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
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

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

Kansas leads the world in the success of each student.
Platforms for Micro-Credentials

- Digital Promise
- BloomBoard
- NEA Certification Bank – in partnership with Digital Promise
Check out nea.certificationbank.com/Kansas
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 to Teach**
- A National Standard for Learning Environment that supports English Language Proficiency

**Who Should Teach**
- English Language Proficiency Specialists
- Content Area Teachers

**Description**
- The chart is designed to help classroom educators develop skills to successfully build a community of learners. It will focus on specific classroom organization and routines, as well as student-teacher support to help students with social and emotional challenges. It also focuses on other circumstances.

**Rating**
- 6 (less than 60%)
- 15 (approximate score)

**nea National Education Association**

**Great Public Schools for Every Student**

**Addressing Challenging Behaviors**

**Educator**
- Demonstrates an understanding and application of multiple strategies when addressing 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. 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 social and emotional problems faced by the learner. If child abuse is suspected, each state has specific laws and requirements with which each educator should familiarize themselves. When faced with a challenging behavior, it is important to assess how the situation affects everyone. Call for assistance, if appropriate. Stay calm and try to be available 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, 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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Susan Helbert
Assistant Director
Teacher Licensure and Accreditation
(785) 296-4948
shelbert@ksde.org

Mischel Miller, Director
Teacher Licensure and Accreditation
(785) 296-8010
mmiller@ksde.org

Kristy Oborny
Educator, PSB Member

Dr. Paul Erickson
Principal, Buhler Schools

Dr. Debbie Mercer
Dean, Kansas State University

Dr. Paul Erickson
Principal, Buhler Schools

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