OER

OPEN EDUCATIONAL
RESOURCES
TOOLKIT

AASL American Association
of School Librarians
TRANSFORMING LEARNING

Acknowledgments

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Introduction

School librarians have observed open educational resources (OER) take root in higher education and have grappled with how to translate the OER movement to K–12 educational settings. Movements such as the #GoOpen Initiative and Future Ready Schools, as well as increasing textbook expenditures, paved the way for OER in K–12 schools and placed school librarians in a unique position to leverage their knowledge of curation, evaluation, copyright, and licensing to support district implementation of OER.

The AASL OER Implementation Task Force's charge was to position school librarians in OER efforts that will help extend their role as leaders within their schools, align with the AASL Standards, and provide professional development and make school libraries Future Ready. This toolkit can be used to help school librarians understand the process of curating and creating OER for their school, district, and/or state.

How to Use This Toolkit

This toolkit is organized using the Domains and Shared Foundations of AASL's *National School Library Standards for Learners, School Librarians, and School Libraries* so users can clearly identify potential roles, responsibilities, and opportunities. The persona scenarios included in this toolkit (created as part of the AASL Standards) help users understand how school librarians can interact and collaborate with educators, administrators, and other stakeholders to achieve their district's OER implementation goals.

Personas

Leon is a building administrator in a district that has decided to embrace OER. Realizing that implementing OER is a significant undertaking and that his school community will need ongoing guidance, information, and support, Leon wants to ensure that Inez, his school librarian, is positioned as an OER leader.

Margot is the district library supervisor in a district that has decided to embrace OER to cut the costs of textbook replacement and to support the curation and creation of content that best supports learners' academic achievement within a blended learning environment. Margot could be a lead librarian in a school district, a school librarian seen as a leader in his or her school, or even a leader in the state affiliate.

Noah and Inez are two practicing school librarians at different stages of their careers. Their approach to OER varies according to their experience and understanding. Most school librarians will see glimpses of themselves in both personas and fall somewhere on a spectrum between novice and innovator.

Tony is an educator who does not have direct primary responsibility for introducing or curating OER. Tony will be better able to engage with OER by collaboration with school librarians. Once Tony has been introduced and trained on these resources and the licensing for sharing, he can help spread the word about OER to peers through department and building initiatives in collaboration with his school librarian or on his own.

Leon the Lead Learner

Leon is a building administrator in a district that has decided to embrace OER. Realizing that implementing OER is a significant undertaking and that his school community will need ongoing guidance, information, and support, Leon wants to ensure that Inez, his school librarian, is positioned as an OER leader.

Scenario

As the school building's formal leader, Leon sees leadership potential in every member of his community. He is excited to help his educators shift to OER because he fully supports the district's interest in effectively managing the cost of instructional materials. Leon also sees OER as a tremendous opportunity for educators to regain a sense of ownership over their curriculum and daily practice.

Because he values Inez's expertise and experience, he is especially interested in positioning Inez as a leader who can inspire and guide educators to integrate OER into their teaching and learning practices. He also sees Inez as an essential complement to his building-wide goals for OER because, although Leon has many ideas, he is short on time to turn his ideas into action.

Inquire

THINK

For his external messaging, Leon wants Inez to save him time by reviewing case studies of successful district and building OER implementations and gathering talking points for his presentations to classroom educators, parents, and fellow principals (or even be willing to do presentations on his behalf). Leon wants to be ready for questions related to technology and broadband availability, and he knows that Inez has been providing building-level technology leadership for some time.

Leon also sees a vital role for Inez as the OER liaison in collaborating with building-level curriculum teams, and he is seeking district permission to consult with district curriculum teams. Internally, Leon needs to be sure that his educators do not see using OER as a burden. Inez can work with Leon to develop a school-wide plan for implementation that involves individual consultations with educators where she can inquire about their concerns and needs. Leon and Inez want each educator to feel understood, supported, and empowered.

Curate

CREATE

One advantage Leon sees to positioning his school librarian as a building and district OER leader is her ability to tap into a strong national network of information professionals through AASL. Through his

preliminary conversations with Inez, Leon has learned that AASL has resources and PD opportunities to help Inez create ready-to-use slide decks, short videos, and webinars about making the decision to "go open," as well as to develop webinars and other materials about leading through curation. Leon recognizes that supporting Inez's active participation in creating these materials will not only directly benefit the educators in his school when Inez shares her school's success with other educators in the district, region, and nation. Leon knows that raising the school's profile is a benefit to his continued leadership.

Collaborate   SHARE

While at a recent meeting with other principals at the state department of education, Leon learns about complementary OER efforts under way among state-wide educational technology directors. However, Leon realizes the tech directors' focus on devices and connectivity would soon lead them to consider sourcing content, and that these leaders are not in a position to address this important issue. Leon plans to encourage the state-wide tech directors to advocate for creating and curating OER materials and lessons with the State Educational Technology Directors Association (SETDA) and coordinate with AASL to understand how districts are implementing OER. Leon could advise that by working together, SETDA and AASL could collaboratively create a "getting started" guide that covered repository choices, curation, and assessment, with a special emphasis on the role of the school librarian. He also supports his school librarian's desire to volunteer with AASL to help create a position statement specifically on the role of the school librarian in OER curation.

Include & Engage   SHARE

Leon is committed to including parents as essential stakeholders in an OER-based learning environment and would like his school librarian to prepare a newsletter item for parents. The parent newsletter is distributed via Twitter, Facebook, and e-mail. This newsletter item will be reinforced by a follow-up town hall meeting to engage parents, PTA, and educators to elicit concerns and comments on OER.

Explore   GROW

Inez can collect tools, resources, templates, and ideas in a website easily accessible to school librarians and principals. This site could also collect district profiles and case studies to allow other principals and school librarians to explore the successes and challenges other districts have experienced and forge productive OER partnerships. Inez and her team of school libraians is committed to supporting the efforts of principals like Leon to build a mutually beneficial collaborative leadership relationship with the school librarian and advocate for OER as a source of learning innovation.

District and Building Implementation Reports and Studies		
SETDA's report "The Broadband Imperative II: Equitable Access for Learning"	SETDA's report "Navigating the Digital Shift 2018: Broadening Student Learning Opportunities"	New America-ISTE report "Creating Systems of Sustainability: Four Focus Areas for the Future of PK-12 Open Educational Resources"
New America-ISTE report "How a Hashtag Catalyzed PK-12 Open Educational Resources: Reflections and Recommendations"	New America report "Making Connections: PreK–12 OER in Practice"	Council of Chief State Officers' "OER in K-12 Education– What Does the Research Tell Us?"

Reflective Questions

1. How might the district motives for adopting OER shape the way Leon and Inez work with parents and educators?
2. What challenges and opportunities do you see for Leon? For Inez?
3. What sorts of evidence might Leon, educators, and parents need to see to understand how OER impacts instruction and learning?

Margot the Mentor

Margot is the district library supervisor in a district that has decided to embrace OER as a way to cut the costs of textbook replacement and to support creation and curation of content that best supports learners' academic achievement within a blended learning environment.

Scenario

Margot is the lead school librarian (whether a district supervisor, a school librarian in a building with additional responsibilities for the district, or a leader in the state affiliate), and one of her responsibilities is to provide professional development for her school librarians. She is lucky that she can provide some professional development throughout the year, and can use multiple means of presenting that professional development (in person, in a blended learning environment, on-demand through webinars, and/or through distribution of materials through e-mail or websites).

Inquire

THINK

Margot needs to assess her school librarians' understanding of open educational resources, develop a professional development plan, and launch training for her school librarians. She develops a survey for her school librarians; the survey includes open and closed questions. The survey enables Margot to find common knowledge and gaps in understanding so that she can design professional development to empower her school librarians to be OER leaders in their buildings. Based on the feedback to her survey, she finds there are three specific areas in which her school librarians fall: **novice** (no real understanding of OER and how to use them); **some knowledge** (know what OER are and may have used them in lesson planning and/or resource development when collaborating with educators); and **early adopters** (those who know and use OER for curation, creation, and sharing). She begins to design a series of professional development and works to include her early adopters as mentors for the novice and some-knowledge folks.

Designing Professional Learning		
Edutopia article "8 Top Tips for Highly Effective PD"	Learning Policy Institute article "Effective Teacher Professional Development"	University of Washington's College of Education Center for Educational Leadership's "Designing Professional Development" website"

CREATE

SHARE

Curate & Explore

Margot begins with the novice group as they are the ones who need the most support. She reads background information and outlines goals and an action plan using resources from the U.S. Department of Education's Office of Educational Technology. Margot will use research articles on OER to help plan the modules for the novice group PD.

After the school librarians understand what OER are and how they can be used with instructional planning and delivery, Margot works with the early adopters to develop lesson plans that incorporate OER into blended learning situations either as stand-alone school library lessons or in collaboration with a fellow educator. The early adopter mentors can use the resources in the chart below to help personalize lesson planning with their mentee.

Capitalizing on this momentum, Margot will work with the some-knowledge group and empower their growth with OER using the Future Ready Framework to help build capacity for creating and curating OER. In addition, Margot will share with all her school librarians links to other school divisions' OER repositories and OER curation sites.

As all her school librarians become more comfortable with using and curating OER, Margot can then develop the school librarians' leadership skills so they can bring OER to the administrators in their buildings and lead professional development for the educators in their schools.

Resources to Personalize Lesson Planning		
"Action Plan Worksheet"	Office of Educational Technology's Open Education webpage	OER Commons' "Open Educational Practice and Professional Learning" webpage
"Opening the Conversation: An Introduction to Open Educational Resources" article by Stacy Katz	*Portal: Libraries and the Academy* article "Why Not OER?" by Tomalee Doan	SETDA's "Transformative Digital Learning: A Guide to Implementation"
THE Journal article "Report: The Real Role of Blended Learning in Instruction"	*KQ* website post *"Open Educational Resources and School Librarians – The Right Fit!"* the AASL Vision for Implementing ESSA Task Force	*KQ* website post "OER: One Size Does Not Fit All" by Kate MacMillan
OER Commons School Librarians - AASL	Future Ready Librarian Tools and Resources	The 10 Future Ready Librarians Wedge Collections

Journal of Library & Information Services in Distance Learning article "Librarians and OER: Cultivating a Community of Practice to Be More Effective Advocates"	*School Library Journal* article "OER and you. The curation mandate" by Joyce Valenza	*Teacher Librarian* article "Redefining Technology in Libraries and Schools: AASL Best Apps, Best Websites, and the SAMR Model"
Florida's Open Educational Resource Repository	Open Washington (Washington state's collection of open educational resources)	University of Pittsburgh's "OER - Open Educational Resources: Big List of Resources" website

Collaborate, Curate, & Engage

GROW

When Margot's school librarians have the OER background knowledge and have implemented them in lessons for the school library and in collaboration with educators, the school librarian will then introduce and help implement OER with the whole school. This work will need to have district-level support, so Margot will need to work with other content supervisors and other district leaders in instruction and technology to make this transition consistent across schools.

Margot and her district partners need to help schools know where to begin. Margot shares these resources in this document with her curriculum educator partners to help develop a division plan to implement OER. Once the district develops an implementation plan, Margot can work with her school librarians to collaborate with administrative teams to develop an implementation plan.

Like the work she did with the school librarians, Margot will develop a survey for educators and resources for the school librarians to use to build building-level knowledge of OER. Margot will need to provide professional development for school librarians to help them understand licensing models and copyright for using OER. Once school librarians are ready to work with their classroom educators on using OER in lessons, Margot also needs to provide tools for curation and creation of OER resources. She can draw upon the technology tools below to empower school librarians to work with school leaders to curate and create OER for their schools. Margot will reach out to the Leons in her district to help support school librarians with leadership opportunities related to OER within their buildings.

Throughout this process Margot will be working with the school librarians and at the district level to provide support for schools as they move toward curating and creating blended learning environments to develop authentic learning experiences for learners.

Technology Tools for Curation		
EdSurge article "A Playbook to Go Open: 5 Steps to Adopting OER"	Office of Educational Technology's Connectivity webpage	*THE Journal* article "Equity through Access: 21st Century Learning & the Necessity of 1-to-1"
OER Commons' "Open Educational Practice and Professional Learning" webpage	Teaching Tolerance article "Smart Tech Use for Equity"	Creative Commons' "Share Your Work" webpage
Colorado School of Mines "Open Educational Resources: Licensing of OER"	Community College Consortium for Open Educational Resources "Open Licenses" webpage	Achieve's Open Educational Resources Evaluation Tool Handbook
Creative Commons' "Education / OER" webpage	OER Commons' "OER Evaluation Tool"	"Achieve OER Rubrics Training Materials"
Insider Higher Ed article "A Guide to Good OER Stewardship"		

Reflective Questions

1. We see how the personas have commonalities to the creation and curation of OER. What else do you see?
2. What challenges and opportunities for Margot do you see?
3. How does the creation and curation of OER connect to what you are trying to do or are doing in relation to OER?

Noah Needs Support

Noah and Inez are two school librarians who work in a district that has decided to embrace open educational resources (OER) as way to reduce the ever-increasing expenses associated with textbook and curriculum purchasing. Due to their varying levels of experience and knowledge, they approach OER implementation in different ways, but both are eager to do their part to support the goals of the district.

Scenario

Noah is an early career school librarian who wants to support the implementation of OER in his new school, but wonders how to focus his efforts so OER doesn't detract from his other roles and responsibilities. Noah has heard of OER but hasn't worked with them in his previous role. Now he finds himself in a district that is starting to use OER and he needs to find his place in the process of using and curating OER materials. As a school librarian, he already has a solid grasp of copyright and licensing. With this knowledge in his tool belt, Noah has decided his focus should be on helping teachers in his building evaluate and ethically use already existing OER.

Engage

THINK

Noah needs some simple and easy to use evaluation tools that won't overwhelm busy educators who are not OER experts but who want to know how to select quality open educational resources for their classroom. He thinks that an evaluation rubric is something educators will easily understand, so while collaborating with individual teachers he shares with them a few tools that can help them choose the best learning resources for their classroom.

OER Evaluation Resources for Educators and School Librarians	
Rcampus's "iRubric: Evaluating OER Rubric" webpage	Achieve's "Rubrics for Evaluating Open Education Resource (OER) Objects"

CREATE

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Engage

Once educators in his building are comfortable selecting existing OER, Noah can help them determine if they can legally use the materials and help them give proper credit to licensed resources. As the building expert on copyright and Creative Commons licensing, he can help educators understand when and how they can modify and distribute materials.

Copyright and Licensing Resources		
ALA's "Copyright" webpage	Creative Common webpage	Office of Educational Technology's "Open Education" website

Inez the Innovator

Scenario

Inez is an established school librarian who is leading the OER movement at her school. Through professional development offered by her library supervisor and the state AASL affiliate, Inez has a basic understanding of OER principles, as well as experience navigating the nuances of copyright and licensing. Inez has decided that in addition to helping teachers evaluate OER for suitability in their classrooms, she also wants to help them move to a higher level of OER implementation. As an experienced school librarian, Inez has seen an abundance of teacher-created content, as well as a lack of a repository for this information. She plans to assist educators with curating locally created course content and lead the OER movement by example.

Collaborate

THINK

Inez realizes that getting buy-in from faculty to share information is a potential challenge; she will need to update staff on OER basics. The focus needs to be on learners and accessibility to affordable and quality

educational resources. Faculty have always worked collaboratively and built off of the work of their predecessors; modern technology can strengthen educator collaborations and spread the impact, ultimately benefitting the students.

OER Introductory Resources	
[Future Ready Schools website](#)	Office of Educational Technology's "[Open Education](#)" website

Curate

Course materials come and go along with faculty, and ideas are captured only in the individual department silos. Inez knows she can help curate the school's course materials and lesson plans to make them more easily accessible by the entire faculty.

As a school librarian, Inez understands the importance of curation and how it contributes to a community of scholars, so she begins the process of curating course materials by leading by example. Inez commits to sharing her self-created instructional materials via the platform(s) used by her school/district. As a professional courtesy and OER leader, she also shares her work via the [OER Commons School Librarians Group](#) sponsored by AASL. Next, Inez shares the process of collaborating, creating, and adding to the OER repository with educators who collaboratively plan lessons and research projects with her, informing them that she would like to share their work with other librarians on OER Commons and inviting them to share the work with their colleagues. This will help teachers move from being mere consumers of open educational resources to scholars contributing to a body of work in their content area. By helping teachers curate their own content, Inez is helping them share their expertise locally and globally.

How & Where to Share OER	
District/Building Selected Repository	[OER Commons](#)

Explore

Noah and Inez both know that it is not their role to require the use and curation of OER, but their leadership and support to educators is crucial to any building or district OER goals. When invited to lead building OER professional development, Noah and Inez prepare themselves by delving deeper into the topic. Their curiosity and desire to grow lead them to leverage the district supervisor, AASL/ALA (and local

affiliate), and their own research skills when seeking additional information. They seek out conference sessions, webinars, journal articles, and online classes that can help them expand their knowledge and become the OER leaders their schools need.

OER Resources for Growth		
Achieve's "Open Educational Resources Evaluation Tool Handbook"	OER Commons' "Open Educational Practice and Professional Learning" website	K12 Open Ed's "Repositories" webpage

District Library Supervisor	
ISKME's "Reimagining the Role of School Librarians with OER" article	EdTEch Update's Libraries & OER web results

Reflective Questions

1. What function(s) should the school librarian serve in OER implementation?
2. What challenges and opportunities do you see for Noah? Inez?
3. What do Noah and Inez need from their principal or district supervisor in order to effectively participate in OER implementation?

Tony the Teacher

Tony is an educator who does not have direct primary responsibility for introducing or curating OER. Tony will be better able to engage with OER by collaboration with school librarians. Once Tony has been introduced and trained on these resources and the licensing for sharing, he can help spread the word about OER to peers through department and building initiatives in collaboration with his school librarian or on his own.

Scenario

Tony's school district has had to put replacement textbook purchasing on hold as budgetary priorities have shifted toward expansion of technology to meet the expectations of a 21st-century school. Tony is interested in finding out more about digital resources to augment his curriculum in lieu of textbooks and as his school moves toward adopting the Future Ready Schools pledge. He has spent time looking through some of the various OER repositories of lessons and found some interesting resources in collaboration with colleagues. He is frustrated that when he tries to find the same lessons to share with learners later, he has difficulty locating them again. Tony is overwhelmed with the task of discovering the best lessons for himself and his learners, refining the lessons to meet his curriculum, and sharing the revised lesson in accordance with copyright and/or Creative Commons licensing. He is also frustrated with the variety of quality and would like to have a smaller repository of lessons to choose from that are high quality and more closely reflect his curriculum.

Inquire

THINK

Tony has identified OER as a possible solution to his challenges around outdated textbooks and budgetary constraints. He knows that digital content can be updated more regularly and is more likely to be current. With help from his school librarian, he can investigate ways to incorporate OER into his course materials.

Learning More about OER		
Future Ready Schools' "Open Education Resources: Where Do I Begin?" webpage	Edutopia's "Open Educational Resources: Resource Roundup" webpage	SETDA's "Open Educational Resources" website
Office of Educational Technology's "Open Education" webpage		Achieve's "About Open Educational Resources" website
"About the Open Education Consortium" webpage		iNACOL's "OER State Policy in K–12 Education: Benefits, Strategies, and Recommendations for Open Access, Open Sharing" report

CREATE

SHARE

Explore

OER involves much collaborative work. Educators can collaborate with colleagues to remix and refine existing resources to best meet the needs of their learners. Collaboration with the school librarian can help with discovery, evaluation, curation, and licensing questions with respect to OER.

Learning How to Use OER	
KQ website blog post "Open Educational Resources and School Librarians—The Right Fit!" by the AASL Vision for Implementing ESSA Task Force	ISKME's "Exploring OER Curation and the Role of School Librarians" webpage
School Library Journal's article "OER and You. The Curation Mandate" by Joyce Valenza	Follett case study "Becoming Future Ready: One District's Commitment to Librarians, the Use of OERs, and Digital Literacy"

Collaborate, Curate, & Engage

GROW

Repositories like OER Commons allow schools to set up their own collections and store their content for peer sharing. Tony, his peers, and his school librarian work together to create a repository of microsites to make resources more discoverable.

Curating and Creating OER		
OER Commons	"Achieve OER Rubrics" webpage	Creative Commons

Reflective Questions

1. We see these obvious connections with the OER movement and these personas. What else do you see?
2. What challenges and opportunities for Tony do you see?
3. How does this persona connect to what you are trying to do or are doing in relation to OER?

Further Reading

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