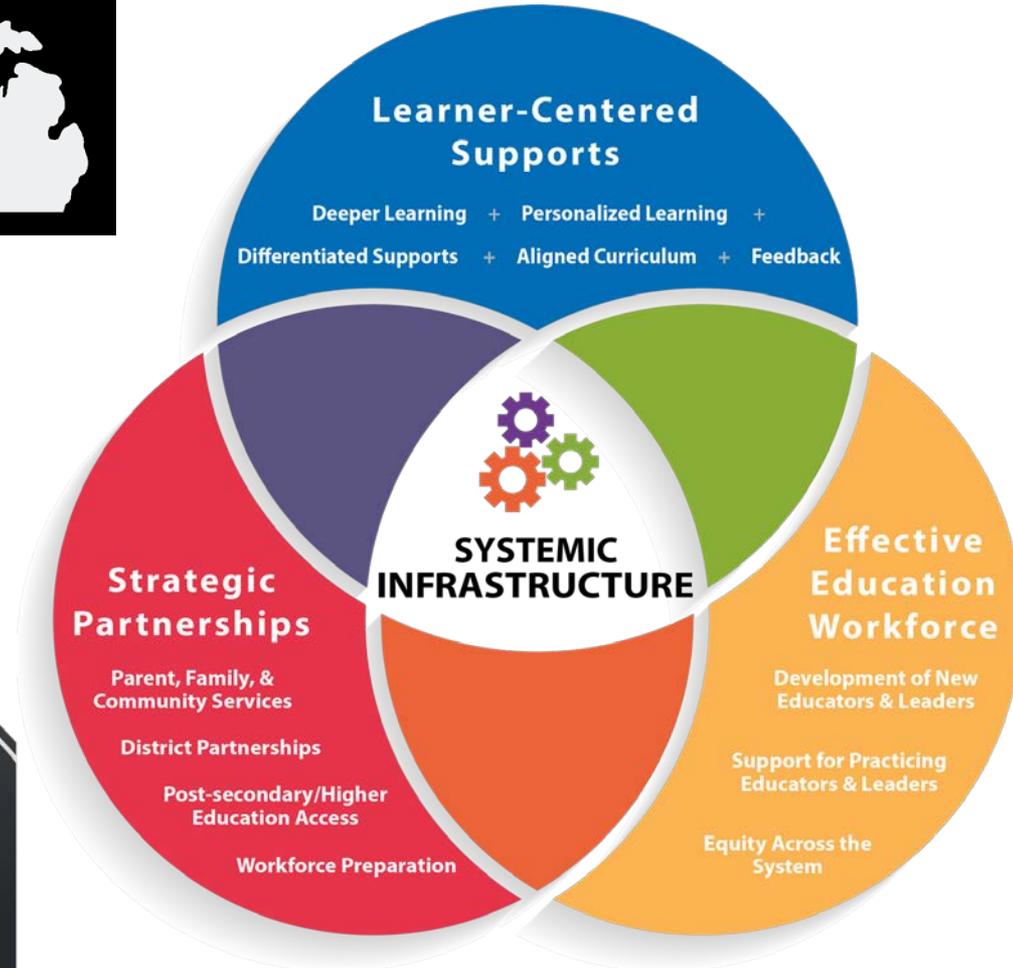




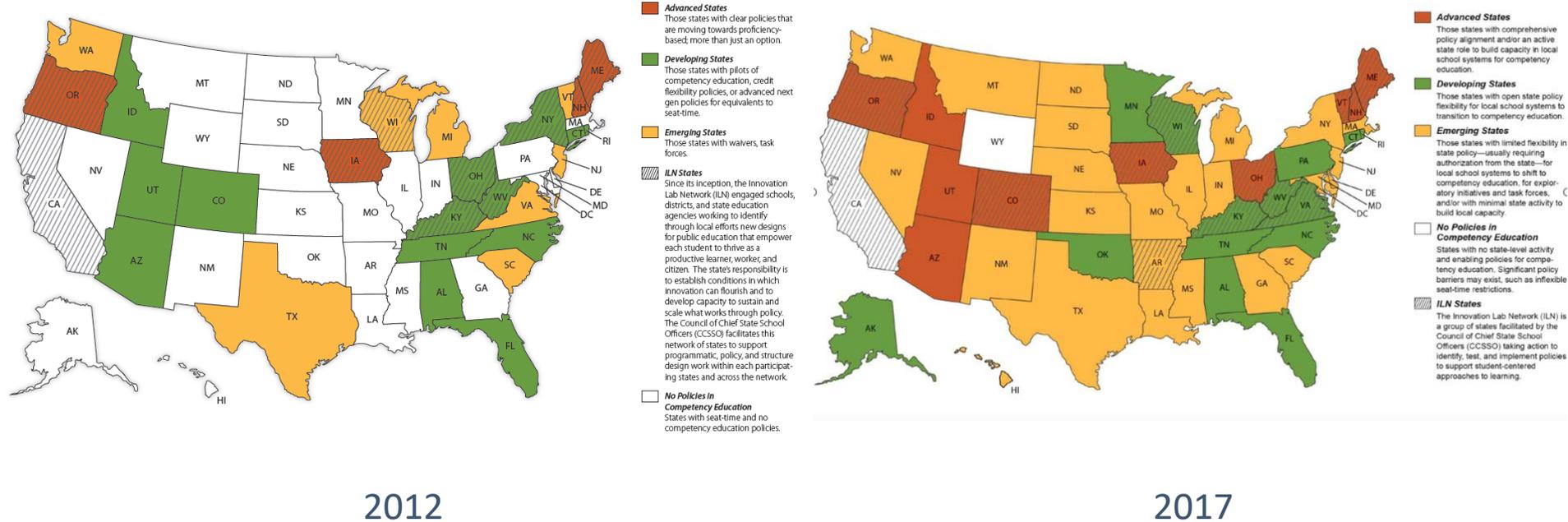
# Presentation on Competency-Based Education

Michigan State Board of Education Meeting  
October 10, 2017

**TOP 10 IN 10 YEARS**



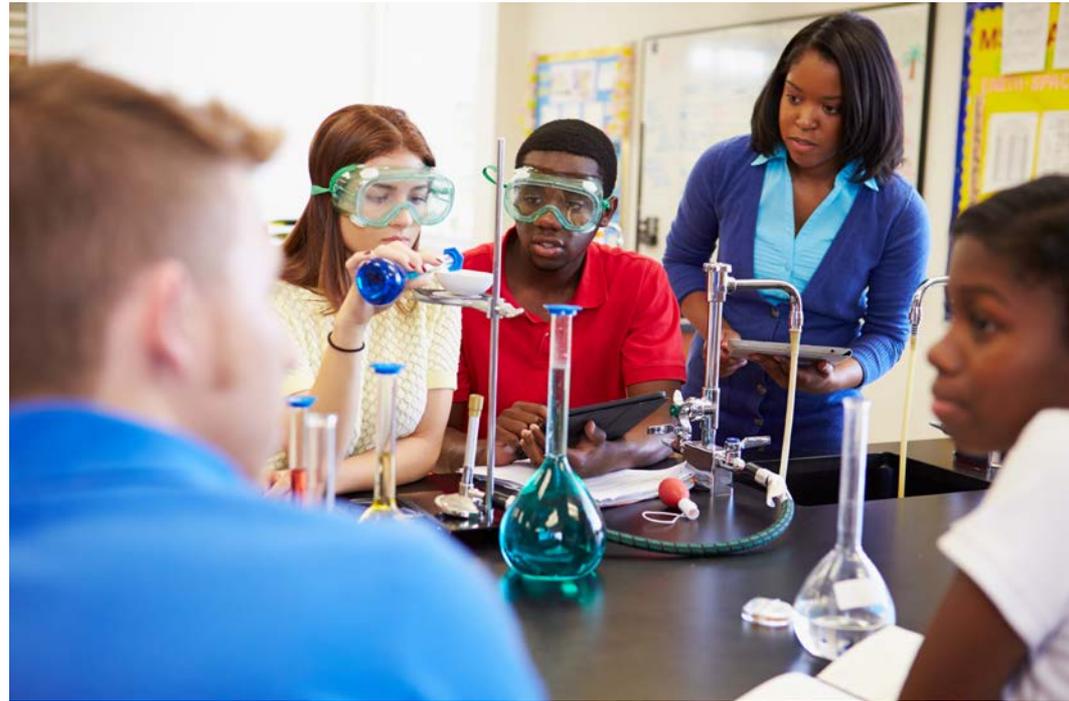
# Snapshot of Competency Education State Policy Across the United States (iNACOL, CompetencyWorks)



# 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.

<b>Personalized Learning:</b> <b>Student</b>	<b>Personalized Teaching:</b> <b>Instructional Delivery</b>	<b>Educational Technology:</b> <b>Leveraging Tools</b>
<ul style="list-style-type: none"> <li>• Choice</li> <li>• Context</li> <li>• Pacing</li> <li>• Relevance</li> <li>• Proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Flexibility</li> <li>• Student ownership</li> <li>• Facilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Access</li> <li>• Customization</li> <li>• Engagement</li> <li>• Data use</li> </ul>



## Defining Competency-Based Education

Steering Committee

Research and best practices

Stakeholder feedback  
(Teachers, administrators,  
students ISDs, professional  
organizations, etc.)





Traditional Systems	Competency-Based Systems
Credit based on participation and seat time	Credit based on proficiency in content standards
Content pacing dependent on lesson delivery by teacher	Content pacing variable based on student mastery and deeper learning
Reporting based on marking periods or courses	Reporting based on learning targets or competencies
Assessments measure what students know	Assessments measure what students know and can do
Content is delivered and assessed in classrooms	Content is delivered and assessed through multiple pathways including out of school activities

# Competency-Based Education is Not...

Strictly online  
courses

A way to replace  
teachers

A “program” that  
can be added



## High School

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

Apply statistical and probability concepts to analyze and evaluate potential decisions and strategies.

Understand the concepts of congruence, similarity, and symmetry from the perspective of geometric transformations.

## Middle School

Understand quantitative relationships including ratios, rates and proportional reasoning.

Formulate and reason about expressions and equations.

Develop statistical thinking and use to model and describe relationships between two quantities.

Use properties of shapes and space to solve problems

## Elementary School

Understanding fractions, fraction equivalence, and operations with fractions (3-5)

Multiplication and division of whole numbers (3-5)

Understand place value, and addition and subtraction of whole numbers (K-2)

Understanding linear, area and volume measurement (1-5)

Describing and analyzing geometric figures (K-5)

# 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

# Reporting and Student Ownership

Mount Elbert University  
Office of the Registrar  
Denver, CO 80237

Record of: Indiana Jones  
Current Name: Indiana Jones

Issued To: Indiana Jones  
8055 E. Tulpe Ave  
Suite 250  
Denver, CO 80237  
DocumentID: 1576

Date Issued: 27-AGO-2007  
Date of Birth: 06-AGO-1968  
Student ID: 122000444  
Level: Graduate

SEM	NO.	C	COURSE TITLE	CRED	GRD	PTS	R
<p>Continuation Information continued:</p> <p>SOB 600 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 610 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 620 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 630 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 640 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 650 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 660 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 670 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 680 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 690 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 700 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 710 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 720 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 730 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 740 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 750 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 760 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 770 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 780 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 790 000000 Case Study / Study 3.00 A 12.00</p> <p>SOB 800 000000 Case Study / Study 3.00 A 12.00</p>							

John Hancock  
John Hancock, University Registrar

MOUNT ELBERT UNIVERSITY

Traditional Look, Enhanced  
with embedded links

Mount Elbert University  
Office of the Registrar  
Denver, CO 80237

Record of: Indiana Jones  
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DocumentID: 1576

Date Issued: 27-AGO-2007  
Date of Birth: 06-AGO-1968  
Student ID: 122000444  
Level: Graduate

ACADEMICS

CLASS RANK: 90% (3.4 GPA)

GRADE DISTRIBUTION: A 73%, B 23%, C 10%, D 2%

COURSE LEVEL: 73% AP, 20% HONORS, 20% CP, 10% BASIC

CREDITS: 50 MATH, 50 SCIENCE, 50 ENGLISH, 40 HISTORY, 40 LANGUAGES, 30 ARTS, 20 OTHER

AWARDS: [Icons]

BADGES: [Icons]

INTERESTS: [Icons]

CREDENTIALS: [Icons]

John Hancock  
John Hancock, University Registrar

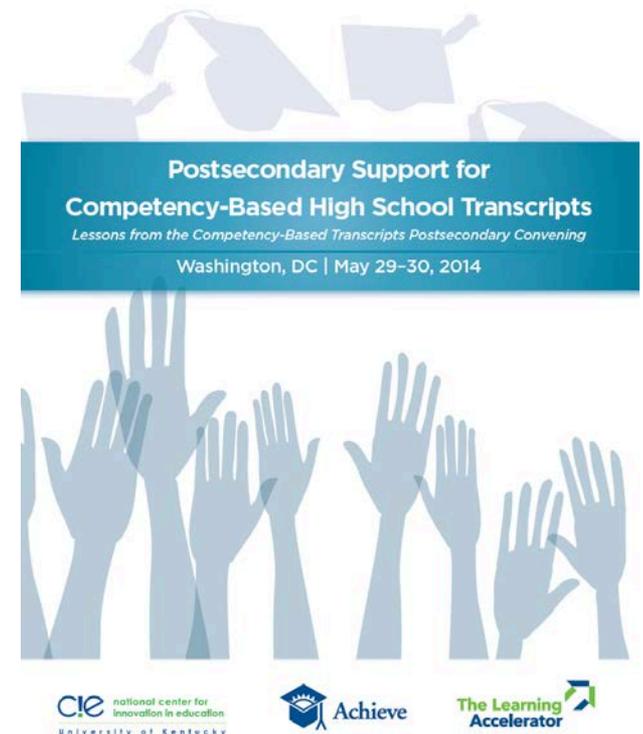
MOUNT ELBERT UNIVERSITY

Reimagined, Audience-  
specific rendering

# 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).



# 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

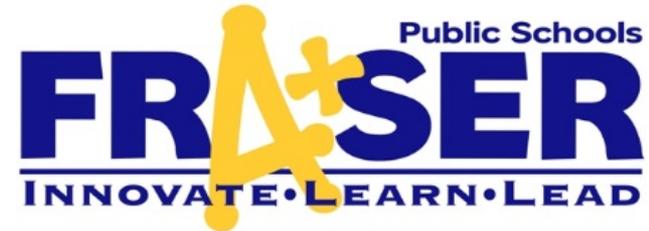


Your digital badge(s) can easily be displayed on your LinkedIn profile, personal website, email signature, and on Twitter and Facebook.

# Michigan Examples



Kenowa Hills Public Schools  
**Education inspired.**



# Competency-Based Education



Kenowa Hills Public Schools  
**Education inspired.**

# What is CBE?

- › Knowledge
  - Michigan content standards
- › Skills
  - Strategies for learning
    - Critical Thinking, **Collaboration**, Communication
- › Dispositions
  - Behaviors that contribute to learning
    - Student Agency, Persistence, Leadership

NOTE – starting with knowledge is “low hanging fruit” for most schools and districts

Citation: Education Reimagined, *A transformational vision for education in the United States* (n.d.)



It's also...

- ◎ Personalized Learning

- › Learner pathways
- › Time as a variable
- › Zone of Proximal Development (ZPD)-driven

*CBE and Personalized Learning walk hand-in-hand  
Therefore, we call this "Personal Mastery" at KHPS*



# Kenowa Hills at a Glance

- 3,000+ students
- 1 Early Childhood Center
- 3 Elementary Learning Communities
- 1 Middle School
- 1 High School
- Approximately 50% F/R Lunch (35% in 2008/09)
- 47 sq. mi. incl. part of 2 cities, 3 townships in 2 counties



# Confronting Some Hard Truths - 2012

- I look forward to seeing what we will do in class every day. (n=800)
- My homework and other assignments are interesting to me. (n=805)
- How would you rate your level of interest in the following classes? (n=795)

23%

16%

44%

Science



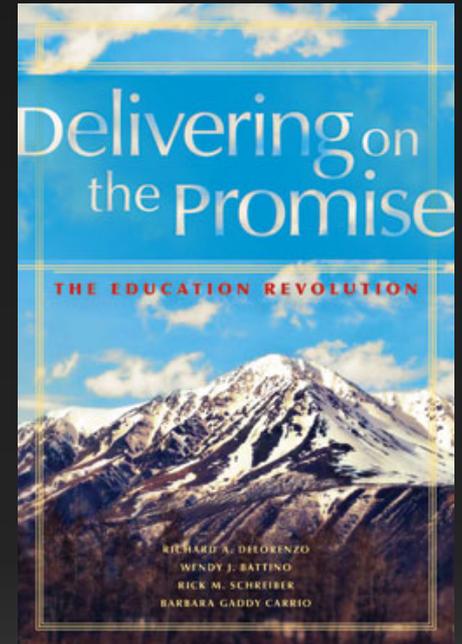
# Developing Shared Beliefs, Values and Vision

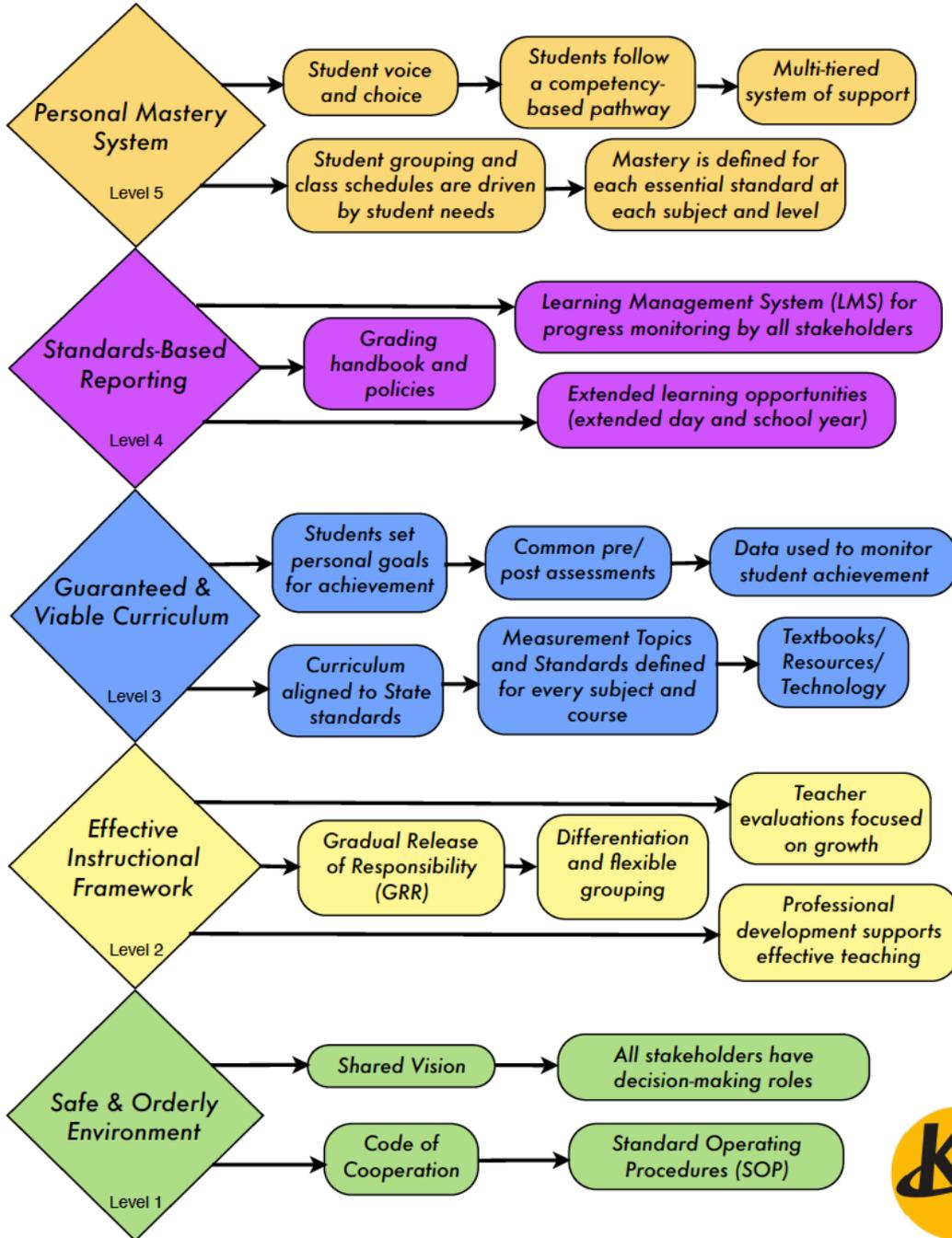
- Community Survey (10,000+)
- Affinity of affinity process with
  - › All students
  - › All staff
  - › Parents
  - › Local Business Officials
- Two questions:
  - › What do students need to know to be successful in the 21st Century?
  - › If needed, what changes need to be made to our existing system?



# Doing our homework

- Book Study (Summer 2012)
  - *Delivering on the Promise*
- Field Visits (Winter 2012)
  - Lindsay Unified; CA
  - RSU2; ME
  - Highland Tech High; AK
- In-service (January 2013)
- Ad hoc Committees (Jan –April, 2013)
  - Systems
  - Implementation/PD
  - Communication
- Commit Vote (April 26, 2013); 81.2%





\*Model Based on Marzano Research © 2012 Robert J. Marzano



# Our Timeline

- 2013-2014 – Safe and orderly environment
  - Classroom Design & Delivery PD, Coaching, Classroom Visits, PLC's
- 2014-2015 – Guaranteed & Viable Curriculum
  - Instructional Design & Delivery PD (continued coaching, CFV's, and PLC's)
- 2015-2016 - Effective Instructional Framework
  - Gradual Release of Responsibility (GRR), Classroom Learning Labs, CFV's, and PLC's, Organizational Site Visit
- 2016-2017 - Standards-based Reporting
  - Empower Learning Management System (LMS), GRR emphasis on Collaborative Learning, 2017-2018



# Student and Teacher Voice



# Contact Information

Gerald Hopkins, Superintendent  
[ghopkins@khps.org](mailto:ghopkins@khps.org)

Mike Burde, Assistant Superintendent  
[mburde@khps.org](mailto:mburde@khps.org)



# STATE BOARD OF EDUCATION

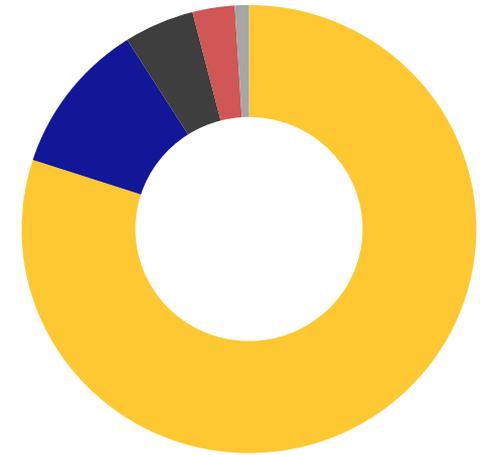
KENT ISD  
October 10, 2017

[9] SCHOOLS IN THE DISTRICT

[5,000] STUDENTS

[1,803] SCHOOL OF CHOICE  
STUDENTS (36% OF  
POPULATION)

[40%] STUDENTS RECEIVING  
FREE/ REDUCED LUNCH



- CAUCASIAN (78%) ◆
- AFRICAN AMERICAN (12%) ◆
- MULTI-RACIAL (5%) ◆
- HISPANIC (3%) ◆
- ASIAN (2%) ◆



“THE DEATH OF EDUCATION AND THE DAWN OF LEARNING” – STEPHEN HEPPELL

## DISCLAIMER:

It isn't that our schools are broken.

It's that our schools need to be redesigned with a focus on mastery to meet the needs of today's learner.

## WHY CBL IN FRASER

- 1 Our overarching goal was to personalize learning for every child on a daily basis.
- 2 Shared belief in the need to create a system which allows students to progress through their learning on an individual path, pace, and place.
- 3 Recognized the renaissance in learning would have an impact on the role of the classroom teacher and staff wanted to have a voice in that outcome.

# FRASER CBL CONVERSION



**Fall 2012**  
 Universal Design for Learning  
 - Representation  
 - Engagement  
 - Expression



**Fall 2013**  
 Standards Based Learning at FHS  
 Strategic Planning Process Begins  
 Modern Teacher Training Begins



**Fall 2014**  
 Launch of itslearning LMS  
 CBL Content Development



**Summer 2015**  
 Content area curriculum leaders began to write and design competency statements in the core areas using National and State Standards

2012 - 2013

2013 - 2014

2014 - 2015

Summer 2015

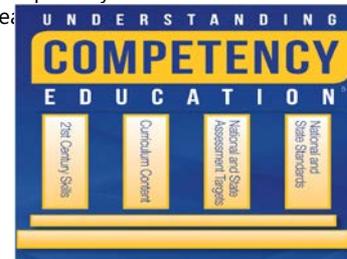
Fall 2015 & Beyond

**Spring 2013**  
 Ad Council discussion on CBL and FPS Mission

**Spring 2014**  
 LMS Review and Selection  
 CBL Training with Staff  
 Strategic Plan Finalized

**Spring 2015**  
 District level focus on building a common language around Competency Based Learning

**Fall 2015**  
 District level Competency Based Curriculum and Unit Design Work to create a K-12 framework for teaching and learning



# FRASER HIGH SCHOOL

## Competency Based Learning

Hybrid Courses



2010

Teacher Driven Conversation around  
*Transforming the Learning Environment*

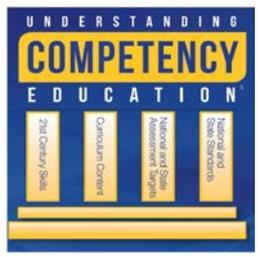


Standards-Based Education  
Academic Achievement for All Students!

Standards Based Learning

Winter 2012

FOCUS:  
Curriculum, Assessment, and Lesson Design



2014-2016



Summer 2015  
Content area curriculum leaders began to write and design competency statements in the core areas using National and State Standards

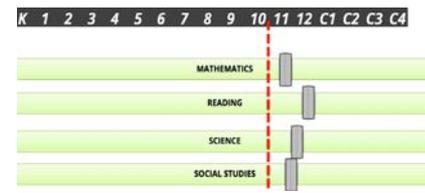


Flexible Scheduling

Phase 2

Phase 3

Move on When Ready



# Flexibility in Learning



# Contact Information

Dr. David Richards, Superintendent

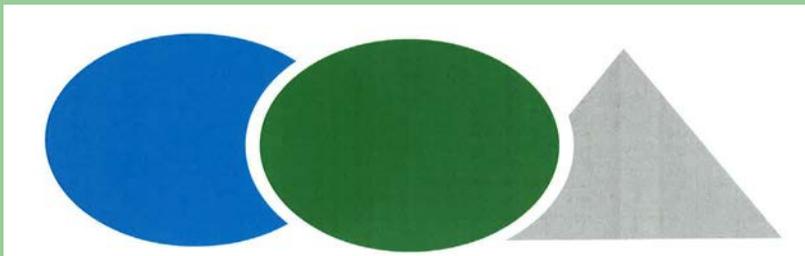
[David.Richards@fraserk12.org](mailto:David.Richards@fraserk12.org)

Laura Edghill, Board President

[Laura.Edghill@fraserk12.org](mailto:Laura.Edghill@fraserk12.org)

# Oakland Opportunity Academy

OCTOBER 10, 2017



# Crystal Star Award of Excellence in Dropout Recovery, Intervention, and Prevention. 2016 Winner



# History



- **Opened September 2010**
- **Started in the southwest quadrant of IGA with West Bloomfield, Walled Lake, Novi, Huron Valley, Farmington, Clarenceville and South Lyon**
- **Shared Educational Entity(SEE)- since 2012-13**

# The OOA Model

- Career technical classes + core academics
- Individualized Plan-self-paced learning
- Blended instruction
- Integrated curriculum
- Tutors
- On-site Social Worker and therapy dog

# Individualized-Self Paced Learning

- Plan of Work
- Social Emotional Health
- Project Based Learning



# Student Plan of Work

## Credits, goals, requirements and pacing

Name:

Date of Entry: 9/3/2013

Total Credits Upon Entering – 1

Current Credit Total: 9

Walled Lake Northern – Connell

Scheduled Graduation Date: 2016

Session	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1 – 1:30-2:30	Writing	Writing		
2 – 2:30-5:00	Culinary	Culinary	Culinary	Culinary
3 – 5:30-8:00	English 10b US History a Algebra 1b	English 11a Chemistry a Geometry a	English 11b Chemistry b Geometry b	English 12a US History b Algebra 2a
EX(e2020)	Health	Lifetime Fitness		

### MMC Classes Completed:

### Elective/CTE Remaining: 0

English: 9a  9b  10a  10b  11a  11b  12a  12b

Math: Algebra 1a  1b  Geom a  Geom b  2a  2b  4<sup>th</sup> a Visual Imaging  4<sup>th</sup> b Visual Imaging

Science: Biology a  b  Chemistry a  b  Third Science a Earth a  Third Science b Earth b

Social Studies: US History a  b  Civics  Economics  World History a  b

World Language: Spanish 1a  Spanish 1b  Spanish 2a  Spanish 2b

PE  Health

Notes/Future Plans:

Signature:

Date:

# Integrated Instruction

- Core Curriculum
- ELA Science and Social Studies
- Teacher teams
- Certified tutors in academics
- Project-based Learning



# Blended Instruction

- Career Tech- on site, hands on learning
- Academic Core classes – time and location
- Attendance individualized help, tutors
- Teacher/coach personal interactions daily

# Tutors

- In each academic room
- Teacher/student ratio in class –approx. 1/6
- Allows for flexibility with individuals- small groups
- Enhanced learning opportunities

# The Culture at OOA

## RESPECT

- Self-Others-School
- Attendance, Behavior, Coursework
- Continuous positive reinforcement
- Reflective Behavioral interventions
- SEL and Trauma Informed School

# How does it work?

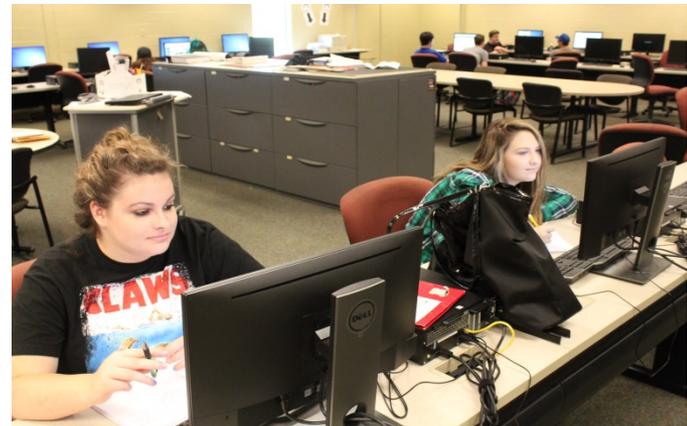
Year	FTE	Graduates
2017	190	85
2016	181	76
2015	190	102
2014	186	81
2013	166	73
2012	134	53
2011	127	37

# Summary

- Individualized learning plan for each student
- Career technical + academics
- Positive school culture
- Success at your own pace
- Teacher and tutor support

Thank you!

# Life at OOA



# Student Voice



# 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
- Grant recipients announced by March 31, 2018
- 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



# Additional Considerations

Educator Evaluation

Capacity for implementation

Data collection and student reporting

Implementation timeline and management plan

Budget

Commitment from district leadership

Rationale

Local board and community support

# Proposed Pilot Grant Timeline

## 2017-2018

- Planning grant administration
- Development of Superintendent's Network
- Steering Committee formation (framework, Supports for districts)
- Compilation of data for legislative report

## 2018-2019

- Implementation of Pilot Grants
- Identify and develop supports for districts, teachers, and administrators
- Initial deployment of professional development efforts
- Gathering data to gauge implementation, outcomes, and inform future efforts

## 2019-2020

- Continued implementation of pilot grants
- Promoting scalability beyond pilot grants
- Full deployment of district supports and professional development
- Continued data gathering
- Evaluation and reporting on three year pilot implementation phase

Ongoing collaboration with partners



# Building Capacity

Supporting Local  
Districts

Steering  
Committee

Superintendents'  
Network

Pilot Grant





# Contact Information

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Innovation

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Supervisor, Curriculum and Instruction Unit

[Dionneg@Michigan.gov](mailto:Dionneg@Michigan.gov)