



MICHIGAN DEPARTMENT OF EDUCATION CURRICULUM AND INSTRUCTION UNIT Updates

Gregg Dionne, Supervisor

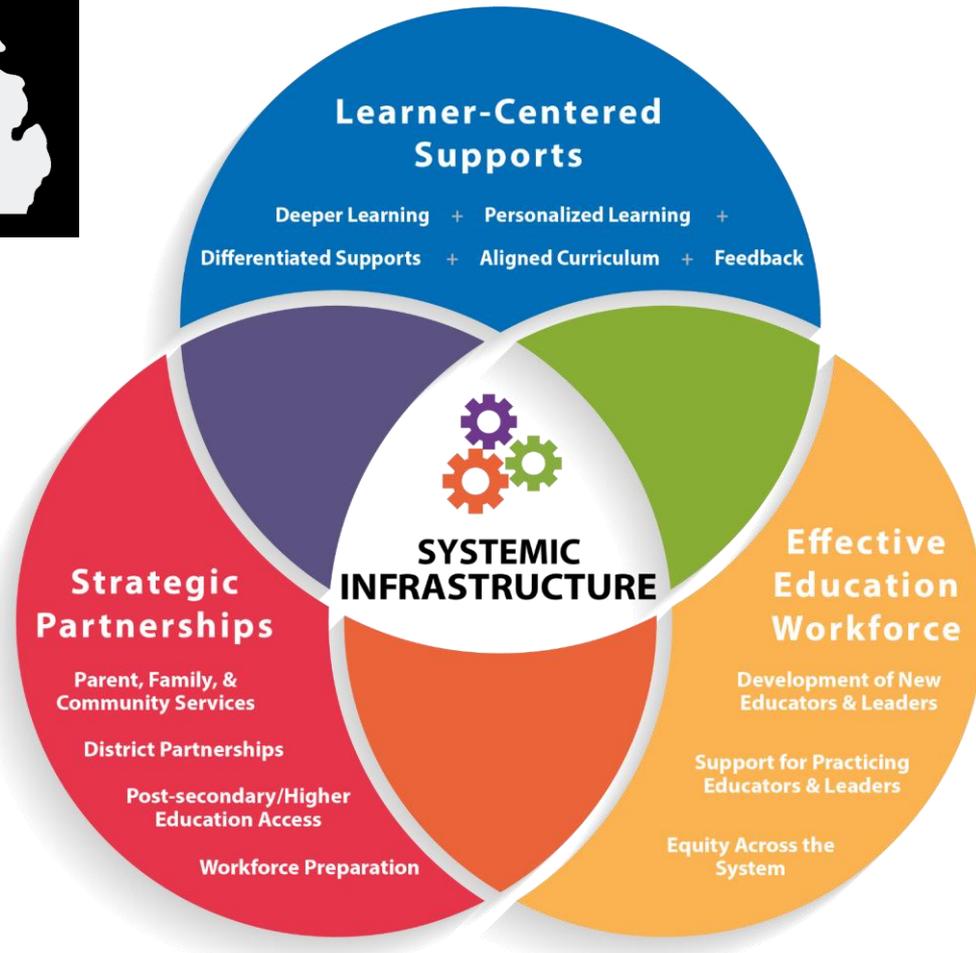
Eric Lipinski, Education Analyst

Jeff McNeal, Education Consultant



Competency Based Education

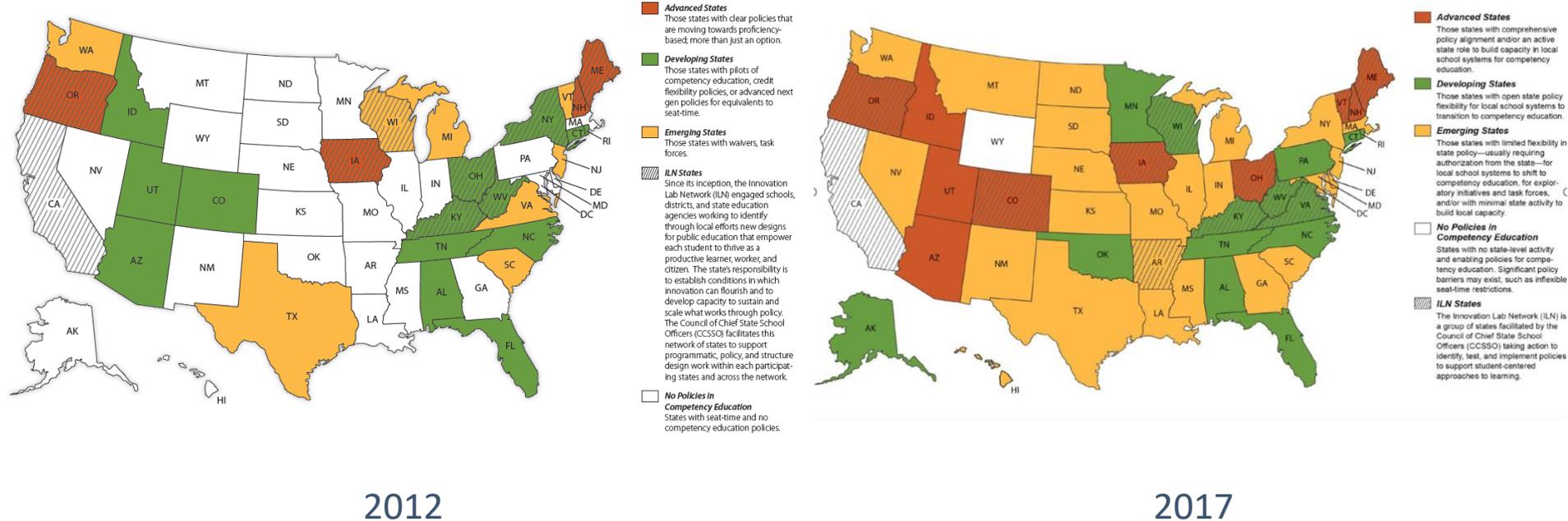
Gregg Dionne, Curriculum and
Instruction Unit Supervisor





Competency-Based Education Initiative and Pilot grant

Snapshot of Competency Education State Policy Across the United States (iNACOL, CompetencyWorks)



Competency Is...

A state of being, of having ability

The “things” in which a person could have demonstrated a set of knowledge and skills (i.e. competency in writing or mathematical problem-solving)



Competency-Based Education (Sturgis, 2015): System

- Students advance upon demonstrated mastery;
- Competencies include explicit, measurable, transferable learning objectives that empower students;
- Assessment is meaningful and a positive learning experience for students;
- Students receive timely, differentiated support based on their individual learning needs; and
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Personalized Learning: Student

- Choice
- Context
- Pacing
- Relevance
- Proficiency

Personalized Teaching: Instructional Delivery

- Collaboration
- Flexibility
- Student ownership
- Facilitation

Educational Technology: Leveraging Tools

- Access
- Customization
- Engagement
- Data use

Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Connecting Social and Emotional Learning to Michigan’s School Improvement Framework

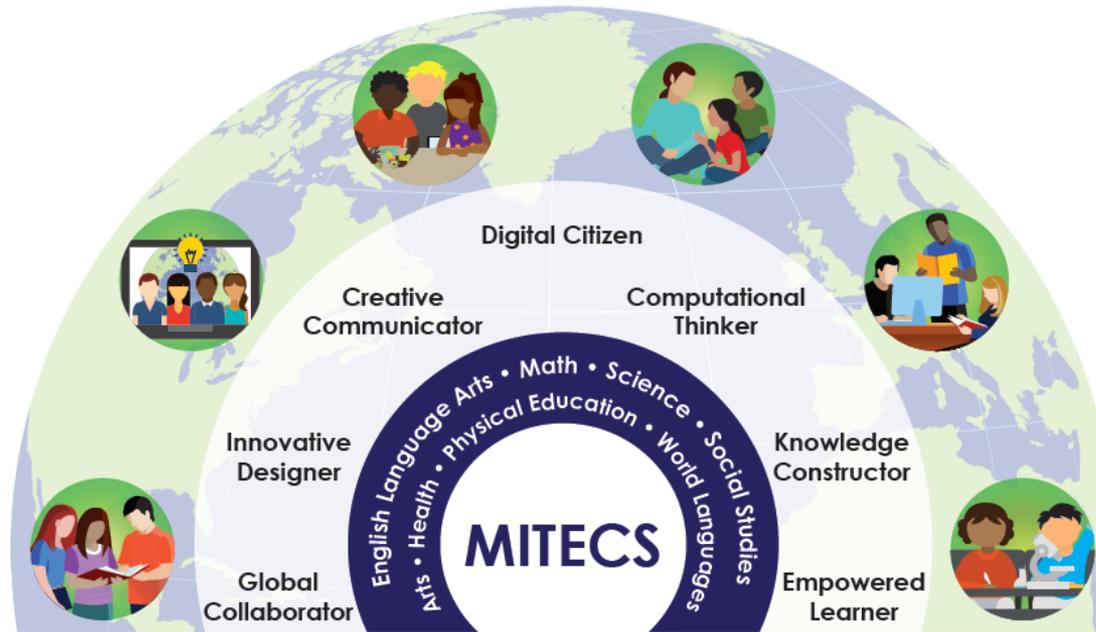
Guidance and Resources for K–12 and Early Childhood Settings



MICHIGAN
Department of
Education

Center on
GREAT TEACHERS
& LEADERS
at American Institutes for Research

GREAT LAKES
Comprehensive Center
at American Institutes for Research



Michigan Integrated Technology Competencies for Students

The Michigan Integrated Technology Competencies for Students (MITECS) support the Top 10 in 10 Strategic Plan. The competencies specifically address two components of the Learner-Centered Supports Focus Area which include Personalized Learning and Deeper Learning. Successful implementation of the MITECS requires professional learning for technology integration to support an Effective Education Workforce. Strategic Partnerships are a critical component of the MITECS as students access networks of professional experts and explore local community issues. Finally the MITECS inherently require Systemic Infrastructure - access to devices and robust connectivity to enable everywhere, all-the-time learning.

Michigan Profile of a Career/Graduate



Mathematics Example (*Big Ideas*)

Demonstrate the ability to interpret, analyze, and build functions that model real-world phenomena.

Summative Assessment

Interim Assessment Blocks (IAB) Algebra & Functions

Linear
Functions

Quadratics

Exponentials

Polynomials

Rationals

Radicals

Trigonometric

Michigan Content Standards Domain Supports

- Quantities
- Interpreting Functions
- Linear Models
- Building Functions
- Reasoning w/Equations & Inequalities
- Creating Equations

- Interpreting Functions
- Building Functions
- Complex Numbers
- Seeing Structure in Expressions
- Reasoning w/Equations & Inequalities

- Real Number System
- Seeing Structure in Expressions
- Creating Equations
- Reasoning w/Equations & Inequalities
- Interpreting Functions
- Building functions

- Real Number Systems
- Complex Numbers
- Seeing Structure in Expressions
- Arithmetic w/Polynomial & Rational Expressions
- Reasoning w/Equation & Inequalities

- Real Number Systems
- Seeing Structure in Expressions
- Reasoning w/Equations & Inequalities
- Interpreting Functions
- Building Functions

- Interpreting Functions
- Trigonometric Functions



Competency-Based Education Pilot Grant (Section 21j)

- \$500,000 competitive grants for 2017-2018
 - (3 years)
- Design and implementation of C-BE programs to provide enhanced choice to pupils and parents for completion of high school diploma
- Report due to Legislature December 1, 2018

Legislative Components

Multiple and innovative methods to determine pupils' achievement of grade-level competencies

Student-driven projects

Formative assessment system

Innovative partnership with employers or institutes of higher education

Transition away from a grade-level system of student promotion to a competency-based system of student promotion

Professional development

Participation in statewide assessment and accountability systems

What about the Workforce?

2014 Summit

Pairing the content with the underlying themes of the standards provides insights into how learning experiences should be structured.

Students must be provided with opportunities throughout their P-12 education to not only learn content but to use technology and tools; engage in argument, reasoning, and problem solving; and to communicate and collaborate.

All stakeholders, including P-12 and postsecondary educators as well as employers have roles to play in providing students with these opportunities.

The initiatives being focused on across Michigan are:

Project Based/Service Learning

Build partnerships between P-12, higher education, business leaders and other regional stakeholders to engage students in relevant, hands-on learning experiences that prepare them for the world of work.

Aligned/Standards-Based P-20 Systems

Support the move from courses to competency-based systems to allow students to demonstrate the skills necessary for a variety of pathways to career- and college-readiness and strengthen linkages between P-12, postsecondary education, and jobs.

Career Path Liaison/Corporate Engagement Portal

Provide students with information to help them recognize the skills they need to be career- and college-ready and remain more engaged in their education.

Family/Community Engagement

Educate families and communities to support local collaborations between P-12 schools, postsecondary institutions and business leaders with the end goal of improving student preparation.

DIGITAL BADGES

Digital badges are one-click online verifications of the following information:

- An easy-to-understand explanation of your specialized information security certification
- Skills listed in quickly identifiable keywords
- The date you earned your certification and when it expires
- Each of the necessary steps you took to earn your GIAC certification



Your digital badge(s) can easily be displayed on your LinkedIn profile, personal website, email signature, and on Twitter and Facebook.

What about Colleges?

“Postsecondary leaders in attendance agreed that their institutions review a wide variety of high school transcripts (p. 2)”

“They also agreed that competency- or proficiency-based transcripts do not present a concern and may be preferable given their increased transparency about what students know and are able to do” (p. 2).





Micro Credentials and Digital Badges in K-12 Education

Jeff McNeal, MDE Educational Consultant

An Example: Digital Badges

FIRST in Michigan Badges [What are FIRST Badges?](#) [FIRST Badges List](#) [FIRST Badges Development Team](#)

[Mentor Resources](#) [Participant Resources](#) [FIRST Badges Reviewer](#) [Contact](#) [Register/Log In](#) [Reset Password](#)

 **Engineering Design Level 1**
Problem solving is part of the engineering design process. For the Level 1 badge, the participant will experience how the iterative design process works.

 **Engineering Design Level 2**
In the Engineering Design Level 2 badge, participants will expand their design skills with an emphasis on prototyping.

 **Engineering Design Level 3**
The Engineering Design Level 3 badge is designed to expand the participants knowledge of the engineering design process. In the Level 3 badge, the emphasis is on iteration and multiple loops through the engineering design process.

 **Engineering Design Level 4**

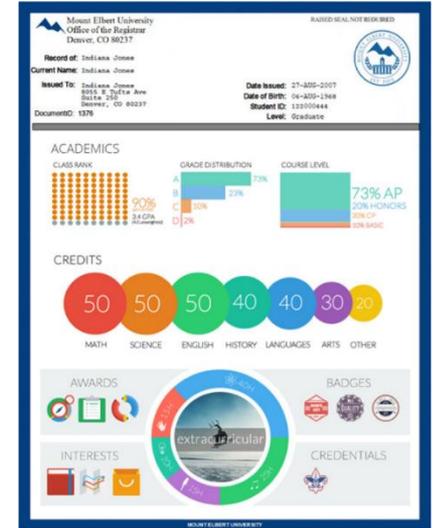
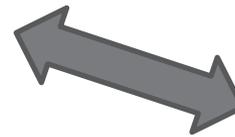
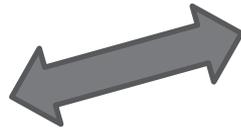
www.firstbadges.com/first-badges-development-team/



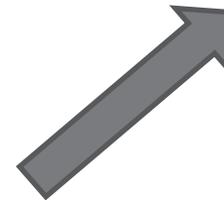
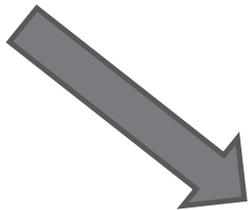


Delta SKY Magazine, May 2018

“How colleges, universities and technical programs are preparing students and professionals for an economy that is no longer one-size-fits-all.”



Reimagined, Audience-specific rendering



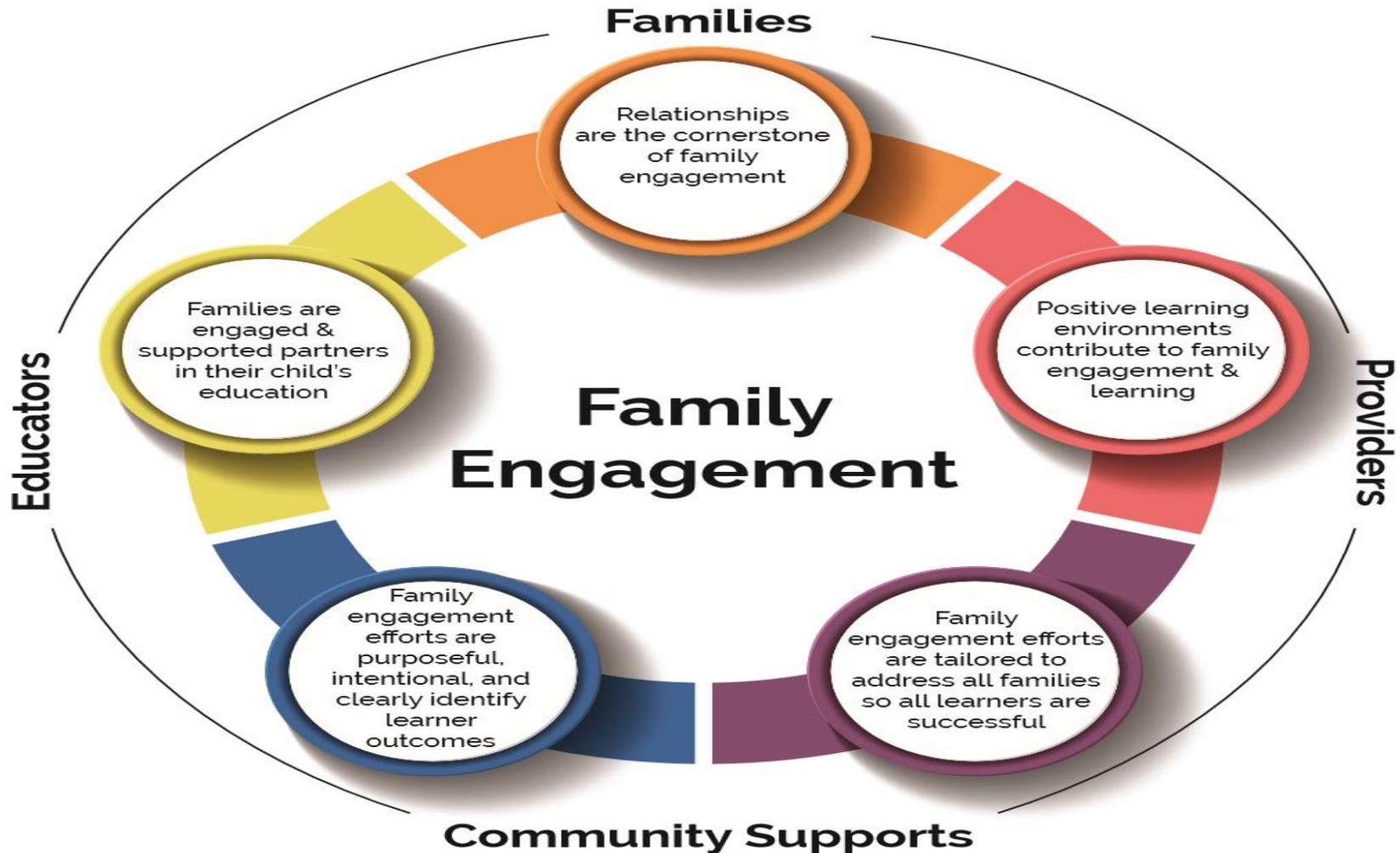
MDE

Family Engagement Definition

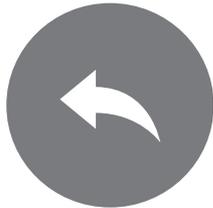


Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner.

Family Engagement



Family, Educator, and Community Voice: What isn't Working?



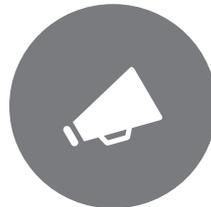
“Families are left out through badly communicated messages.” –Parent



“Fathers feel ashamed to come to programs.” – Parent



“Parents feel shamed or embarrassed to come to activities.” – Community Member



“Having kids with special needs isn't the problem. How they are treated is the problem.” -Parent



Noel Kelty
Early Literacy and Family Engagement Specialist
Michigan Department of Education
KeltyN@Michigan.gov



Policy Flexibility in Michigan

Michigan
Merit
Curriculum

Waivers

Work-based
learning

Out of school
time learning

Personal
Curriculum

Testing Out





Selected Flexibility Options

Eric Lipinski, Education Analyst

Alternative Education/Innovative Programs Waivers

- State School Aid Act Section 101(9)
 - “the superintendent may waive for a district the minimum number of hours and days of pupil instruction”
- Waives 1098 minimum hours (878.4 minimum)
- Waives 180 minimum days requirement (146 minimum)
- Can apply to alternative/innovative programs within LEA, ISD, or PSA

Alternative Education/Innovative Programs Waivers

- 140+ programs approved each year
- Yearly application
- Yearly reporting requirement
- 2018-19 Application Process Closed
- 2019-20 Application Process Opens in Spring 2019
- New rubric created in 2017-18
- www.michigan.gov/alted

Alternative Education/Innovative Programs Waivers – Rubric Item #1

1. Describe the alternative education or innovative program for which waiver approval is being requested. Please include any innovative ideas being implemented including virtual and online learning opportunities, project-based learning, internships, and dual enrollment opportunities:

5 points	3-4 points	0-2 points	Points Awarded
A clear and detailed description is included that discusses student population and demographics, student to teacher ratio, and interaction with the community. If the application is being submitted for an innovative program, there is clear and detailed discussion of what innovation is planned.	A general description is included that includes discussion on some of the following: student population and demographics, student to teacher ratio, and interaction with the community. If the application is being submitted for an innovative program, there is discussion of what innovation is planned.	A description is included that includes discussion on one or less of the following: student population and demographics, student to teacher ratio, and interaction with the community. If the application is being submitted for an innovative program, there is little, or no discussion of what innovation is planned.	

Alternative Education/Innovative Programs Waivers – Rubric Item #2

2. How will the program specifically utilize the time not reported as instructional time to promote student success?

5 points	3-4 points	0-2 points	Points Awarded
<p>A clear and detailed description is included that discusses the way the time reduction is used to support students. This may include, but not be limited to a discussion of the following:</p> <ul style="list-style-type: none"> • Additional professional development for staff • Tutoring or other intensive one-on-one support for students • Community Service/Mentorship opportunities • Transportation considerations • Considerations for students with employment and family obligations 	<p>A general description is included that discusses the way the time reduction is used to support students. Questions may exist as to how the strategies/activities will support students.</p>	<p>Little or no description is included that discusses the way the time reduction is used to support students. Questions exist as to how the strategies/activities will support students.</p>	

Alternative Education/Innovative Programs Waivers – Rubric Item #3

3. Describe how the granting of this waiver will enhance the education of students.

5 points	3-4 points	0-2 points	Points Awarded
<p>A clear and detailed description is included that discusses how the granting of the waiver will enhance the education of students. This may include, but not be limited to a discussion of the following:</p> <ul style="list-style-type: none"> • Personalized Learning Experiences • Smaller class sizes • One-on-one support where needed • Use of Flexible Learning Options 	<p>A general description is included that discusses how the granting of the waiver will enhance the education of students. Questions may exist as to how the items help to enhance the education of students.</p>	<p>Little or no description is included that discusses how the granting of the waiver will enhance the education of students. Questions exist as to how the items help to enhance the education of students.</p>	

Alternative Education/Innovative Programs Waivers – Rubric Item #4

4. How do you ensure that an educational opportunity exists for all students in the program?

5 points	3-4 points	0-2 points	Points Awarded
<p>A clear and detailed description is included that discusses how an educational opportunity exists for all students in the program. This may include, but not be limited to a discussion of the following:</p> <ul style="list-style-type: none"> ● Social Work services ● Special Education services ● Transportation Services ● Additional Local Services ● Postsecondary/Career Planning services 	<p>A general description is included that discusses how an educational opportunity exists for all students in the program. Questions may exist as to how the items help to ensure an educational opportunity for all students in the program.</p>	<p>Little or no description is included that discusses how an educational opportunity exists for all students in the program. Questions exist as to how the items help to ensure an educational opportunity for all students in the program.</p>	

Alternative Education/Innovative Programs Waivers – Rubric Item #5

5. If the program has operated under the waiver before, describe the effectiveness of using the waiver to meet the needs of students:

5 points	3-4 points	0-2 points	Points Awarded
<p>For programs that have been approved for the waiver in the past:</p> <p>A clear and detailed description is included that discusses past effectiveness of the program under the waiver. This may include, but not be limited to a discussion of the following:</p> <ul style="list-style-type: none"> • School climate surveys • Course completion data • Assessment (local and state) results • Changes in Attendance <p>For first time waiver applicants:</p> <p>The application contains a clear and detailed description that discusses how the program will track effectiveness of the program under the waiver. This may include, but not be limited to a discussion of the bulleted items above.</p>	<p>For programs that have been approved for the waiver in the past:</p> <p>A general description is included that discusses that discusses past effectiveness of the waiver. Questions may exist as to how the items assist with the tracking of effectiveness.</p> <p>For first time waiver applicants:</p> <p>The application contains a general description that discusses how the program will track effectiveness of the program under the waiver. Questions may exist as to how the items assist with the tracking of effectiveness.</p>	<p>For programs that have been approved for the waiver in the past:</p> <p>Little or no description is included that discusses past effectiveness of the waiver. Questions exist as to how the items assist with the tracking of effectiveness.</p> <p>For first time waiver applicants:</p> <p>Little or no description is included that discusses how the program will track effectiveness of the program under the waiver. Questions exist as to how the items assist with the tracking of effectiveness.</p>	

Virtual Learning Options

- All requirements for Virtual Learning Options in Section 5-O-D of the Pupil Accounting Manual (PAM)
- Students in Grades 6-12 allowed 2 courses per academic term, semester, or trimester
 - District may deny enrollment in first 2 courses if criteria for denial is met (see PAM)
 - District has option for Grades K-5
- Districts can offer 2+ virtual courses if:
 - District determines it to be in best interest of student
 - Pupil agrees
 - EDP Required (guidance available in PAM)
 - New EDP Guidance currently being developed
- Participation Requirement
 - The pupil and the teacher of record or mentor must complete a two-way interaction for one course per week for each week of the four (4) week count period.
 - The pupil must complete a combination of one or more activities for each scheduled course on count day

Dual Enrollment

- School districts are **required** to inform all students of dual enrollment options
- By March 1 of each year for the following, a school district or state approved nonpublic school shall provide general information about the postsecondary enrollment options under this act to all pupils in grade 8 or higher.
- Overview of Eligibility Requirements (see the [DE FAQ](#) for full requirements!)
 - Student Eligibility: [Qualifying Assessment Scores](#) + Social Maturity + Personal Responsibility
 - Course Eligibility: Must be Academic in Nature
 - NOT ELIGIBLE: hobby, recreational, craft, physical education, theology, divinity, religious education
 - Eligible Charges: [See DE Calculation Worksheet](#) (essentially a proration of the statewide weighted average - \$7,801)

#GoOpen MICHIGAN

Need high-quality, free open
curriculum resources aligned to

Michigan standards?

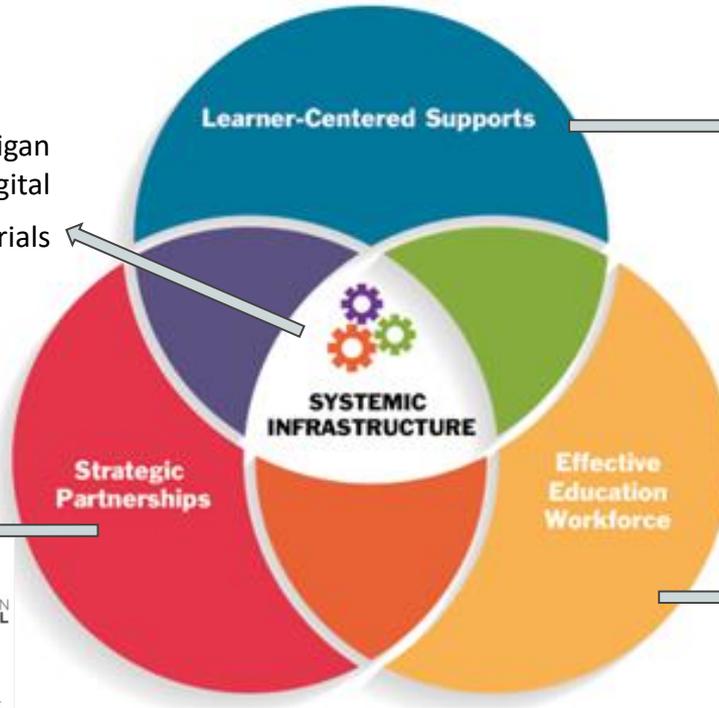
<http://goopenmichigan.org>

“No matter where students live, they should have access to the same high-quality educational opportunities as any other student in Michigan. Likewise, teachers across the state should have equitable opportunities to learn and excel in their profession no matter where they live and teach.”

Michigan' Top 10 in 10 Years Strategic Plan



Repository (#GoOpen Michigan microsite) to house digital instructional materials



Instructional materials to *personalize and differentiate learning*

High-quality instructional materials, aligned to Michigan standards to *support practicing and emerging educators*

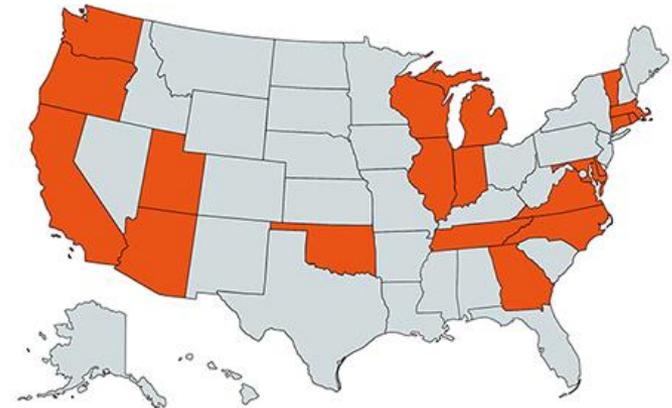
#GoOpen Michigan Strategy Team



#GoOpen

#GoOpen is a USDOE initiative calling on states and district to adopt and use OER

#GoOpen States



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Why Open Educator Resource

- ❖ Personalize learning
- ❖ Customize experiences
- ❖ Student and educator engagement
 - Teachers have more freedom to design learning experiences
 - Students can create OER while learning
- ❖ Provide equitable resources
- ❖ Savings can be diverted into teaching and learning
- ❖ Flexible, not static
- ❖ Streamline content delivery
- ❖ Free to use, minimal costs

What are Open Educator Resources

Type	Cost	License	Flexibility	Example
Openly Licensed Ed Resources	Free/minimal	Open license - Creative Commons	Yes; revise, remix, some restrictions may apply	MI Open Book Project
Free Digital Learning Resources	Free	Copyright restricted	Varies; limited without permission from creator	Smithsonian Education
Proprietary Textbook	Varied	Copyright restricted	No	Commercially published

[Open Versus Free table](#) by [SETDA](#) is licensed by [CC-BY 3.0/Modified from original](#)

Why OER?

- ❖ Personalize learning
- ❖ Customize experiences
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Michigan’s Top 10 in 10 Years Strategic Plan

Brian Whiston

Former State Superintendent

Innovation Council

To foster innovative projects across the state leading to improved student outcomes through innovative practices



**Innovation
Council**