



*Daniel Bundridge, director of district improvement in the Indiana Department of Education, discusses best practices for closing the achievement gap with Bersheril Bailey, the state manager for Michigan, and Chris Rauscher at the Talent for Turnaround workshop in Houston, Texas, June 15–17, 2016.*

## Director's Corner

Our work at GLCC is guided by detailed technical assistance plans developed annually in collaboration with our state education agency (SEA) partners and approved by the U.S. Department of Education. As we inch closer to our fifth year, GLCC staff are engaged again in the annual technical assistance planning process. GLCC state managers and their teams are looking closely at each state's needs within the broader context of the state and federal policy landscape. Of course, new this year is the groundbreaking federal Every Student Succeeds Act (ESSA). In contrast with the No Child Left Behind Act, ESSA gives states the flexibility to implement assessments, accountability systems, and educational interventions that are evidence based yet locally appropriate. GLCC staff and ESSA experts at AIR are working closely with our states to provide support as SEAs grapple with the implications of ESSA. Recently, we collaborated with the Council of Chief State School Officers (CCSSO) to hold a statewide Indiana ESSA Summit. As we work to help our states understand and respond to ESSA, addressing the goals of the new legislation will be a central element of our technical assistance plans. Through future newsletters and our next Advisory Board meeting in late October, we will keep you up to date on ESSA and how it is playing out in our states. (Gary Appel, [gappel@air.org](mailto:gappel@air.org))



## State Work

### Indiana



**FRANK DE ROSA**  
Indiana State Manager



**CHRIS RAUSCHER**  
Senior TA Consultant



**STACY RUSH**  
Senior Researcher



**TARA ZUBER**  
Researcher

### Excellent Educators

GLCC continues its support for the Indiana Department of Education's (IDOE's) Excellent Educators initiative, providing coplanning and facilitation to the department's annual Excellent Educators Summit on July 12, 2016. IDOE will bring together Indiana's Milken award winners, Teachers of the Year, National Board Certified Teachers, college and university staff, and select members of the Blue Ribbon Commission. The agenda will include updates on IDOE's leadership efforts and accomplishments concerning educator preparation, recruitment, retention, development, evaluation, licensure, and leadership. (Project Lead: Tara Zuber)

### Indiana Standards and Assessments for English Language Arts and Mathematics

GLCC has begun working with IDOE's State Development Network (SDN) to design targeted professional development for a cohort of seven districts with the goal of closing achievement gaps. The SDN involves directors from multiple divisions, including Outreach, School Improvement, Grants, Educator Effectiveness, Special Education, and Early Learning and Interventions, and this project will further align their work and expertise. Over the course of four face-to-face cohort meetings, IDOE and GLCC experts will share their knowledge and build the capacity of the participating districts to address their achievement gaps. During the "Talent for Turnaround: Support for Systemic Change" on June 15–17 in Houston, the project team met and decided the topic areas for the primary professional development that will be offered to the cohort, and discussed the planning framework that the districts will use. (Project Leads: Chris Rauscher, Stacy Rush, and Tara Zuber)

## Michigan



### **Foundations for Academic Success: Education and Health Systems Integration**

In order to develop a comprehensive plan to provide the support many students need to achieve academic success, consultants from the Michigan Department of Education's (MDE's) Coordinated School Health and Safety Unit established a Joint State Management Team. This cross-office and multiagency workgroup comprises a broad range of key stakeholders including the Michigan Department of Health and Human Services and local education agencies. The joint team reflects MDE's commitment to increasing coordination between state agencies and local school districts. It meets quarterly and strives to build and maintain the capacity of state and local leaders to promote ways of providing positive mental, emotional, and behavioral health for youth.

GLCC has been working closely with the joint team to facilitate stakeholder engagement representing internal and external state and local agencies to model and develop a process for working together. MDE and GLCC also provide direction for this important work that will lead to the development of a model for a statewide strategy to integrate health and education systems that align policies, practices, programs, and partnerships for developing the well-being of the whole child. In a series of meetings in January, March, and May, GLCC guided the joint team participants through activities to develop a vision and mission as well as the development of a new name for the group that reflects the state and local level collaboration toward affecting systems change in Michigan. (Project Lead: Andrea Guiden)

### **Achievement Gaps: African American Males**

On May 19, 2016, Bersheril Bailey presented at the "Framing the Narrative for Boys and Young Men of Color" conference, organized by the Coalition of Schools Educating Boys of Color. In her presentation, Bersheril introduced conference participants to the GLCC Achievement Resource Center, an online collection of resources to support educators in helping African-American young men to reach their full potential. Bersheril and Beverly Brown, an MDE education consultant from the Office of Career and Technical Education, attended several sessions at the four-day conference to build capacity to continue the work of closing achievement gaps. (Project Lead: Bersheril Bailey)

## Ohio



### Ohio's Early Literacy Plan

Phase II of Ohio's Early Literacy Plan to improve early literacy results for students with disabilities has kicked off with its first cohort of target districts. State support teams are working with schools and early literacy specialists in these districts. On April 29, Claudette Rasmussen and Mark Mitchell met with an Ohio Department of Education (ODE) team to generate a menu of technical assistance support. The menu includes the training of state support teams, transformational specialists, and regional early literacy specialists. Additionally, ODE has asked GLCC to help train department staff across offices on the early literacy work and its connection to implementation of the Ohio Improvement Process. This training will take place in August. (Project Lead: Mark Mitchell)

### Ohio's New Learning Standards, English Language Proficiency Standards, and Sheltered Instruction

In order to increase student achievement for English Learners (ELs), GLCC is helping facilitate a series of regional capacity-building EL training institutes for regional staff and state support team staff. These institutes provide sheltered instruction training and support the integration of new English Language Proficiency Standards and Assessments into lesson design and instruction. The Center for Applied Linguistics facilitated a three-day "What's Different about Teaching Reading to Students Learning English?" session for 32 regional Education Service Center staff and early literacy specialists on May 10–12. Three additional regional trainings took place in June. (Project Lead: Mark Mitchell)

## Regional Work

### Great Lakes and Midwest Deeper Learning Initiative



The Deeper Learning Initiative helps states advance policies and practices that promote deeper learning by students, including students' core content knowledge, critical thinking and problem solving skills, and the interpersonal and intrapersonal skills students need to be able to transfer and apply their learning to novel problems and contexts.

The initiative is hosting two event series this year—Cross State Conversations on Competency-Based Education and Teaching Deeply—to help states create the policies, systems, and supports needed to prepare educators for 21st century teaching. On June 1, 2016, the initiative hosted the second Teaching Deeply event, *New Visions for Teaching*. This event featured Jenny Poon and Adrianna Martinez of the CCSSO Innovation Lab Network presenting their newly released *Educator Competencies for Personalized, Learner-Centered Teaching*, and Monica Martinez and Elizabeth Foster from the National Commission on Teaching and America's Future sharing highlights from their recent

report, *How Deeper Learning Can Create a New Vision for Teaching*. More than 34 individuals representing Great Lakes and Midwest states, as well as representatives from the Southeast Comprehensive Center, attended this event. Responses from the event follow-up survey indicates a strong interest in future Teaching Deeply events, including events on teacher digital credentials, and professional development strategies for promoting teacher capacity to support deeper learning, such as collaborative inquiry.

On June 29, 2016, the initiative hosted its third Cross State Conversations event featuring Paul Leather, deputy superintendent for the New Hampshire Department of Education, who shared his state's journey toward competency-based education, and approaches to the measurement of student competencies at the local level. Visit the [Deeper Learning Initiative website](#) for more information about deeper learning and recent updates.

## Our Resources

### Michigan Guidance Handbook for Educators of English Learners with Suspected Disabilities

“What should we do if we think an English language student has a disability?” This was the question Michigan educators asked MDE again and again. The question is a valid one: When a student is learning a second language, how is one to know if the struggles and the length of time it is taking to learn the language is simply normal second-language acquisition or is due to a language or learning disability? Dr. Shereen Tabrizi of MDE, Jayne Sowers of GLCC, and other EL experts from around the state collaborated to answer this critical question and create a resource for schools and districts—one of only five statewide manuals in the nation for identifying and supporting ELs with disabilities.

“Michigan Guidance Handbook for Educators of English Learners with Suspected Disabilities” is [available online](#) and includes topics such as first and second language acquisition, guidance on assessments, a sample prereferral for intervention programs, laws and regulations related to the rights of ELs, and guidance for working with families. MDE and GLCC are developing modules to accompany the 97-page guidance document to provide knowledge and experience in using it.

---

This work was originally produced in whole or in part by the Great Lakes Comprehensive Center with funds from the U.S. Department of Education under cooperative agreement number S283B120029. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

The Great Lakes Comprehensive Center provides technical assistance to the state education agencies in Indiana, Michigan, and Ohio. This assistance is tailored to each state's individual needs and addresses the priorities of the U.S. Department of Education. Great Lakes Comprehensive Center is one of the 15 regional comprehensive centers funded by the U.S. Department of Education, and its work is administered by American Institutes for Research.

---

In the header photo: *Daniel Bundridge, director of district improvement in the Indiana Department of Education, discusses best practices for closing the achievement gap with Bersheril Bailey, the state manager for Michigan, and Chris Rauscher at the Talent for Turnaround workshop in Houston, June 15–17, 2016.*