

**John Tierney-Michigan ESSA Plan Public Comment-Written Version**

THEME OF MY PUBLIC COMMENTARY IS FOR THE STATE OF MICHIGAN TO HOLD OFF FILING THE ESSA STATE PLAN WITH THE U.S. DEPARTMENT OF EDUCATION UNTIL SEPTEMBER 18TH, 2017 TO ENHANCE THE PRESENT PLAN, ESTABLISH FEEDBACK LOOPS TO INDIVIDUAL LEARNERS AS PART OF THE BLUEPRINT, AND TO ALIGN OUR STATE'S PLAN SO TEACHERS ARE PULLED INTO THE FRONT END OF THE PROCESS TO LEVERAGE THEIR ABILITIES AND EXPERTISE-POSSIBLE THROUGH INNOVATIVE ASSESMENT OPTIONS IN ESSA.

THE STATE MUST PROVIDE THE CAPABILITIES NECESSARY TO LEVERAGE ABILITY AND COLLABORATION BY PROVIDING THE EDUCATION WORKFLOW THAT WOULD ALLOW US TO CAPTURE DEMONSTRATED TEACHING EXPERTISE FOR THE BENEFIT OF ALL INDIVIDUAL LEARNERS, OTHER TEACHERS ALONG WITH PROVIDING THE ABILITY AND CAPABILITY TO WORK COLLABORATIVELY WITH ALL OTHER IMPORTANT STAKEHOLDERS.

IT IS ALSO NECESSARY TO TAKE THIS TIME PERIOD TO ELEVATE OUR STATE PLAN SO WE ARE ON A "WORLD CLASS POTENTIAL" FOOTING. WITH KEY DECISIONS COMING BACK TO THE LOCAL LEVEL IT IS NOW MICHIGAN AND ITS DISTRICTS GOING TOE TO TOE WITH CHINA, INDIA, AND THE REST OF THE WORLD. NOT DELIVERING ACTIONABLE INTELLIGENCE TO INDIVIDUAL LEARNERS IS NO LONGER AN OPTION IF WE EXPECT TO COMPETE.

REMEMBER THOSE SCHOOLS ON THE FAILING LIST ARE THE GROUPS OF LEARNERS THAT ESSENTIALLY COLLECTIVELY MISSED THE MOST QUESTIONS IN THE STATE-THE DATABASES KNOW EXACTLY WHAT THEY DON'T, YET WE PROVIDE A RANKING VERSUS THE ACTUAL INFORMATION PRE-TEACHED THAT WOULD ALLOW THEM THE CHANCE FOR SELF IMPROVEMENT. THAT IS NOT WORLD CLASS AND ACTUALLY WORKS TO PREVENT IT VERSUS OUR MUCH LARGER GLOBAL COMPETITORS CHINA AND INDIA.

From: John Tierney <jttierney@hotmail.com>

Sent: Thursday, March 16, 2017 4:51 PM

To: MDE-ESSA@michigan.gov

Subject: John Tierney-Michigan ESSA Plan Public Comment

Dear Superintendent Brian Whiston, Deputy Superintendent Vanessa Keesler, and MDE Team,

My name is John Tierney a public citizen from Rochester who recently served on the Rochester Community Schools Strategic Planning Committee. I would first like to Thank You for your tireless work on this plan and your efforts on behalf of learners, teachers, and stakeholders throughout the state. My aim in my commentary which I have provided in the three page attached PDF titled "John Tierney-MI ESSA Plan Public Comment" is to enhance the plan you have worked on and give Michigan and its learners the chance to be on a World Class footing by putting in place a Education Workflow that allows us to have World Class Potential. At present the ESSA Draft plan does not accomplish this key outcome.

Starting this upcoming Monday March 20th I will be reaching out to you at the MDE along with the Education Committees in both the Michigan House and Senate as well as the House Education Reform Committee and the Governor's office to push for Michigan's delay in submitting our State Consolidated plan until September 18th, 2017.

With the major changes coming from the United States Senate regarding US Department of

Education regulations, the apparent cuts that will be coming from the Administration's Budget Blueprint released today, along with the fluid situation within our own Michigan Legislature, Michigan must take its time to get this right and truly get resources, funding, and people aligned correctly for our learners and State to compete going forward.

A few excerpts from the ESSA Plan opening statement:

"Our ESSA plan at its core, centers on Michigan's children – their opportunity to learn, to access excellent educators and meaningful supports, and to successfully transition to college, career, and life. It is driven by our plan to be a top 10 state for education within the next 10 years." (Quoting from Superintendent Brian Whiston: Michigan's Consolidated State Plan Under the Every Student Succeeds Act Draft for Public Comment, Pg. 2)

If this is true and we know from data from previous testing years that many learners will miss every single test question on our Federally Mandated State Assessments when on the front end we have identified these skills as necessary for success-How is it still possible in 2017 we are not providing the information back to the individual learner? (The attached PDF shows how we can overcome this for the benefit of individual learners and teachers)

"I would like to extend a sincere thank you to Deputy Superintendent Venessa Keesler for her exceptional leadership and organization of this effort, as well as to the hundreds of Michigan Department of Education staff and external stakeholders who participated directly in the development of the plan, and the thousands more who provided thoughtful feedback to shape this plan and the future of education in our state. Michigan's ESSA plan, is without a doubt, the most collaborative process we've ever engaged." (Quoting from Superintendent Brian Whiston: Michigan's Consolidated State Plan Under the Every Student Succeeds Act Draft for Public Comment, Pg. 2)

If we can collaborate to put this ESSA plan together we can just as easily collaborate to provide individual learners feedback models that empowers them to have a successful role along with parents and guardians to improve their performance at the same time creating the Professional Development

Counterparts which can benefit all teachers and learners in the State.

Please carefully look at the attached commentary.

I look forward to your responses and will be reaching out to you next week.

Appreciate Your Time!

John Tierney

Masters of Education in Learning Design and Technology-Purdue University 2013

## **Graphic#1-The Key Constraint To Education Excellence For All**

### **Continuing the Design Flaw-The Shortcoming of Summative Assessments Present ESSA Design Provides No Actionable Intelligence for Students and Parents**

#### **Summative Assessment**

- Verifies Achievement: Addressed in Bill
- Also Verifies Standards/Information not Transferred To Students Long-Term Memory:

Not Addressed in Bill or MDE ESSA Plan

#### **GOALS-STANDARDS-ASSESSMENTS-ACCOUNTABILITY-CONSEQUENCES**

- What Is Success? What Is Failure? What Are Consequences?
- STATE-SD-DISTRICTS-SCHOOLS-LEARNERS

**The consequences of not delivering actionable intelligence to individual learners is downstream costs that are measured in the millions if not billions overtime. Addressing Feedback at Front End of the process will benefit all involved.**

- No Actionable Feedback for Individual Learners Is Key Missing Element
- After verifying through Federally Mandated State Assessments what information HAS NOT TRANSFERRED into Long-Term Memory (Missed Questions-Incorrect Answers) NO ACTIONABLE INFORMATION is relayed to the student or parent that would allow them to address identified weaknesses.
- Students are not only UNAWARE of what questions they answered incorrectly they are also UNAWARE of what they answered correctly.
- Accountability does not equal Quality Assurance
- Quality Assurance on the other hand has Accountability Built In
- A Simple Question: Will the State continue to play the "Let's See If They Know" Assessment System "Let's Rank Them" or move to a Quality Assurance Model providing individual learners feedback modules allowing them a self empowering role in improving their own education along with parents, guardians, and teachers? For Michigan Learners to have World Class Potential the answer is the later.
- \*\*Address By "Enhancing Assessment Capability" by collaborating together to create Modular Assessments Designed with Teachers at the Front End of the process allowing Teacher Teams to create the Feedback Modules that would allow students to address weaknesses that are unearthed in the Summative Assessments. Benchmark Tests become Smart tests with future learning opportunities embedded in the Feedback modules allowing ongoing opportunities to master the standards pre-identified as keys to success.
- \*\*Creating the Capability for Teachers to help Design Assessments along with the Feedback Modules attached to each questions Standard with resources that would allow students to address weaknesses along with their Professional Development counterparts for all other Teachers and learners to benefit from.

**Graphic#2-Turning Federally Mandated State Assessments Into Ongoing Learning Opportunities For Individual Learners Through Providing Information and Knowledge Equity To Michigan Learners To Allow For World Class Potential**

**Michigan Legislature and Governor Need to Fund Front End Capability To Prevent Downstream Costs Resulting From A System That Does Not Require Actionable Feedback And Intelligence For Individual Learners**

**Standards + In-Class Instruction + In Class Assessment + Feedback + State Standardized Tests = Not World Class**

**Standards + In-Class Instruction + In Class Assessment + Feedback + State Standardized Tests + State Standardized Tests + Feedback Modules For Individuals Learners + Professional Development Counterparts For Teachers = World Class Potential**

**Standards + In-Class Instruction + In Class Assessment + Feedback + Modular Approach To State Standardized Tests + Teams Of Collaborators = Capability To Be World Class**

**Improving The Process:Taking A Modular Approach To Education Workflow**

- Harnessing And Sharing The High Performance Teachers Demonstrated On Federally Mandated State Assessments
- Creation Of Teacher-Expert Feedback Module/PD Counterpart Collaboration Teams
- Identification/Nomination Of Teachers-Experts
- Ask-What Happens When Learner Answers Incorrectly?
- Identify-Design-Create Cluster Of Resources For Feedback Modules
- What Are Key PD Considerations About Subject/Standard/Content

**Capability For Modular Assessments**

- State Effort To Leverage Expertise And Resources
- Modular In Nature-Allows Groups Of Teachers And Experts To Focus On Subject Areas They Specialize In
- Diagnostic Assessment
- Every Child-Expert-Teachers Feedback Modules
- Cluster Resources Around Key Foundational Standards Grades K-6
- Feedback Module Knowledge Base
- Actionable Intelligence For Learners To Improve Knowledge, Learning, And Performance
- Learning Around The Horn-Creating/Delivering Feedback Modules In Multiple Learning Styles When Possible

**Modular Approach To State Standardized Tests**

- Go Modular
- Map Skills Down Through K-12
- Allows To Align And Cluster Resources
- Standards Collaboration Spaces By Grade

- Master-State Regional-ISD Local-District
- Catalog Skills Walk Down
- Underlying Skill Connected Matrix
- Skill Demonstration Module-Video/Simulation

#### **Teams Of Collaborators**

- Service Learning Projects At University Level To Walk Down STEM Skills Alongside The Writing/Inquiry Process From Industry Through the University Level Down Through K-12
- Service Learning Project Connector Grants-Must Appropriate Funds To Enable Success
- Graduate-Undergraduate
  - Reach Up Teams-Connect To Industry
  - Walk Down Teams-Skills Walk Down Through K-12
- Integrate Into Teacher Education Programs
- Teacher Connect Up-Connect Down Teams
- High School-University Connection Teams

**Graphic#3-Michigan Legislature and Governor Must Find A Way To Fund Front End Teacher Assessment Design-Feedback Module-PD Counterpart Teams That Will Lay The Groundwork To Create The Capability Needed To Address The Need To Deliver Clusters Of Resources To Struggling Learners**

**Present Individual Student Reports For Students And Parents Present No Actionable Intelligence For Individual Learners**

**Stipend-State Legislature Must Appropriate Funds To Compensate Teachers Who Choose To Take Part on Feedback Module/PD Counterpart Collaboration Teams**

#### **Taking Education Modular At The State Level-Overview Of Proposed Yearly Process**

- Flipping The Test Results And Harnessing Teaching Expertise To Deliver Feedback Modules To Individual Learners And Professional Development For All State Teachers
- Students and Parents
  - Students and Registered Parents/Guardians Receive Emailed Feedback Modules For Improvement Opportunity After Missing Tested State Standard.
  - Learners Will Have A Digital Container That Allows Them Access to Present and Past Feedback Modules That Will Be Accessible By Learners, Teachers, Parents/Guardians.

#### **The Modular Approach-"Harnessing Our Abilities To Better Serve The Individual Learner"**

- Teachers Brought Into The Front End Of The Process
- Original Delivery of Standards And Content Through Classroom Structure
- Yearly Federally Mandated State Assessments
- Immediately Upon Completion Of State Standardized Tests Datamine Results To Identify Highest Performing Teachers On Each State Standard- Urban- Rural- Suburb
- Invite High Performing Teachers To Join Feedback Module/PD Counterpart Collaboration Teams-Teams Should Be Formed And In Place By End Of June 2017
- Teacher-Expert Feedback Module/PD Counterpart Collaboration Teams Develop Framework-

Design and Develop Feedback and Scenario Modules June 2017-Feb 2018

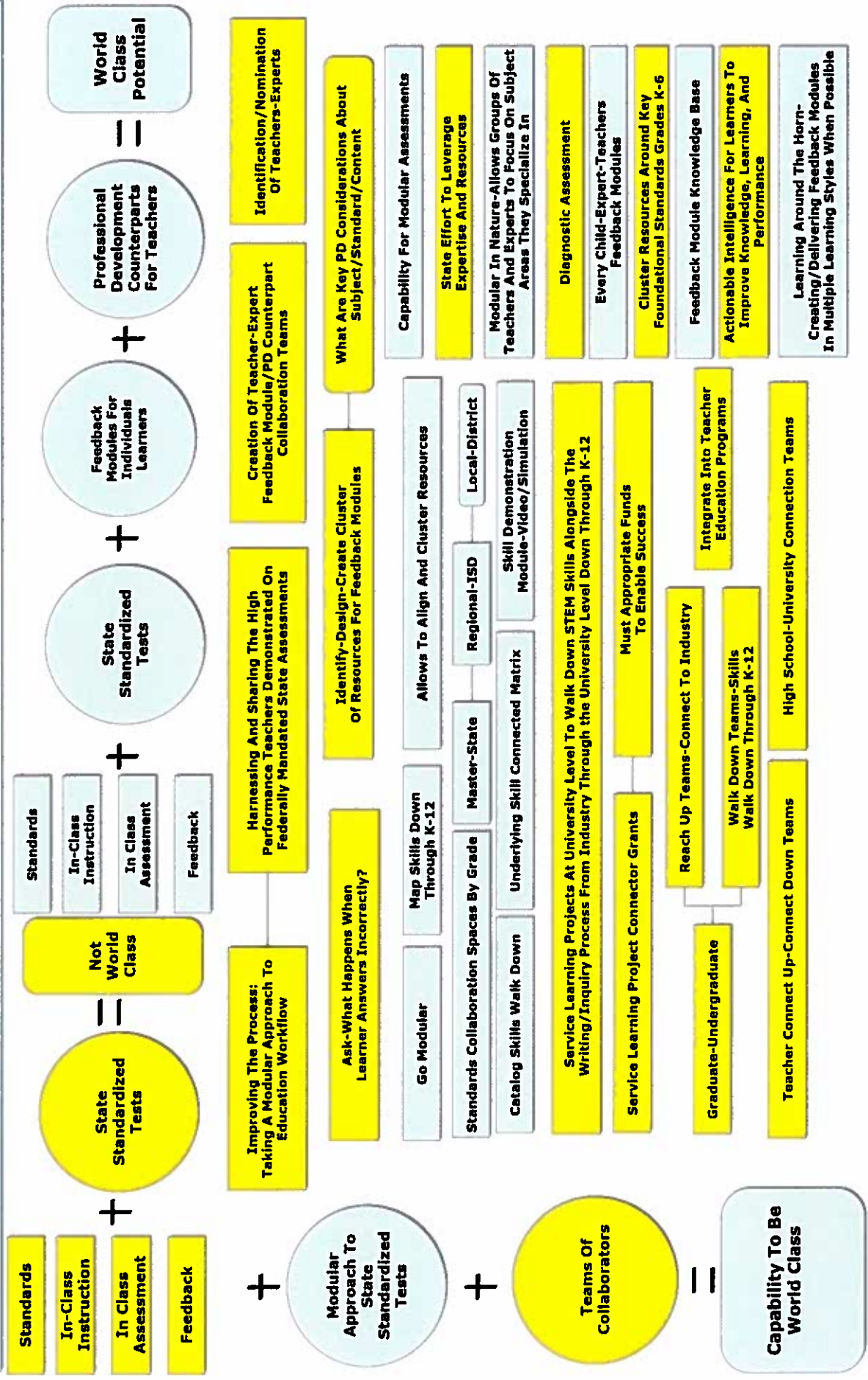
- Yearly Federally Mandated State Assessments 2018
- Proposed Delivery of Feedback Modules 2018 Spring Testing Window Learner Completion of Feedback Modules June-August Completion Window 2018
- Feedback and Scenario Module Data Collection, Analysis, and Improvement Recommendations June-Feb 2018-2019
- Teacher/Expert Feedback Module Groups Analyze Data and Recommendations And Make Improvements June 2018 Begins Ongoing Process
- Feedback Loop To Begin Ongoing Continuous Improvement To Modules
- Feedback Loop To Begin Ongoing Continuous Improvement To Classroom Content and Assessment
- Teachers Brought Into The Front End Of The Process

**Feedback Module/PD Counterpart Collaboration Teams**

- Individual Feedback Modules For Tested State Standards
- Enhance Design Of Assessment Questions
- Professional Development Companion Modules For Tested State Standards
- Year To Year Comparisons Begin To Measure Feedback and Scenario Module Effect Summer 2018??

# Turning Federally Mandated State Assessments Into Ongoing Learning Opportunities For Individual Learners Through Providing Information and Knowledge Equity To Michigan Learners To Allow For World Class Potential

## Michigan Legislature and Governor Need to Fund Front End Capability To Prevent Downstream Costs Resulting From A System That Does Not Require Actionable Feedback And Intelligence For Individual Learners





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ISD

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Learners

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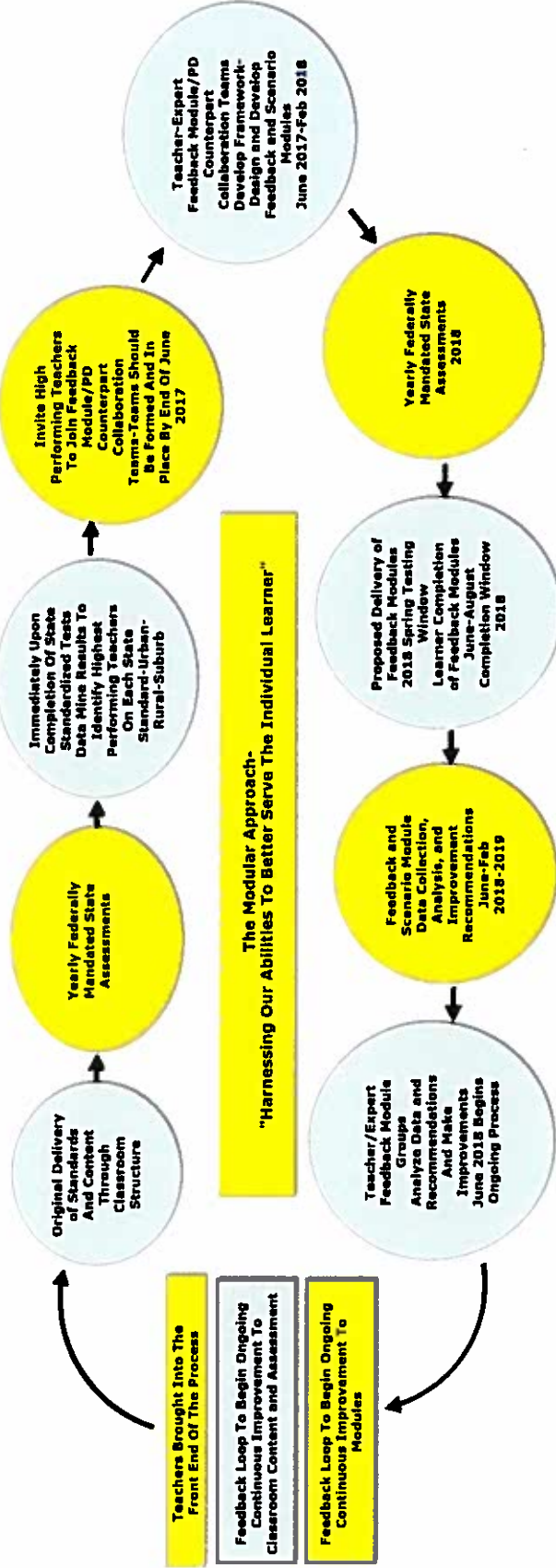
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