

# Microcredentials



# Topics

- Where we have been
- Where we are
- Opportunities





# Where We Have Been

# Where We Have Been....

- **Professional Standards Board**

- Rallying cry of disconnect between professional learning and traditional re-licensure efforts. *If our vision is to lead the world in the success of each student, then let's start by leading the world in the success (as a professional learner) of each teacher.*
- 2016-2017: Researching micro-credentialing as a potential pathway toward teacher re-licensure via professional literature, consultation with micro-credential developers and providers, and a field visit to a pioneering district, Kettle Moraine, WI.

- **Micro-credential Pilot:**

- 50+ KS educators initiated the process
- Involved orientation with Paul Erickson as lead investigator, facilitator
- Completion of the pilot and re-licensure was granted based on the earning of two micro-credentials—self-created or packaged—over the course of three semesters.



# Where We Have Been.....

- **Results**

- 12 educators have developed their own micro-credentials and completed them following criteria set by the Professional Standards Board
- 30 educators completed and earned micro-credentials through Bloomboard. 100% passing rate on second attempt.
- 21 educators completed and earned two micro-credentials thus qualifying for re-licensure per our PSB/Pilot requirements.
- Six (potentially more) educators who completed the pilot have already re-licensed solely based on these personalized professional learning efforts. To our knowledge, they are the only educators in the nation who have earned re-licensure solely based on personalized professional learning.



# Where We Have Been.....

- What We Have Learned
- HARD! Less than 50% of folks interested in pilot finished the pilot! Good and bad.
- ALL Participants reported a spike by at least one point on a Likert-Type Scale for both Self-Efficacy and Collective Efficacy. *Confidence in teammates, confidence in school, professional identity....examples of efficacious themes that manifested.*



# Where We Want to Stay

**PERSONALIZED**  
**PD**  
**ONE THING**  
**THAT DOES MORE!**

**-VS-**

**TRADITIONAL**  
**PD**  
**ONE MORE**  
**THING TO DO!**

[BITLY.COM/PPD\\_1](https://bitly.com/PPD_1)





# Where We Are



# Definition

**Personalized professional unit of study that is competency based and results in a tangible credential**

- May be completed individually, in small groups or systemwide
- Groups:
  - Grade level, content area teams, interdisciplinary groups, across buildings/districts



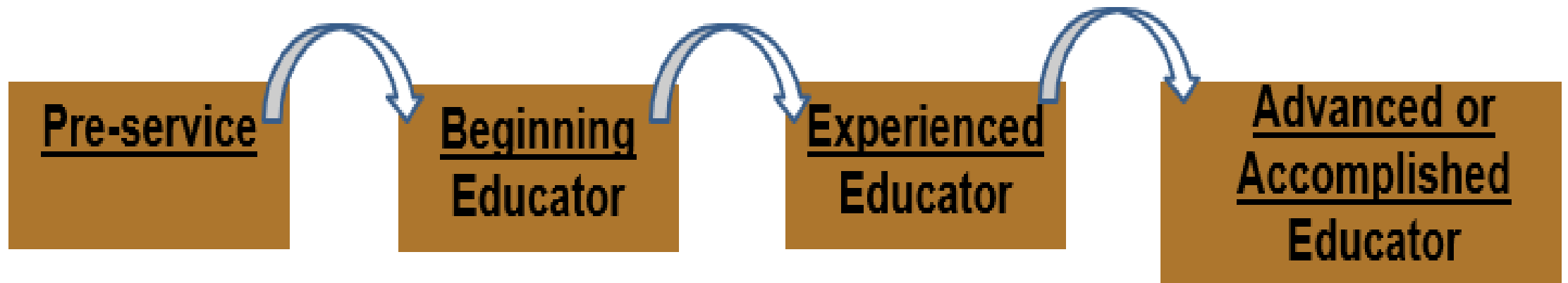
# Components

Component	Notes
Overview	Rationale, Hypothesis, Tied to personal goals
Literature Review	Three sources
Implementation	Job-embedded, Action in classrooms/buildings
Impact	Artifacts such as sample student work, video, pictures, documents
Results	Reflections, personal thoughts, student or staff reflections
Share	Staff meetings, conferences, blogs, vlogs, Twitter PLCs, etc.



# Micros not just for licensure renewal

- Used to create components of a **SYSTEM** across all stages of an educator's career pathway



# Exploring micro usage to build system

## 1. Pre-service

1. To enhance preparation; use in alternative pathways

## 2. Beginning or novice educator

1. Provide induction and educator support

## 3. Experienced/advanced educator

1. Professional learning (PL)
  1. Licensure renewal = PSB pilot and emphasis of current efforts
  2. Encourage personalized learning/Add value to PD
2. Means to add to license (endorsement/"badge")
  1. Provides evidence of learning/competencies
3. Professional advancement and career pathways



# Considerations around Professional Learning

- Current:
  - awards educators who take PL through phases of knowledge/application/impact
    - Micros accomplish same mastery of skills/competency
    - Districts can award points for micros under current system
- Moving forward on PL
  - PD Task Force Recommendations
  - Redefining Professional Learning – continuous improvement for educators
    - Purpose of PL not just for license renewal
  - PL for renewal – 3 “buckets”:
    - Individual personalized professional learning
    - PL for meeting building district goals (Job embedded)
    - State goal(s) for all educators – related to board goals, initiatives
    - Micros could serve to meet all “buckets” of PL
  - Work started with Regulations Committee to redefine PL as first step in regulatory language



# Other ongoing considerations

- Finalize all usage/purposes of micros in KS
- Capacity
  - State versus local
  - Who “approves”
- Are there differing levels based on rigor/impact?
  - How to evaluate
- Communication plan
- Providing procedural steps for districts
- Regulatory changes and transition plans





# Opportunities


# Platforms for Micro-Credentials

- Digital Promise
- BloomBoard
- NEA Certification Bank – in partnership with Digital Promise





# Check out [nea.certificationbank.com/Kansas](https://nea.certificationbank.com/Kansas)



Three promotional cards are overlaid on the bottom of the image:

- Card 1 (Blue):** Features a blue speech bubble icon with a flag and a line graph. Text: "Manage Your TLI Capstone Project & Portfolio" and "ENTER NOW".
- Card 2 (Orange):** Features an orange speech bubble icon with a stack of documents. Text: "Browse our Micro-Credentials Library" and "ENTER NOW".
- Card 3 (Green):** Features a green speech bubble icon with a document and a gear. Text: "Manage Your Certifications" and "ENTER NOW".



# What makes NEA micro-credentials special?

- Created by educators for educators
- Peer reviewed
- Partnership with Digital Promise
- 29 stacks
- 177 micro-credentials & counting



### Classroom Management

**What You'll Learn**  
You will gain tools to create a student-centered learning community that is supportive of all learners.

**Who Should Apply**

- K-12 Educators
- Student Support Professionals
- Agency Leaders

**Description**  
This club is designed to help classroom educators to develop skills to successfully build a community of learners. You will find an opportunity to explore classroom organization and routines, as well as discover new ways to support students who face behavioral challenges due to trauma in their communities.

6  
Hours  
Estimated

15  
Appropriate Hours each

Topic	Description	Action
	<p><b>Addressing Challenging Behaviors</b> Educator demonstrates an understanding and application of multiple strategies when addressing challenging classroom behaviors to meet the needs of all learners. <b>Types of Evidence Required</b> written artifact, lesson plan analysis, journal/reflective</p>	200
	<p><b>Aspects of an Engaged Classroom</b> Educator demonstrates an understanding of the value of student engagement in classroom management to provide an environment that is conducive to learning. <b>Types of Evidence Required</b> written artifact, video</p>	200
	<p><b>Classroom Expectations and Routines</b> Educator demonstrates an understanding of a successful use of classroom expectations and routines to provide an environment that is conducive to learning. <b>Types of Evidence Required</b> chart, video analysis, video, observational record</p>	200
	<p><b>Creating a Classroom Community</b> The educator understands the importance of building key relationships for a positive classroom community. <b>Types of Evidence Required</b> video (3-5 min), journal OR student work samples that written artifacts</p>	200
	<p><b>Organizing the Physical Layout of the Classroom</b> Educator demonstrates an understanding of how organizing the physical layout of his or her classroom can contribute to a positive learning environment. <b>Types of Evidence Required</b> written artifact, video OR photo of drawing OR photo journal</p>	200



## Great Public Schools for Every Student

### Addressing Challenging Behaviors

Educator demonstrates an understanding and application of multiple strategies when addressing challenging classroom behaviors to meet the needs of all learners.

#### Key Method

The educator understands how to address challenging behaviors by analyzing particular situations and matching them to an appropriate strategy. In collaboration with other adults, as needed, the educator formulates a plan to guide the learner in making positive choices in the future.

#### Method Components

Successfully addressing challenging student behaviors begins with establishing a strong relationship with each learner. Knowing what students value, how they learn best, and the reasons that they shut out learning can be used to support them in staying focused on academics.

When faced with challenging behaviors from students, the educator should first realize that such behaviors are not personal. They may stem from family issues, peer issues, or other non-school related problems. Faced by the learner, if that student is suspected, each state has specific laws and requirements with which each educator should be familiar.

When faced with a challenging behavior, first make certain that the situation is safe for anyone around. Call for assistance, if appropriate. Stay calm and try to de-escalate with a quiet, respectful voice. If possible, talk privately with the student to avoid shaming him or her. Document what has occurred in a secure way.

If a behavior is recurring, consider creating a behavior management plan and getting input from parents, the school counselor, principals, and other educators involved in the student's life. Remember, you are not the investigator, you are a non-judgmental listener.

For more specific strategies, refer to the Resources section.





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