.](#)

Friends of PBS/KSPS PBS

[OER for Dual Credit OSPI Students](#)

Renton Technical College

[Physical Educators Teaching Outdoor Education](#)

SHAPE Washington

[Washington State History Project](#)

Educurious

[SW Washington Integrated Curriculum Collaborative](#)

Educational Service District 112

PROGRAM DETAILS AND IMPACT



Grants: 8

Total Awarded: **\$80,639**

Lessons/Units Created: **24**

Full Courses Created: 2

Direct Impact:

Teachers: **882**

Students: **23360**

Resources may be freely accessed by all, so the downstream impact of the materials is far greater.



[Visit all grantee resources on the WA OER Hub](#)

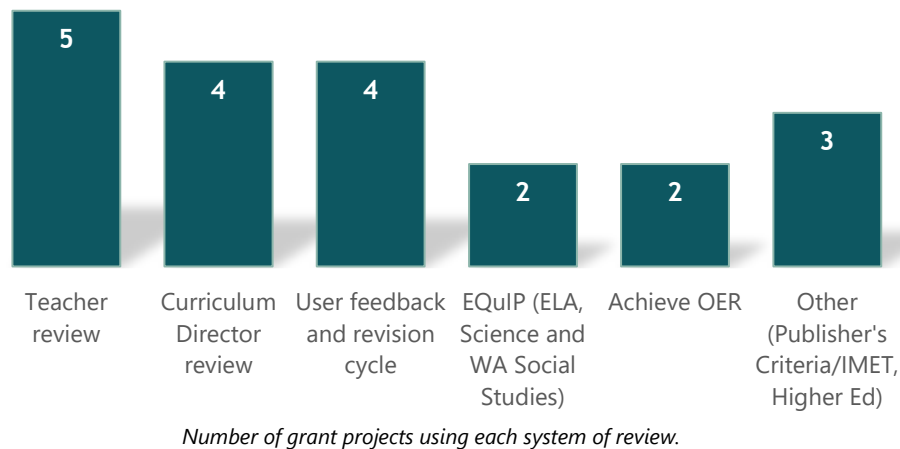


[Download abstract of grant efforts](#)



[Watch OER Grantee Resource Showcase](#)

SYSTEMS TO MAKE SURE LEARNING STANDARDS WERE MET



STUDENT OUTCOMES: How was efficacy measured?

K-5 Identity, Diversity, and Community Units

End of unit assessments for the units were dropped in all teacher's gradebooks. Principals monitored that assessments were given.

Introduction to Healthy Relationship Education

In our pilots, we were able to collect pre-post surveys from approximately 100 participants (246 pre, 106 post) Unfortunately, the version of the evaluation tool we used was missing some indicators that we hoped to collect, but through the combination of this data, the qualitative data we collected, and the facilitator interviews we conducted, we were still able to gather the necessary information to measure baseline impact and adapt resources accordingly.

As indicated in the data, we saw major growth from pre to post across our major indicators: - An increase from 68% to 95% of students know what to say to a friend who is being hurt by their partner (bystander intervention) - An increase from 65% to 97% of students know the importance of safety planning - An increase from 74% to 98% of students know how to access resources - An increase from 92% to 96% of students are able to recognize the signs of a healthy and unhealthy relationship (this normally has a high baseline).

Qualitative feedback included high levels of engagement in activities asking students to communicate boundaries and identify examples of affirmative consent, as well as in personal goal setting activities to focus on positive behaviors, which is reiterated in the data-- 91% of students identified that they wanted to focus on practicing healthy behaviors.

Facilitators also reported high levels of engagement and participation when questions and activities were focused on "what would you do if you saw X," reinforcing the efficacy of bystander intervention education.

Physical Educators Teaching Outdoor Education

In each of the four lessons the students completed a post survey asking on their thoughts and new learnings they encountered. The individual teacher reviewed the comments and will make adjustments for the next time the lesson is taught.

Washington State History Project

N/A. The resource is too new to have feedback at this time.

SW Washington Integrated Curriculum Collaborative

The two curriculum units that were implemented this year were focused on project-based learning, integrated STEM, art, and social studies (including ethnic studies).

Student outcomes from engaging with this curricula include a deeper mastery of NGSS content standards, the use of Art to share a message with the community, and an understanding of how global majorities have contributed to environmental health.

Students engaged in student-centered curricula which was driven by their ideas and questions. Science was presented in a way that affirmed diverse perspectives and multiple ways of knowing, doing, and learning Science.

Efficacy was measured based on how many students have received instruction based on the resources that were created. For the 2 units that were implemented this year, we had approximately 360 teachers receive these curriculum units to implement. The anticipated reach of this curriculum implementation was 7,200 students. However, when we collected survey data to see how many teachers were actually having time to implement the curriculum, only about 40% of teachers were fully implementing the units. This means the realistic number of students experiencing the curriculum is closer to 2,880. Overall, our 13 STEM Storylines for K-5 reach 2,340 teachers a year which potentially reaches approximately 58,000 students each year.

TEACHER OUTCOMES: How was efficacy measured?

K-5 Identity, Diversity, and Community Units

All teachers instructed the units in the classes and assessed students on the identified standards. Efficacy was measured through student scores in gradebook

Physical Educators Teaching Outdoor Education

The teachers who were involved in the project were able to use the OER Hub to review other lessons. This gave them ideas on crafting their particular lesson. This was measured by the reviewers' comments.

Washington State History Project

Surveys and feedback forms were utilized, and we asked teachers to self-assess on the PBL Framework continuum as they engaged in professional learning and curriculum co-design. We observed a positive impact.

SW Washington Integrated Curriculum Collaborative

Teacher outcomes for the open resources implemented and created this year include teachers having:

- 1) support to implement NGSS with standards-aligned lessons
- 2) resources and lessons to integrate ELA, Art, and Social Studies learning with STEM content
- 3) many resources and activities that promote student voice, encourage culturally responsive and reflective practice, and help build students intellectual independence.

Teachers had access to lesson plans which were filled with videos, images, articles, books, discussion prompts, thinking templates (handouts), and project frameworks. Teachers also had access to online webinars that were created to support implementation.

Approximately 360 teachers received these new curriculum units that were created. Survey data was collected to show that only 40% of teachers actually implemented the units in their classrooms. So, for the new units implemented this year, 72 teachers is a more accurate number describing the teachers who implemented the 2 new curricula this year.

BENEFITS

K-5 Identity, Diversity, and Community Units

The benefits are that now all students receive equitable instruction on identity and diversity in building their classroom communities and it is not left up to individual teachers to determine this instruction.

Introduction to Healthy Relationship Education

This project provided our team with the opportunity to expand our curriculum beyond our "traditional" film-based library. Because of the nature of those films and the proprietary agreements and licensing involved, we have to keep much of our curriculum behind a gate. There are many benefits to this from a safety and fidelity perspective, but it's also a challenge for many educators to access. While we have a team working on that end, we needed a quicker fix, and OER created a great opportunity for this. We were able to dive deeper into certain topics that are normally mixed together, allowing educators more opportunity to customize their lessons without worrying about cutting major sections of a lesson or unit. These particular lessons are intentionally designed to be mixed and matched and can be used as a unit or as a standalone.

Learning to Code with PBS KIDS Scratch Jr.

- Creating lesson plans and activities to support K-3 educators in using the free PBS KIDS ScratchJr app to teach coding during classroom instruction or via after-school and summer camp programs.
- The opportunity to share our ScratchJr coding curriculum with K-3 educators beyond Spokane, potentially reaching educators across Eastern Washington and particularly those in more rural areas.
- Working closely with NEWESD101's Computer Science Coordinator, Tammie Schrader, on aligning our curriculum to EQulP standards and helping educators walk through our curriculum via a virtual professional development webinar.

- Gaining an awareness of the WA OER portal as an important avenue to sharing KSPS educational resources with WA educators.

Physical Educators Teaching Outdoor Education



Students are engaged in learning in a variety of settings (photos used with permission)

The benefits included utilizing teachers from throughout Washington State. Each teacher that was asked to submit was excited to do so. The examples of what the lessons were and how to view the OER Hub were explained at a winter workshop for statewide Physical Education teachers. Exposing colleagues to OER Hub was helpful in showing a free resource available to teachers. Having specific example to show of physical education lessons was very valuable.

Washington State History Project

Gained insights and understand around OER licensing and attribution. This allowed us the opportunity to publish OER units as part of this grant cycle and also publish OER units outside of this grant cycle.

SW Washington Integrated Curriculum Collaborative

There have been many benefits related to this project in the span of this grant cycle. Teachers have felt supported with fully developed curriculum that eases the burden that they feel to create high quality instruction without ample time to lesson plan. While the curriculum is robust, it encourages teachers to expand learning in ways that are meaningful to them and to the learners they serve.

The most significant benefit of this project is that it helps teachers to provide their students with access to high-quality integrated learning experiences. Students are developing voice and leadership, are engaged in real-world problem solving, and are digging deep into STEM concepts.

The new units that were implemented this year focused on highlighting diverse perspectives and highlighting the activism and genius of communities who experience marginalization in the U.S. and in the West. By bringing in diverse perspectives, designing for a variety of neurodiverse learners, and by creating activities that are student centered, we hoped to support teachers in shifting their practice towards more empowering forms of teaching and learning.

CHALLENGES

K-5 Identity, Diversity, and Community Units

The largest challenge was the ability to oversee and provide feedback on the work of six different teams working simultaneously to complete the units in one week in the summer. As a result, many of the images they originally include were not open resources. That created a challenge in sourcing new images and resources that complied with fair use.

Introduction to Healthy Relationship Education

Our own internal schedule created quite a few challenges for us. One Love is already in the process of overhauling a lot of our curriculum and training programs, so this project was intended to sit alongside that. However, the creation of many materials, including the original films we were creating that would intentionally sit outside of the gate, was majorly delayed.

Eventually we made the decision to pivot and instead of using newly created videos, use this opportunity to expand our pop culture aligned materials. This allowed us to get back on track but created another challenge of sourcing videos from verified YouTube channels. Many of our "go-to" references were either hosted by unreliable channels or weren't available on YouTube at all.

Being able to stay true to the creative commons licensing guidelines is obviously very important to us, so we had to reconfigure our approach. Additionally, we weren't able to build out our middle school resources as we had hoped because of limited access to videos.

In order to maintain alignment and still be able to lean on our evidence-based body of work, we had to make the call to hold off on creating those until the original videos are complete. This led to a delay in creating materials, which impacted our ability to pilot in as many iterations as we had hoped. We had also hoped to get feedback from the CSHE curriculum review in order to inform our final iteration of materials, but that is still in progress.

Even if that comes in after the grant period is over, we intend to implement any feedback from that review into the materials to ensure alignment to health standards and the new CSHE guidelines. As a note-- we do intend to create the lesson plans/materials we originally set out to create, but the timeline is still in question. We will keep you posted as we know more and as these become available.

Learning to Code with PBS KIDS Scratch Jr.

We decided to pause an in-person professional development workshop wherein we'd have educators spend time exploring the ScratchJr app along with walking through our curriculum due to a slight rise in COVID cases in our region. As a result, educators missed the opportunity to deeply explore the ScratchJr app on their own and discuss our curriculum with peers.

Physical Educators Teaching Outdoor Education

During the past school year teachers were trying to keep their head above water. Communication through emails and phone calls assisted the facilitator in keeping the teachers engaged. The teachers were able to complete the lessons in the timeline.

Washington State History Project

- Time to learn the Creative Commons licensing.
- Time to find sources.
- Time to attribute or create appropriate attributions for sources used.

We researched the answers, asked questions from multiple agencies, watched webinars, and attended a Creative Commons course to help build skills and knowledge around these challenges.

SW Washington Integrated Curriculum Collaborative

As always, teachers had limited time to collaborate, and our timeline was thrown off by the intensity of the start of the school year. We have found it difficult to engage teachers in the collaboration process for the past few years due to the new challenges caused by COVID and the substitute teacher shortage. We adjusted by holding collaboration time outside of contracted hours. This was partially successful because teachers were able to attend but we had less time together. We also feel that more outreach and additional training resources are needed in order to see more consistent use of these STEAM Storylines. Teacher training and support is a huge need and barrier in the implementation of this curriculum. We are hoping to continue to build webinars and create canvas courses that can be accessed by teachers asynchronously. Teachers are overwhelmed and exhausted, and currently, many of them do not have the capacity to learn new curricula. Having robust training resources that teachers can access on their own time will be crucial to support more people to adopt and adapt these materials.

ADDITIONAL COMMENTS

Introduction to Healthy Relationship Education

We have really enjoyed the opportunity to participate in this project and learn more about OER and the OER Hub! Barbara and Sary have been super helpful in the process.

Physical Educators Teaching Outdoor Education

Thank you to OER for showcasing physical education.

Washington State History Project

We really appreciated the opportunity to collaborate with OSPI and other grantees. Looking forward to another year of working with OSPI.

SW Washington Integrated Curriculum Collaborative

Thank you so much for allowing us to be a part of this amazing group of grantees. This has been an impactful project for our region. We hope to continue to add resources to our WA OER page. Thank you.

FOR MORE INFORMATION

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