

**MICHIGAN DEPARTMENT OF
EDUCATION
UPDATES FOR MAEO**

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AGENDA

- Alternative Education Update
- Testing Out
- Personal Curriculum
- Virtual Learning Options
- Alternative Education (Hours and Days) Waivers
- Competency-Based Education Overview

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TOP 10 IN 10 YEARS

SYSTEMIC INFRASTRUCTURE

- Learner-Centered Supports**
Deeper Learning, Personalized Learning, Differentiated Supports, Aligned Curriculum, Feedback
- Strategic Partnerships**
Parent, Family, & Community Services, District Partnerships, Post-secondary/Higher Education Access, Workforce Preparation
- Effective Education Workforce**
Development of New Educators & Leaders, Support for Existing Educators & Leaders, Equity Access for All

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COUNTING OLDER STUDENTS

- A pupil may be counted for membership if...
- The pupil is less than 22 years of age as of September 1 of the school year, had dropped out of school, and is enrolled in a public school academy or an alternative education high school diploma program that is **primarily focused on educating pupils with extreme barriers to education.**
- [MCL 388.1606](#)

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EXTREME BARRIERS (SEE SECTION 3 OF PUPIL ACCOUNTING MANUAL)

- At risk of dropping out of school
- Juvenile Justice System
- Refugee
- ESL
- Pupil experiencing pregnancy
- Extreme Poverty
- Homelessness
- Victim of abuse or neglect

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ALTERNATIVE EDUCATION

- To be considered an Alternative Education entity by MDE:
 - Education Entity Master (EEM) – Use Alt Ed Emphasis Designation
 - MSDS – Make sure all students are flagged as Alt Ed students (Code: 9220)

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ALTERNATIVE EDUCATION ACCOUNTABILITY

- Same accountability rules as all other schools
- Michigan does not have a separate Alternative Accountability system. Under current federal law, the state treats alternative entities the same. We are in occasional discussions with USED regarding accountability implications for alternative schools.
- New advisory committee may be convened in the next year

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TESTING OUT

- Students can earn credit for content required under the Michigan Merit Curriculum by testing out.
- According to the MMC Law, Section 380.1278(1)(4)(c), a public school can grant credit to students for earning a score, determined by the MDE or by the school district, on the assessments developed or selected for the subject area.
- The school is responsible for ensuring that a student's understanding of the subject area content applies to the credit.
- See [Testing Out FAQ](#) online

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PERSONAL CURRICULUM

- The legislative intent of the Personal Curriculum (PC) is to individualize the rigor and relevance of the educational experience and provide a tool to help ALL students succeed with the Michigan Merit Curriculum (MMC).
- All Students are Eligible (based on need)
- The latest data indicate that the use of the PC has risen steadily since the inception of the MMC
 - In the 2017-18 school year 9,657 students used a PC to modify the MMC

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PERSONAL CURRICULUM (PC): FOUR REASONS

- To go beyond the academic credit requirements
- To modify the mathematics requirement (enrichment)
- To modify the requirements based on the disability of a student with an IEP
- To modify credit requirements for a transfer student
- Guides online at our [Personal Curriculum Site!](#)

MDE Contact: Rashell Bowerman (BowermanRI@michigan.gov)




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VIRTUAL LEARNING OPTIONS OVERVIEW

- Governed by [21f Law](#) and Section 5-O-D of the Pupil Accounting Manual
- Course must be selected from a course syllabus published in:
 - Statewide Course Catalog OR
 - District's Catalog of Board-Approved Courses
- 21f: a primary district shall enroll an eligible pupil in up to 2 virtual courses as requested by the pupil during an academic term, semester, or trimester (Grades 6-12)
- Grades K-5 Possible
- Parent/Guardian Consent Required
- Enrollment in a virtual course may be denied based one of 12 reasons outlined in the Pupil Accounting Manual
- Appeal Process (to ISD)




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VIRTUAL LEARNING OPTIONS 2+ COURSES

- If the pupil is enrolled in more than 2 virtual courses – the following conditions must be met:
 - Best Interest of Pupil
 - Pupil agrees with district recommendation
 - [Education Development Plan \(EDP\)](#) needed
 - For K-6, EDP may include additional elements (to be spelled out in Pupil Accounting Manual)



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HOW DO YOU USE VIRTUAL LEARNING OPTIONS?

- Does your district or program utilize virtual learning options through 5-O-D?
- How have you used it to help support students?
- What challenges have you encountered?

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ALTERNATIVE EDUCATION/INNOVATIVE PROGRAMS - HOURS AND DAYS 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 programs within LEA, ISD, or PSA
- Allows for flexibility around professional development, transportation, students with various challenges, one-on-one time with students

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WHAT'S ON THE APPLICATION?

- Hours and/or Days Reduction Request
- Program Description
- How will the program specifically utilize the time not reported as instructional time to promote student success?
- How will the waiver enhance the education of students?
- What innovative ideas are being proposed?
- How is success being measured locally?

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- Application window for 2019-20 opens mid-May and closes in late August
- Applications are submitted via online form
- Applications are reviewed using the rubric (located at Alt Ed site)
- Year-End Report due in July for programs approved in 2018-19
- All materials available at www.Michigan.gov/alted

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YOUR EXPERIENCES WITH THE WAIVER

- Does your district or program utilize this waiver? How have you used it?
- How have you used it to help support your students?

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SNAPSHOT OF COMPETENCY EDUCATION STATE POLICY ACROSS THE UNITED STATES (INACOL, COMPETENCYWORKS)

2012 2017

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

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Traditional Systems	VS	Competency-Based Systems
Based on Participation and Seat Time	Credit	Based on Proficiency in Content Standards
Dependent on Lesson Delivery by Teacher	Content Pacing	Variable Based on Student Mastery
Based on Marking Periods or Courses	Reporting	Based on Learning Targets or Competencies
Measure what students know	Assessments	Measure what students know and can do
Delivered and Assessed in Classrooms	Content	Delivered and Assessed through Multiple Pathways including Out of School Activities


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COMPETENCY-BASED EDUCATION IS NOT...

- Strictly online courses
- A way to replace teachers
- A “program” that can be added



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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

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Michigan has high expectations to prepare students for life after K-12 education. Career & college ready students possess the skills necessary to enter a self-sustaining wage and participate in post-secondary opportunities without remediation. These skills can be obtained through instruction that includes real world challenges, cross-content integration, inquiry to transfer best, and transfer of knowledge.

Michigan's "Profile of a Graduate" includes characteristics of career & college ready students that are evident within all of the academic standards, including the arts and the CTE Career Ready Practices.

Profile of a Graduate

Communications & Collaboration
Communicate and collaborate effectively with a variety of audiences.

Academic & Learning
Use argument and reasoning to do research, construct arguments, and critique the reasoning of others.

Problem Solving
Solve problems, construct explanations, and design creative and innovative solutions.

Technology & Tools
Use technology and tools strategically in learning and communicating.

Social & Emotional Learning
Demonstrate knowledge, attitudes, and skills to manage emotions to enable responsible decisions and successful choices.

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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

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COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (2015). SOCIAL AND EMOTIONAL LEARNING CORE COMPETENCIES. CHICAGO, ILL. AUTHOR. RETRIEVED FROM CASE.ORG/SOCIAL-AND-EMOTIONAL-LEARNING-CORE-COMPETENCIES/

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THANK YOU!

Don't hesitate to call or e-mail with questions.

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- Curriculum and Instruction Unit: 517-241-4285
- www.michigan.gov/alted - Alt Ed info, Hours and Days Waivers
- [All Flexible Learning Options](#)

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