

# Office of Educational Supports

## The What and Why of C-BE



The Office of Educational Supports is leading Competency-Based Education by working across offices and with external stakeholders to support Michigan's Top 10 in 10 Goals and Strategies that supports the whole child.

**Past:** Although many of the concepts of C-BE are not necessarily new to education, the MDE more formally began supporting this work several years ago. A steering committee was formed in 2016 to forge a relationship with the field and the department to discuss supports for C-BE implementation. Section 21j of the state School Aid (2017) allocated \$500,000 to school districts to support C-BE implementation. In 2018, the governors office and legislature passed the Marshall Plan for Talent (MPT) which included another \$2 million in state funding to support C-BE implementation in districts.

**Present:** Currently the MDE is working on developing model competencies in ELA and Math, as well as assisting 21j grantees that are beginning their second year, and Marshall Plan grantees with their implementation of CBE components.

**Future:** Model Competencies in all subject areas, Network of C-BE implementers, Authentic assessments in all subject areas, Implementation Rubric to help districts gauge their capacity in C-BE.

The MDE has created multiple documents to assist with messaging and articulation of C-BE. These include the following:

- Defining C-BE: document provides definitions for personalized learning, personalized teaching and educational technology as part of the definition of C-BE. [[Link forthcoming](#)]
- C-BE poster: provides a graphic representation of current efforts underway in MI related to C-BE including a comparison of Traditional vs C-BE systems. [[Link forthcoming](#)]
- Legislative report: submitted to the legislature as required under section 21j of the 2017 state school aid act and includes pilot district implementation efforts and district vignettes.

### WHAT

Education leaders from across the state and country endorse the following primary components as a working definition of Competency-Based Education:

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

**Goal #2:** Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.



## WHY

### EQUITY

- to assure all students have the opportunity to achieve competency
- traditional systems tend to sort students into categories: smart, not smart; those kids vs these kids
- Competency models recognize and build on student assets

## MODEL COMPETENCIES

What: The MDE is working with multiple internal and external stakeholders to develop model competencies.

Why: To be used for developing local and state assessments, competency-based reporting, and alignment of resources for educators.

What: A network of practitioners built around state grants and partnering organizations.

Why: Build state-wide capacity to support implementation through idea and resource sharing.

## NETWORKS & GRANTS

## ASSESSMENT

What: Development of local and state-level assessments for measuring student progress and success. Potentially developing state summative assessments for accountability purposes based on C-BE.

Why: Create alternative assessment systems aligned with C-BE instruction for local and state use.

What: A rubric that a district can use for self-evaluation of their progress towards competency based education. This rubric would be part of a Districts MICIP system.

Why: To provide Districts a way to gauge the progress of implementing C-BE. MDE will need a system to measure a districts level of engagement in C-BE when a district requests a waiver or accommodations that are linked to C-BE programs.

## IMPLEMENTATION RUBRIC