OER Transition Plan for Bluebonnet Learning Instructional Materials

OER Transition Plan Requirements

Entitlement Requirements

For a school district or open-enrollment charter school to qualify for the State-Developed OER Entitlement ($20) for additional instructional materials procurement funding, the school district's Board of Trustees must adopt an **OER instructional material transition plan.**

A transition plan is required when **initially adopting** or expanding implementation of SBOE-approved instructional materials for any grade level or subject/course.

School districts or open-enrollment charter schools participating in Strong Foundations Implementation (SFI) through LASO Cycle 3 are not required to adopt an OER instructional material transition plan (those participating in SFI will engage in a similar planning process).

OER Transition Plan Requirements

Transition Plan Components

- Clear **communication** and stakeholder **change management** planning

- Timely access to **print materials** and related manipulatives

- Sufficient **planning and instructional time**

- Clear **expectations** for the implementation of the materials, protocols, and assessments

- Processes for **stakeholder communication** and public posting if materials have been modified

- Maintenance of instructional flexibility through **clear guidance** for acceptable teacher modifications

- Sufficient **professional learning** and development for school leaders, instructional coaches, and teachers

OER Transition Plan Requirements

Approval and Submission

Transition plans are **adopted by the local Board of Trustees** before the start of the academic school year.

They are **locally maintained** by the school district or open-enrollment charter school.

The adopted plan will not need to be submitted; however, plans **could be requested for review** by the commissioner.

School districts and open-enrollment charter schools will **report completion** of the transition plan through EMAT.

The transition plan is designed to support the effective implementation of Bluebonnet Learning instructional materials.

The OER Transition Plan for Bluebonnet Learning Instructional Materials Template...

Includes All Requirements

The template complies with all requirements outlined in the Commissioner's Rules for Texas Administrative Code §67.1315. Open Education Resource Instructional Material Transition Plan.

Is Based on Implementation Best Practices

The action items and planning components are based on best practices to support the effective implementation of Bluebonnet Learning.
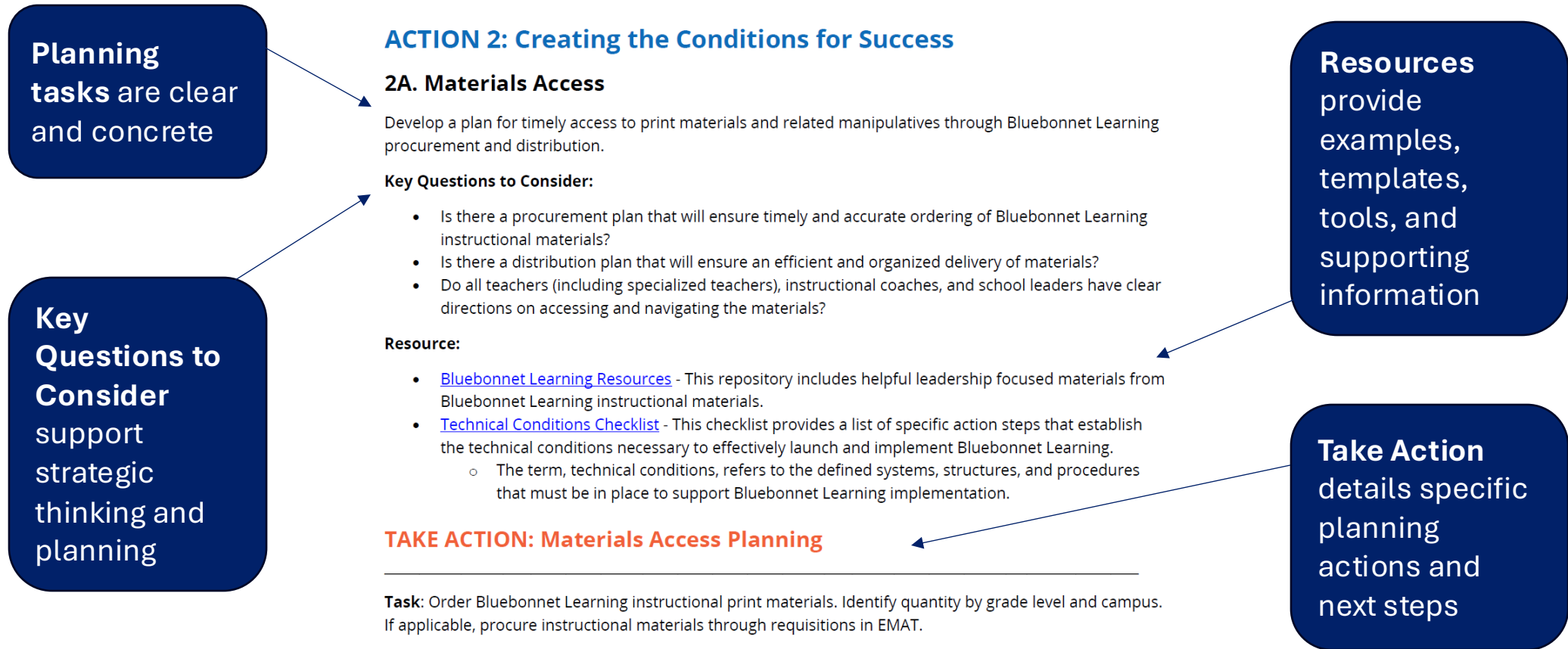
Shares Resources and Examples

Each action item features one or more additional resources, examples, and/or reference material to support strategic planning efforts.

Template Plan Guidance and Resources

The **OER Transition Plan for Bluebonnet Learning Instructional Materials** includes guidance and resources to support the development of a strong and effective implementation plan.

Planning tasks are clear and concrete

Key Questions to Consider support strategic thinking and planning

ACTION 2: Creating the Conditions for Success

2A. Materials Access

Develop a plan for timely access to print materials and related manipulatives through Bluebonnet Learning procurement and distribution.

Key Questions to Consider:

- Is there a procurement plan that will ensure timely and accurate ordering of Bluebonnet Learning instructional materials?
- Is there a distribution plan that will ensure an efficient and organized delivery of materials?
- Do all teachers (including specialized teachers), instructional coaches, and school leaders have clear directions on accessing and navigating the materials?

Resource:

- Bluebonnet Learning Resources - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- Technical Conditions Checklist - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
  - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

TAKE ACTION: Materials Access Planning

Task: Order Bluebonnet Learning instructional print materials. Identify quantity by grade level and campus. If applicable, procure instructional materials through requisitions in EMAT.

Resources provide examples, templates, tools, and supporting information

Take Action details specific planning actions and next steps

OER Transition Plan Resources

Each action item in the OER Transition Plan for Bluebonnet Learning Instructional Materials feature **resources to support school systems** with development of the plan and implementation of Bluebonnet Learning.

Open Education Resources (OER)
Fidelity of Implementation Look-Fors

OER IMPLEMENTATION		
Phase	FOI Outcome	Look-Fors
Initial	Teachers implement the materials **consistently.**	• The OER is being used for daily Tier 1 instruction for all students. • Teachers are not substituting or supplementing with other materials not approved for use.
Deeper	Teachers implement the materials **consistently and seamlessly.**	• Lessons are within +/- 5 instructional days of the OER pacing guide. • All components of the OER are being implemented effectively, as measured by OER-specific observation tools.

STAKEHOLDER INVESTMENT		
Phase	FOI Outcome	Look-Fors
Initial	Teachers and leaders report **high confidence** in the OER on stakeholder surveys.	• Teachers and leaders report investment and confidence in the OER, as measured by responses to a stakeholder survey.
Deeper	Teachers, leaders, and students report **high self-efficacy** in their use of the materials on stakeholder surveys.	• Teachers and leaders report the belief that all students can be successful with the grade-level content and texts/problems provided in the OER, as measured by responses to a stakeholder survey. • Teachers report confidence in their ability to provide effective RBIS-aligned instruction for all students using the OER. • Students report that the teaching and learning they experience in their classrooms is appropriately challenging and engaging, as measured by responses to a student survey.

TEACHER PRACTICE		
Phase	FOI Outcome	Look-Fors
Initial	Teachers **consistently use** internalization and student work analysis protocols and are prepared to teach.	**Planning Look Fors** • Unit internalization: teachers implement unit internalization protocols regularly before a new unit begins. • Lesson internalization: teachers annotate lessons in a way that demonstrates alignment to lesson internalization protocols and supports their internalization of the lesson. • Student work analysis: teachers analyze student work to inform core instructional decisions. **Instructional Look Fors**

Open Education Resources (OER)
Internalization Keys to Success

VISION

District and school leaders share a common vision for the importance of internalization that is communicated to teachers and instructional coaches/school leaders. Professional Learning Communities (PLCs) and collaborative planning time is sacred and focused on teacher and team preparation for strong instruction, including unit internalization, lesson internalization, student work analysis, and reviewing curriculum-embedded assessment data.

PROTECTED TIME AND FREQUENCY

Schools have protected weekly meeting time(s) for teachers of the same content/grade level (including specialized teachers) and their instructional coaches/school leaders to meet weekly and individual teachers have dedicated time for planning and preparation daily. Longer blocks of time are ideal, especially for unit preparation.

OWNERSHIP

Schools have identified instructional coaches/school leaders who plan and facilitate internalization, student work analysis, and data meetings and provide teachers with feedback and support on their preparation.

USE OF TIME

Schools ensure most planning time is used to engage in internalization or student work analysis protocols. This will ensure teachers are prepared for upcoming unit and lesson execution. Meetings have agendas that include time for: practice of key skills related to upcoming lessons/recent observations, analysis of unit/lesson assessments and creation or review of exemplars, and discussion of anticipated misconceptions and practice addressing them.

EDUCATIVE PRACTICES

Engaging in educative practices is an important part of supporting strong collaborative and planning practices. Ensuring that the other Internalization Keys to Success will help support these deeper planning and learning practices:

• **Authentic practice:** Meetings include structured time for teachers to deliver key lesson segments to their colleagues and to receive feedback (lesson rehearsal).
• **Student work analysis:** After curriculum-embedded assessments, meetings include protocols for analysis of student work and data to determine trends and identify next steps as a team.

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Crofton ISD Sample Transition Plan

A completed **sample of the OER Transition Plan for Bluebonnet Learning Instructional Materials** is available as a model for districts to use in understanding the purpose and expectations of each action item response.

Crofton ISD Implementation Goals

Goal Area	Goal(s)	Measure(s)	Frequency	When will we analyze data?
HQIM Implementation	100% of teachers implement the materials consistently by MOY.	Classroom walkthroughs	Minimum monthly walkthrough of each classroom	Quarterly data review and reflection
Stakeholder Investment	85% of teachers and leaders report high confidence in the OER materials by EOY.			
Teacher Practice	90% of teachers use units/less internalization protocols at ea weekly PLC.			
Student Outcomes	100% of students engage with grade-level content from the OER and build familiarity with embedded routines and strategies.			

2C. Aligned Expectations

Develop and communicate clear expectations for using Bluebonnet Learning instructional materials with fidelity.

Please note that Action Items 3A–C and 5A–B complement and support this action item (2C).

TAKE ACTION: Aligned Expectations

Use of Bluebonnet Learning instructional materials.

- **Expectations:** Bluebonnet Learning instructional materials are used for daily Tier 1 instruction for all students without substituting or supplementing with other materials not approved for use. Other approved materials will be listed in the Approved Supplemental Materials List, maintained by the Elementary Curriculum and Instruction Coordinator.
- **Plan for Communication:** Expectations for materials use will be integrated into Bluebonnet Learning onboarding training for all stakeholders. All teachers, coaches, and school leaders will have the opportunity to review Bluebonnet Learning instructional materials during back-to-school in-service and will be able to make any recommendations for modifications and/or integration of any additional materials. The Elementary Curriculum and Instruction Coordinator will identify a team of representative stakeholders who will review the requests for supplemental materials and update the Approved Supplementation Materials List accordingly.
- **Timeline:** The supplemental materials committee will be identified no later than the first week of August. A review of the materials will take place during the August in-service. Recommendations for modifications and/or the addition of supplementation materials can be submitted at any time. Recommendations and updates to the supplementation materials list will be made quarterly (September, December, March, and June).

Bluebonnet Learning Resources

Bluebonnet Learning resources for leaders is provided in the TEA ShareFile folder. These resources feature:
- Scope and Sequences
- Pacing and Instructional Time Guidance
- Internalization Protocols
- Student Work Analysis Protocols
- Observation Forms

Bluebonnet Learning Resources

Name ▲
- Internalization Protocols
- Observation Tools
- Program Design and Pacing Resources
- Student Work Analysis Protocols
- Supplies and Materials Lists

Observation Tool | Bluebonnet Learning K–5 Reading Language Arts

The Observation Tool is a resource for coaches to document specific look-fors while observing teachers' instruction and implementation of high-quality instructional materials (HQIM). This is not an evaluation tool.

Teacher: _____ Date: _____ Grade: _____ Module: _____ Lesson: _____

Before the Classroom Visit

Review the lesson for purpose, specific instructional materials, and pacing of activities. | Notes/Time
- Y☐ N☐ Evidence of teacher internalization
- Y☐ N☐ Appropriate unit/domain within the scope and sequence
- Y☐ N☐ Within +/- 5 instructional days of pacing guide
- Y☐ N☐ Lesson meets minimum number of minutes for core instruction

During the Classroom Visit

Identify appropriate sections of the tool to complete and record notes/time stamps. Focus on the look-fors relevant to the portion of the lesson observed if the full lesson is not observed. | Notes/Time

- Y☐ P☐ N☐ NP☐ Teacher has lesson materials ready and established key components routines.
- Y☐ N☐ NP☐ Lesson objectives are shared with students in an oral and/or written capacity.
- Y☐ P☐ N☐ NP☐ The lesson key components identified for use are present and implemented effectively to support learning throughout the lesson.
- Y☐ P☐ N☐ NP☐ All students are active participants in all lesson key components within the time provided.
- Y☐ P☐ N☐ NP☐ Teacher maintains alignment to lesson objective, structure, and pacing.
- Y☐ P☐ N☐ NP☐ Students are expected to use text evidence and academic vocabulary in responding to questions verbally and/or in writing.

Grade 1 Year-at-a-Glance

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Sums and Differences to 10	Introduction to Place Value Through Addition and Subtraction Within 20	Ordering and Comparing Length Measurements as Numbers	Place Value, Comparison, Addition and Subtraction to 40	Identifying, Composing, and Partitioning Shapes	Place Value, Comparison, Understanding Income with Addition and Subtraction to 100
43 days	33 days	13 days	23 days	18 days	35 days
1.2A	1.2A	1.3B	1.2A	1.6A	1.2B
1.3B	1.2B	1.5D	1.2B	1.6B	1.2C
1.3C	1.2C	1.7A	1.2C	1.6C	1.2D
1.3D	1.2D	1.7B	1.2D	1.6D	1.2E
1.3E	1.3B	1.7C	1.2E	1.6E	1.2F
1.3F	1.3C	1.7D	1.2F	1.6F	1.2G
1.5D	1.3D	1.8A	1.2G	1.6G	1.3A
1.5E	1.3E	1.8B	1.3A	1.6H	1.3B
1.5F	1.3F	1.8C	1.3B	1.7E	1.3D
1.5G	1.5C		1.3D		1.4A
	1.5D		1.3E		1.4B
	1.5E		1.3F		1.4C
	1.5F		1.4A		1.5A
	1.5G		1.5A		1.5B
			1.5B		1.5C
			1.5C		1.5D

GRADE 7: SCOPE & SEQUENCE   150-Day Pacing

TOPIC 2: Fractional Rates

1 DAY PACING = 45-MINUTE SESSION

TEKS Mathematical Process Standards: 7.1A, 7.1B, 7.1D, 7.1E, 7.1F, 7.1G
ELPS: 1.A, 1.D, 2.C, 3.F, 3.I, 4.B, 4.K, 5.C, 5.G

Topic Pacing: 8 Days

Lesson	Lesson Title	Lesson Summary	Essential Ideas	TEKS*	Pacing*
1	Unit Rate Representations	In this lesson, students recall the concepts of ratio and unit rate and how to represent these mathematical objects using tables and graphs. Students use the unit rate as a measure of a qualitative characteristic: the strength of the lemon-lime taste of a punch recipe. They represent this measure in tables and graphs and with fractions in the numerator.	• A rate is a ratio that compares two quantities that are measured in different units. • A unit rate is a comparison of two measurements in which the denominator has a value of one unit. • Tables are used to represent equivalent ratios. • Graphs can be used to represent rates.	7.4B	1
2	Solving Problems with Ratios of Fractions	In this lesson, students determine ratios and write rates, including complex ratios and rates. Students will write proportions and use rates to determine miles per hour. They use common conversions to convert between the customary and metric measurement systems using unit rates and proportions. They will scale up and scale down to determine unknown quantities.	• A complex ratio has a fractional numerator or denominator (or both). • Complex ratios and rates can be used to solve problems. • Unit rates and proportions can be used to convert between measurement systems.	7.4B 7.4E	2
		Students solve several proportions embedded in real-world contexts. The term *variable* is introduced to represent an unknown quantity. Several proportions that contain one variable are solved using one of three methods: the scaling method, the unit rate method, and the means and extremes method. Students learn to isolate a variable in a proportion by using inverse operations.	• A variable is a letter or symbol used to represent a number. • To solve a proportion means to determine all the values of the variables that make the proportion true. • A method for solving a proportion called the *scaling method* involves multiplying (scaling up) or dividing (scaling down) the numerator and denominator of one ratio by the same factor until the denominators of both ratios are		

Additional Information and Resources

OER Transition Plan for Bluebonnet Learning FAQs

FAQs for the OER Transition Plan for Bluebonnet Learning will be permanently housed on the TEA website: HB 1605 FAQs.

OER Transition Plan for Bluebonnet Learning Resources

- Webinar (YouTube): OER Transition Plan for Bluebonnet Learning Webinar

- Presentation (PDF): OER Transition Plan for Bluebonnet Learning Presentation

- Template (Word) OER Transition Plan for Bluebonnet Learning Template