



From Right to Left: Gary Appel, Director of the Great Lakes Comprehensive Center (GLCC); Bersheril Bailey, Michigan state manager for GLCC; and Sandy Chang, Ph.D., with the Center on Standards and Assessment Implementation (CSAI), discuss CSAI's modules on cultural proficiency and their potential usefulness for Michigan.

Director's Corner

Good news! We are excited to share that the U.S. Department of Education (ED) intends to extend the Comprehensive Centers through September 2019. It is a privilege for all of us at GLCC to continue to serve our partner state education agencies (SEAs). This extension is a great opportunity to build on the strong foundation established over the many years that we have been working fruitfully together. Under ED's guidance, GLCC's focus going forward will be on targeted high-leverage, high-intensity projects most likely to generate measurable results. As we lay the groundwork for the next two years, I'll be joining GLCC's state managers and traveling to each of our capital cities for planning conversations with the SEA chiefs. We'll keep you posted as our plans evolve. As always, reach out to me with any thoughts or questions at gappel@air.org. I'd love to hear from you.



State Work

Indiana



FRANK DE ROSA
Indiana State Manager



JAYNE SOWERS
Senior Consultant



TARA ZUBER
Researcher

Excellent Educators

Project Lead: Tara Zuber

The Need. Indiana, like many states, faces teacher recruitment and retention challenges, particularly in finding candidates from diverse backgrounds. Ensuring that excellent educators teach in every classroom strongly depends on an integrated talent management system that directly addresses teacher needs.

Milestone. Indiana Department of Education (IDOE), GLCC, and Kokomo School Corporation represent the Indiana team in the Talent for Turnaround Leadership Academy (T4TLA) to address teacher retention in Kokomo. T4TLA supports states and districts to develop talent management systems that attract and retain excellent educators. T4TLA encourages collaboration among state and local education agencies and their regional comprehensive centers, as well as cross-state sharing and communication. As part of that effort, GLCC and the Center for Great Teachers and Leaders (GTL) held sessions on May 3 and June 7 for Kokomo principals and central office administrators to help them develop a district mentoring program. Other districts around Indiana will develop their own mentoring programs based on the process used by Kokomo. In between the two sessions, Frank De Rosa and Tara Zuber joined an Indiana team of IDOE representatives, Kokomo administrators, and principals at the second national T4TLA conference on May 11 and May 12. At the conference, the Indiana team presented the strategies they are designing and implementing to address teacher retention issues.



From left to right: Lisa Lachlan (GTL Center), Caitlin Beatson (IDOE), and Lindsey Hayes (GTL Center).

Expected Result. Through the T4TLA initiative, IDOE will be able to extend its capacity, resources, and connections to promote the teaching profession in Indiana, helping districts to boost recruitment, maximize teacher quality, and retain highly effective educators.

Implementing the Every Student Succeeds Act

Project Lead: Jayne Sowers, Ed.D.

The Need. IDOE is committed to meeting the federal requirement of creating an action plan for educators and leaders to carry out the Every Student Succeeds Act (ESSA). Through a cross-agency planning process, IDOE is working with GLCC and other groups to develop the plan to be submitted on September 18 to ED.

Milestone. Jayne Sowers is providing technical assistance (TA) and resources with the IDOE team of Patrick McAlister, Director of Policy; Terry Thompson, Director of School Improvement; Kelly Whitman, Chief Academic Officer; and others. In March and April, IDOE held nine regional stakeholder engagement sessions using a meeting structure that GLCC helped design, and external partner TNTP conducted additional interviews in June. Together IDOE, GLCC, and TNTP developed summaries of the stakeholders' comments to provide information on the ESSA plan in the areas of Accountability, Assessment, Educator Effectiveness, School Improvement, and Supporting All Students.

Expected Result. IDOE will use the stakeholders' comments alongside best practices and research for implementing instructional strategies and effective and ongoing training for educators as well as supporting evidence-based strategies to close achievement gaps in low-achieving schools identified for comprehensive and targeted interventions. The plan will serve as a roadmap for IDOE's work to strengthen teaching and learning across Indiana.

Michigan



Social and Emotional Learning

Project Lead: Andrea Guiden

The Need. In 2015, Michigan's average score on the [National Assessment of Educational Progress \(NAEP\)](#) was lower than in 35 states. Although Michigan has rigorous state academic standards in place, other student supports—such as social and emotional learning (SEL) and learning conditions—receive less attention. Developing [SEL](#) competencies can help influence education practices that increase student achievement.

Milestone. GLCC worked with Lauren Kazee, Mental Health Consultant at the Michigan Department of Education (MDE), and a cross-office team to develop birth through-Grade 12 SEL competencies. In addition, an SEL Implementation Guide is nearly complete. Schools will use the Guide to incorporate SEL into their school improvement plans to change school practices and help students to learn and achieve at a higher level. In the May 15–16 [Collaborative for Academic, Social, and Emotional](#)

[Learning \(CASEL\) Collaborating State's Initiative](#) meeting, Kazez participated in a panel to share the experiences of MDE during the development of tools and products, in addition to the ways in which MDE engaged stakeholders and cross-office support.

Expected Result. MDE will have the capacity, through dissemination and use of the SEL competencies and Guide by districts and schools, to influence educational practices and the development of SEL competencies among students.

English Learners With Suspected Disabilities

Project Lead: Jayne Sowers, Ed.D.

The Need. The number of K–12 enrolled English learners (ELs) in Michigan continues to increase each year, from about [63,000 in 2009–10 to about 84,000 ELs in 2014–15](#). Currently, Michigan's institutions of higher education are not required to include coursework about teaching ELs in their teacher education degree programs about teaching ELs. Therefore, many teachers are [not prepared to address the comprehensive needs of ELs](#), including those ELs who may have a disability. Schools and districts need guidance for how to determine whether an EL has a disability and, if the child does, how to provide appropriate placement supports.

Milestone. GLCC and MDE developed learning modules, a collection of materials and guidance for educators and administrators to accompany Michigan's *Guidance Handbook for Educators of English Learners with Suspected Disabilities* developed in 2016. On April 13, MDE presented the two modules—one about ELs with suspected learning disabilities and the other about ELs with suspected speech and language disabilities—to a statewide audience of 80 educators. This presentation was part of GLCC and MDE's plan to improve the identification of ELs with disabilities and the provision of appropriate instruction for them.

Expected Result. MDE will improve the identification of ELs with disabilities—reducing the current over- and underidentification that occurs. Through the new materials and trainings received, collaborative groups of teachers—e.g., special education teachers, English learner teachers, psychologists, counselors, classroom teachers—along with parents of ELs will be able to identify correctly ELs with special needs and provide them with appropriate placement, curriculum, and instruction. Through this training, teachers will be better equipped to improve EL students' academic achievement and English proficiency.

Ohio



MARK MITCHELL
Ohio State Manager



KAREN SANDERS
Senior Researcher



CHRIS RAUSCHER
Senior Consultant

Ohio's Competency-Based Education Pilot Program

Project Co-Leads: Karen Sanders, Ph.D., and Mark Mitchell

The Need. According to the [2015 Ohio Remediation Report](#), published by the Ohio Department of Education (ODE) and the Ohio Department of Higher Education, 32% of students entering Ohio colleges take remedial coursework. To combat this trend, Ohio is supporting a competency-based education (CBE) pilot to help students master their core content.

Milestone. The [Ohio CBE pilot](#) funds a 4-year pilot of CBE in five sites across Ohio. Because the majority of these five pilot program sites focus on secondary implementation of CBE programs, GLCC is currently collaborating with the Cuyahoga Educational Service Center (ESC) consortium site and with the College and Career Readiness and Success Center (CCRS) to pilot the development of a model postsecondary articulation agreement with a higher education partner. On April 12, ESC of Cuyahoga County hosted a meeting with ODE, Ohio Department of Higher Education, and CCRS to discuss collaboration among and priorities for secondary schools, postsecondary institutions, and ODE related to CBE. GLCC advised David Blumenthal from CCRS on his presentation, "Designing Competency-Based Education Systems." During the meeting, the ESC facilitated a structured conversation between the secondary and postsecondary representatives. Moving forward, GLCC will be a part of a working group that further discusses a postsecondary articulation agreement.

Expected Result. ODE will have real models of postsecondary articulation agreements that can be emulated by other parts of the state.

Ohio's Early Literacy Plan

Project Co-Leads: Mark Mitchell and Chris Rauscher

The Need. In April, ODE submitted a key report evaluating the implementation of Ohio's Early Literacy Plan to the Office of Special Education Programs in ED. A major need identified in the report is how best to plan for scalability and sustainability of this early literacy initiative.

Milestone. GLCC project lead Chris Rauscher has brought a national perspective to implementing Ohio's Early Literacy Plan. She also was involved in several June meetings with ODE staff to plan for scaling and sustaining the implementation of Language Essentials for Teachers of Reading and Spelling (LETRS), an evidence-based approach to literacy instruction and intervention. Through the use of practice-to-policy feedback loops, ODE has learned much about what is working in cohort districts that are implementing LETRS as well as barriers to surmount. The role of regional early literacy

specialists and continued capacity building of regional staff will continue to be a critical piece in supporting additional districts in implementing LETRS.

Expected Result. ODE project staff will have a greater capacity to deliver coaching and early literacy training. ODE will also have a regional system better equipped to support districts and schools as they work to improve the early literacy outcomes of all students.

Regional Work

Great Lakes & Midwest REGIONAL DEEPER LEARNING INITIATIVE

at American Institutes for Research ■



The [Deeper Learning Initiative](#) helps states advance policies and practices designed to promote students' core content knowledge, critical thinking and problem-solving skills, and the interpersonal and intrapersonal skills that students need to be able to transfer and apply their learning to novel problems and contexts. Progress made since April 2017 is summarized below.

CROSS-STATE CONVERSATION SERIES. Four states in the Great Lakes and Midwest regions (Ohio, Iowa, Illinois, and Michigan) are currently engaged in CBE initiatives and are at various stages of planning and implementation. The Regional Deeper Learning Initiative supports states' interest in CBE through a series of Cross-State Conversations on a variety of CBE-related topics.

This spring, the Cross-State Series included three events focused on building educators' capacity to implement CBE. On April 5, 2017, the Cross-State Conversations Series group explored the topic of micro-credentialing with a presentation by Jennifer Kabaker, Director of Educator Micro-credentials for Digital Promise, and Machel Mills, Director of Professional Learning Systems for the Tennessee Department of Education. They shared how they are partnering to pilot a micro-credentialing system for Tennessee teachers that includes 15 micro-credentials related to the use of strategies for questioning, promoting student thinking, and problem solving.

The second spring event, held on May 3, 2017, featured a presentation by Jen Sigrist, Lead Facilitator of the Iowa CBE Collaboration, and Andrea Stewart, Iowa Lead Facilitator of Model Competencies. The Iowa CBE Collaborative shared an early draft of a new Innovation Configuration map being developed around five guiding principles that is intended to be a self-assessment of teacher practices associated with CBE implementation. The third spring event, held on June 6, 2017, featured Paul Leather, Deputy Commissioner of the New Hampshire Department of Education. He shared how his state is building local educator capacity to develop and use performance assessments as part of the New Hampshire Performance Assessment of Competency Education initiative. Recordings from all Cross-State Conversation events can be accessed [here](#).

ALIGNING STATE LISTS OF EVIDENCE-BASED PRACTICES WITH DEEPER LEARNING. ESSA enables states to take a lead role in identifying suitable evidence-based practices for use by districts and schools. To support states in bringing a deeper-learning focus to their approved or recommended evidence-based practices, the Regional Deeper Learning Initiative, in partnership with Great Lakes and Midwest Comprehensive staff and the Regional Education Laboratory Midwest, is working with interested

states to develop a series of resources that will outline the research evidence for deeper learning practices. The first evidence-based practices resources will focus on (a) college and career advising as well as student goal setting associated with the use of personalized academic and career plans and (b) collaborative learning. Other potential topics include project-based learning, work-based learning, and advisories. Interested states should contact their state manager or Wendy Surr, Lead for the Deeper Learning Initiative (wsurr@air.org).

Competency-Based Education: Staying Shallow or Going Deep? States engaged in CBE initiatives need to ensure that their efforts do not inadvertently promote “shallow” learning by equating “competency” only with the mastery of academic content. True competence is deeper, broader, and more personal. It includes academics, but it also comprises a wide range of other cognitive, intrapersonal, and interpersonal skills as well as dispositions that higher education institutions and employers value and demand. In May, the Regional Deeper Learning Initiative, in partnership with the Center on Innovations in Learning and CCRS released a new brief, [Competency-Based Education: Staying Shallow or Going Deep?](#) This brief explores how states and districts can define learner competencies that reflect the full range of knowledge, skills, and dispositions necessary for students to achieve college and career readiness.

Our Resources

Comprehensive Centers at American Institutes for Research (AIR)



Comprehensive Centers
at American Institutes for Research

AIR

AIR has developed a [website](#) that showcases the work of its six comprehensive centers, including GLCC. The website links the various centers and highlights resources from each. GLCC's currently highlighted resource is the [Achievement Resource Center](#). The Achievement Resource Center shares a wide variety of reports, websites, videos,

Supporting states to ensure that students with special needs achieve their full potential

infographics, and other resources that support educators in helping young African American men succeed.

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.