

Strengthening Virtual Learning in the REL Appalachia Region

Online Teacher Micro-credentials (Meeting 2)

Jessica Mislevy
Partnership Lead

Mary Klute
Project Co-Lead

Cris Jimenez
Research Assistant

Kate Laguarda
Senior Principal Researcher

Welcome back

Let's see who's here today.

Please share your:

- Name
- Affiliation
- Role, especially as it pertains to micro-credentials

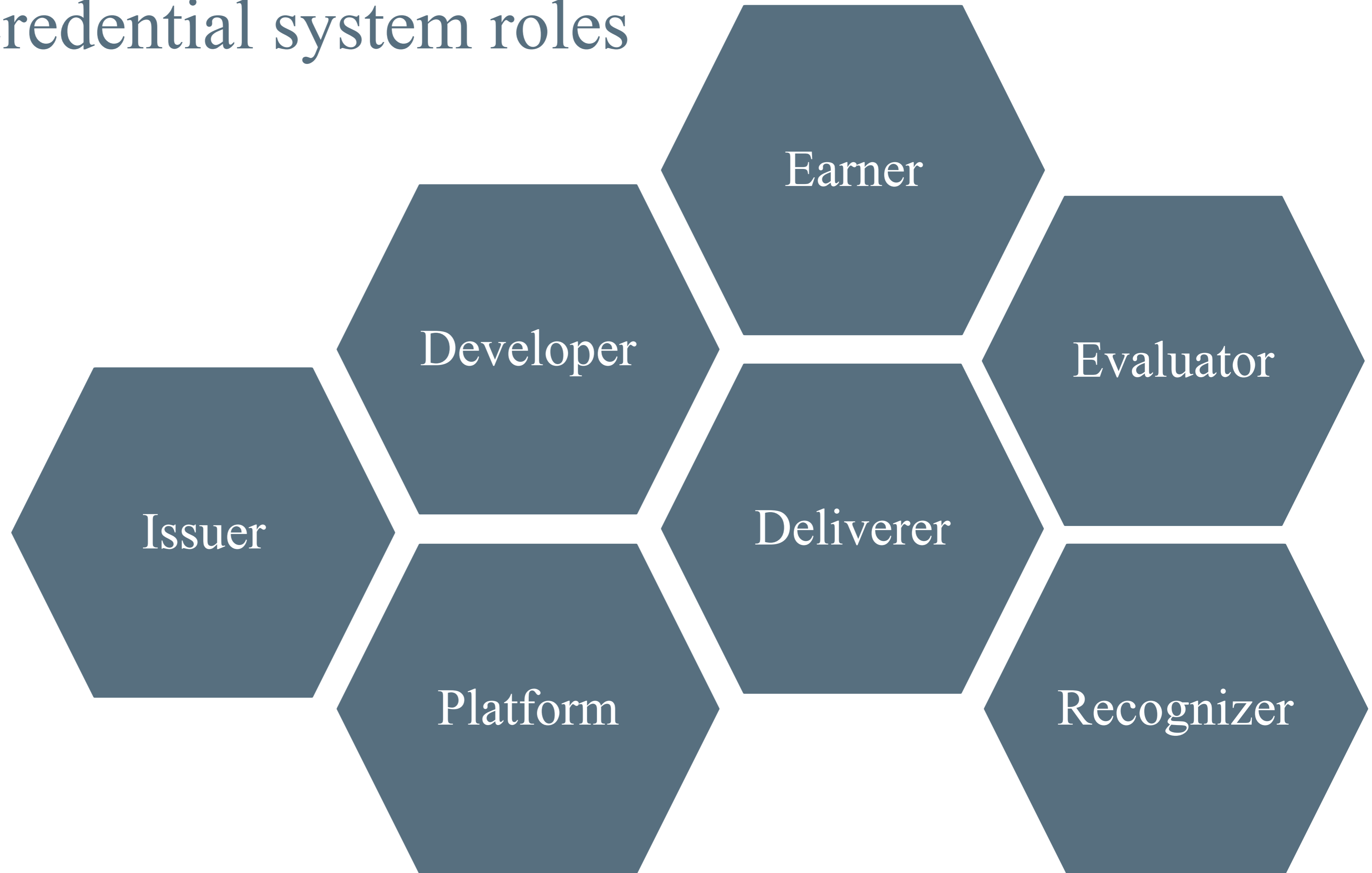


Meeting 1 recap



- Developed a shared understanding of micro-credentials.
 - Different designs and uses
 - Roles in a micro-credential system
- Explored how you might use micro-credentials to support professional learning in your context.

Recap: Micro-credential system roles



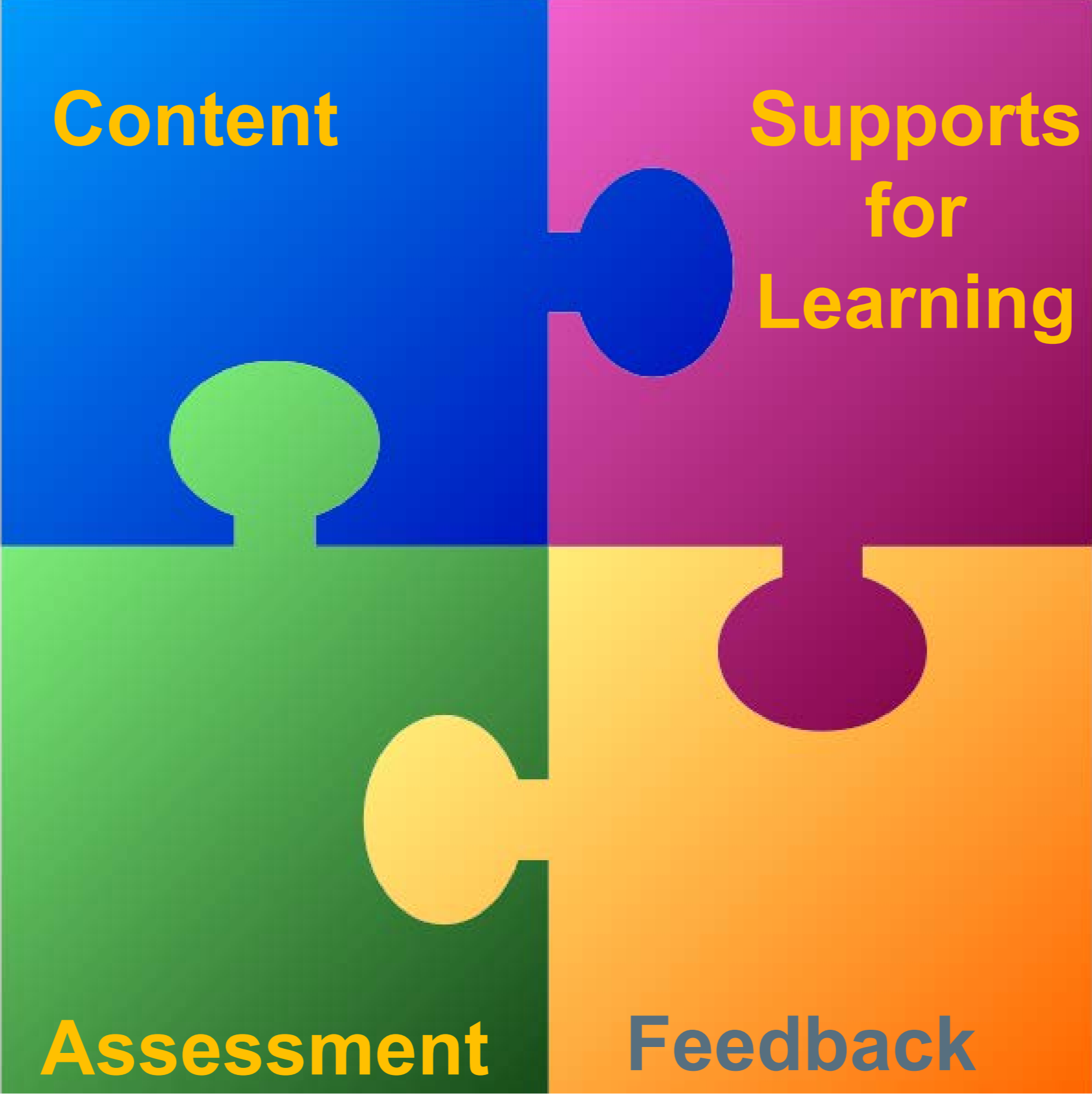
Agenda



Time	Agenda item
1:00 – 1:10 p.m.	Welcome and agenda review
1:10 – 2:00 p.m.	High-quality micro-credential criteria
2:00 – 2:20 p.m.	Reflections and next steps
2:20 – 2:30 p.m.	Wrap-up and thank you

High-quality micro-credential criteria

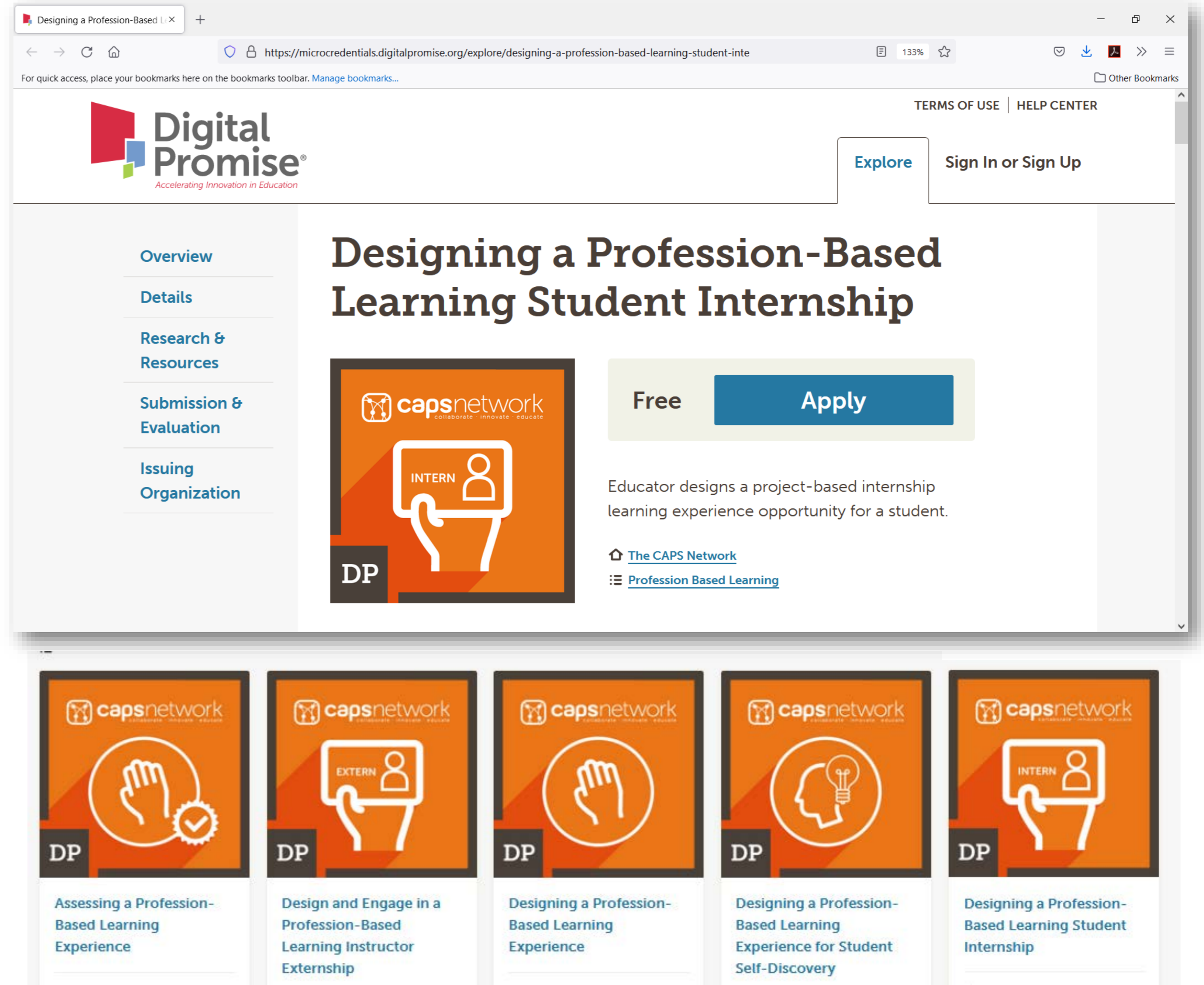
High-quality micro-credential criteria



(Council of Chief State School Officers, 2020; Tooley & Hood, 2021)

A running example

- *Designing a Profession-Based Learning Student Internship*, a career and technical education (CTE) relevant micro-credential for high school teachers.
- Part of CAPS Network's five micro-credential *Professional Based Learning* stack.



Micro-credential quality criteria: Content

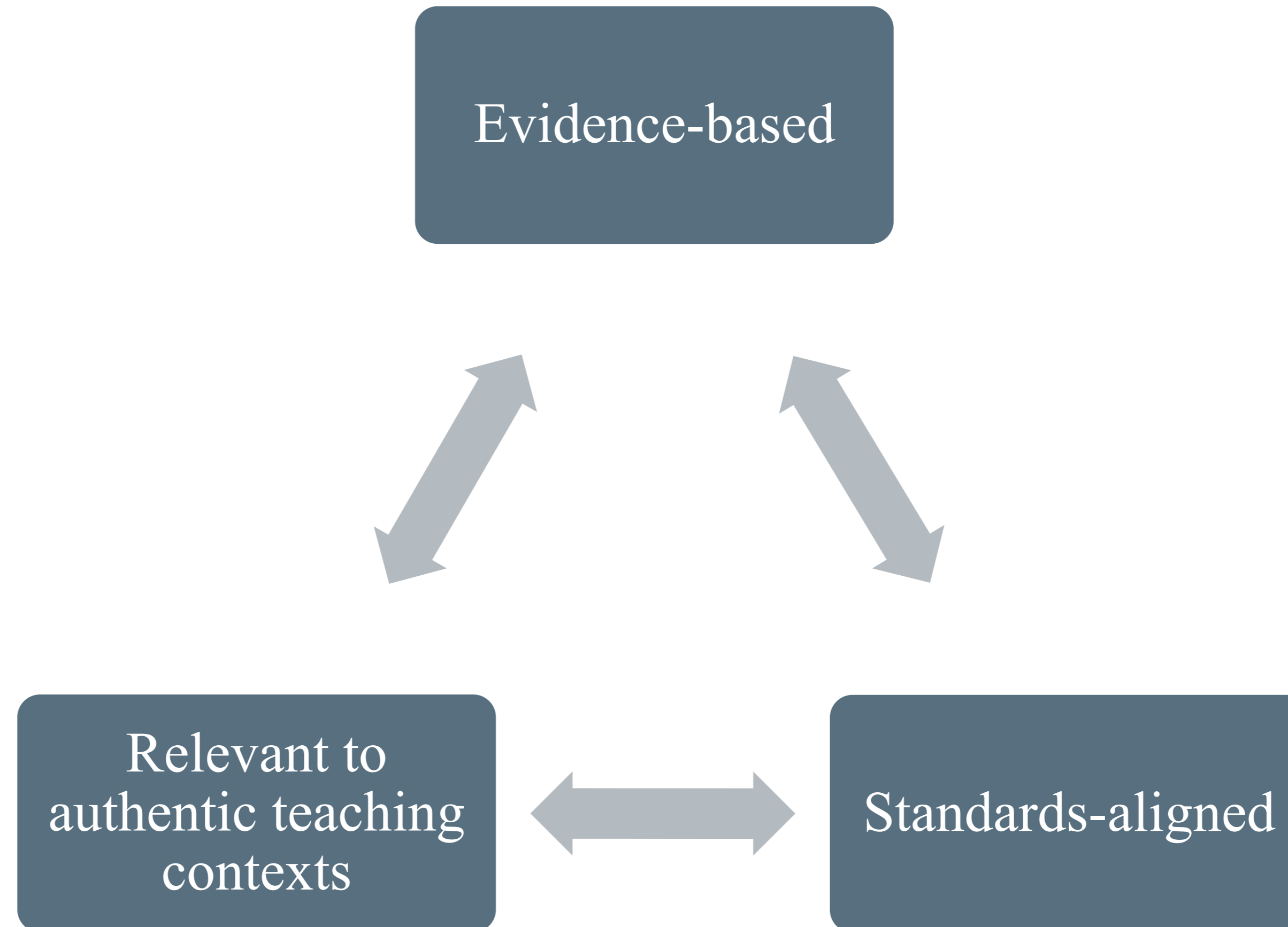
Specificity

- Title clearly describes the competency.
- Micro-credential is narrowly focused on a discrete skill or competency.
- Related skills or competencies can be stacked.



(Council of Chief State School Officers, 2020; Tooley & Hood, 2021)

Importance



(Council of Chief State School Officers, 2020; Great Lakes Comprehensive Center and Midwest Comprehensive Center, 2019; Kuriacose & Warn, 2018; Tooley & Hood, 2021)

Let's take a closer look at our example... How does it align?

Quality criteria for micro-credential content

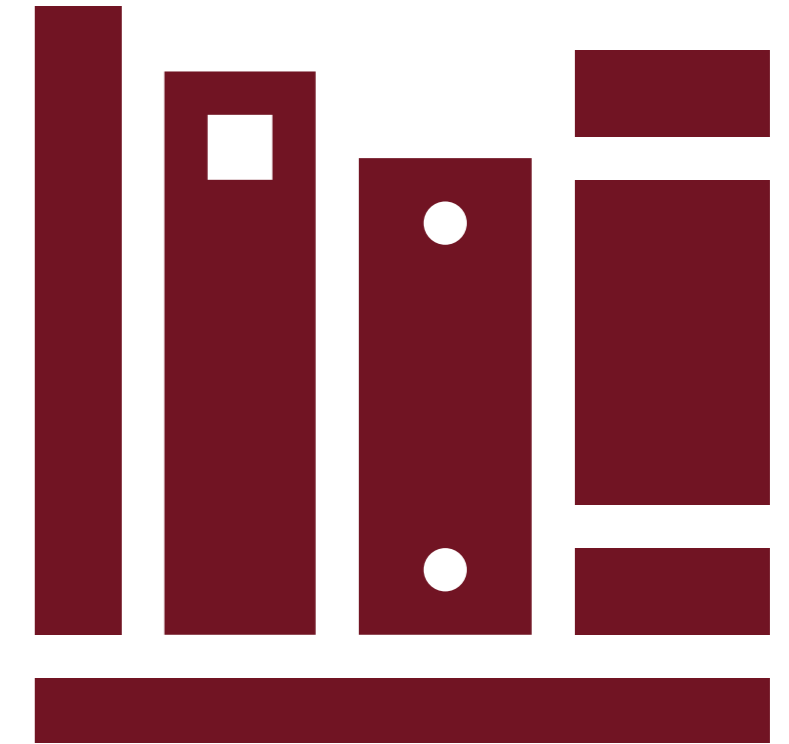
- Specificity
 - Clearly described, discrete skill or competency
 - Stacked with related skills/competencies
- Importance
 - Evidence-based
 - Standards-aligned
 - Relevant to authentic teaching contexts



Micro-credential quality criteria: Supports for learning

Quality of resources and supports

- Resources should:
 - Be clearly described and easily accessible.
 - Be relevant, coherent, and evidence-based.
 - Provide comprehensive support for earners to develop the competency.
- There should be a mechanism for earners to ask questions before submitting their materials.



(Council of Chief State School Officers, 2020; Tooley & Hood, 2021)

Quality of facilitated learning opportunities

- Micro-credentials do not always provide facilitated learning opportunities.
- If facilitated learning opportunities are provided, there should be multiple learning modes:
 - Asynchronous and synchronous options.
 - Various ways to interact with instructors, mentors, or coaches.
- Learning opportunities should also be job-embedded and should be consistent with the research on high-quality professional development in other ways as well.



(Great Lakes Comprehensive Center and Midwest Comprehensive Center, 2019)

Let's take a closer look at our example... How does it align?

Quality criteria for micro-credential supports for learning

- Accessible, high-quality, and comprehensive resources and supports
- Mechanism to ask questions
- Multiple types of job-embedded learning opportunities (if facilitated learning opportunities are provided)



Example with learning opportunities

https://microcredentials.digitalpromise.org/explore/understanding-the-role-of-language-in-content-lear

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Understanding the Role of Language in Content Learning

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Educator engages in language-focused task analysis to identify language, analytical, and content demands and better understand the role that language plays in content-area learning. This competency is vital for educators in all content areas and grade levels, and especially crucial for educators of students classified as English learners.

[Understanding Language at Stanford GSE](#)
[Supporting English Learners: Language Fundamentals](#)

Key Concepts: What is Task Analysis?

04:26

Task Analysis Process

- Step 1: Examine & Identify Appropriate Instructional Task
- Step 2: Identify Task Demands
 - Content Knowledge
 - Analytical Skills
 - Language
- Step 3: Identify Disciplinary Practice(s)
- Step 4: Identify ELP Standards

22:33

Micro-credential quality criteria: Assessment

Assessments should be based on a clear definition of proficiency

- Assessments are used to determine if teachers have demonstrated competencies required for micro-credentials.
- Competencies must be explicit and measurable, with a clear definition of proficiency.
 - What the micro-credential seeks to measure must be clear.
 - What proficiency looks like in practice must be clear.
 - What earners need to do to earn the micro-credential must be clear.

(Acree, 2016; Council of Chief State School Officers, 2020; Great Lakes Comprehensive Center and Midwest Comprehensive Center, 2019; Tooley & Hood, 2021)

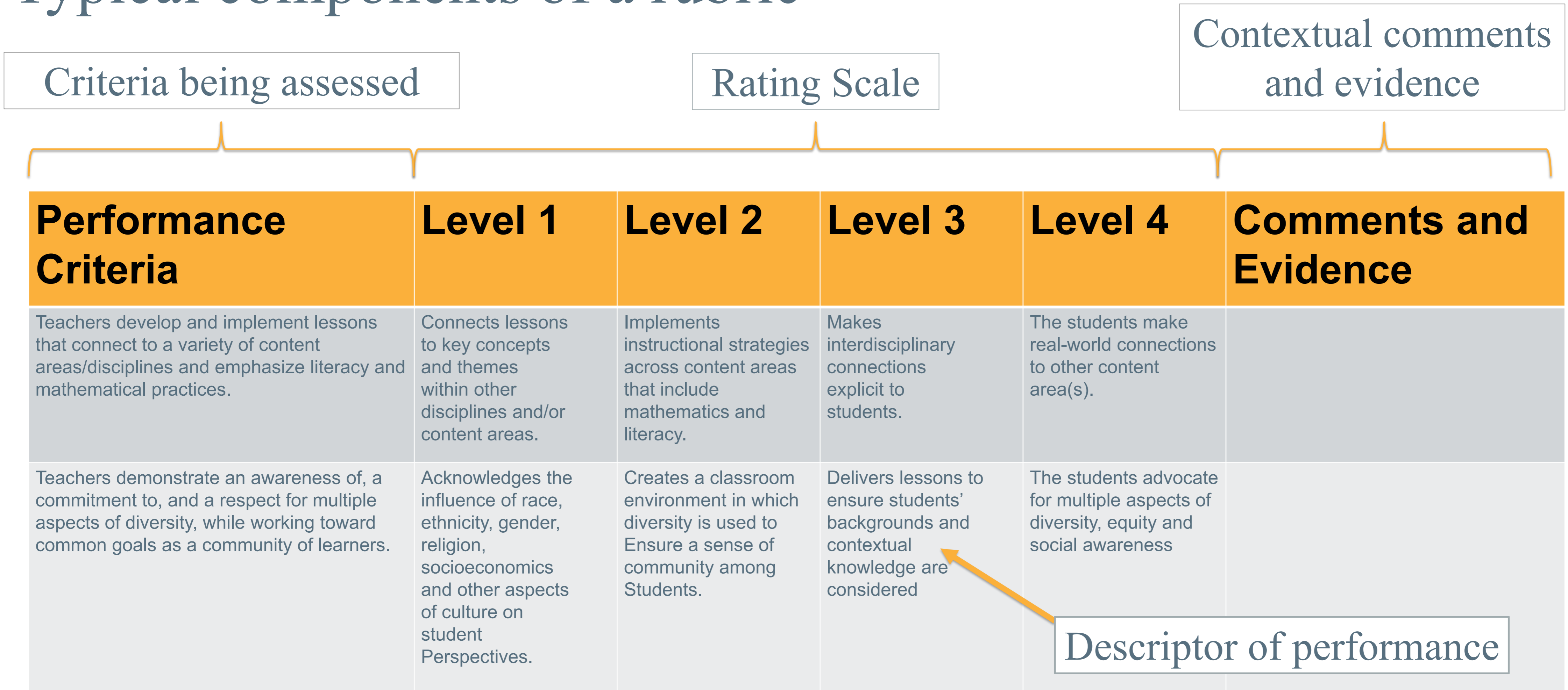
Rubrics can describe proficiency

- Rubrics used to assess competency should be:
 - Transparent and detailed so expectations are clear.
 - Tailored to each micro-credential.
- Developers should **not** provide examples of work that satisfy rubric criteria.



(Council of Chief State School Officers, 2020; Tooley & Hood, 2021)

Typical components of a rubric



(Tooley & Hood, 2021; Berkeley Center for Teaching & Learning, n.d.; Fluckiger, 2010)

Assessments should be competency-based

- Earners should provide evidence of their knowledge, application, or implementation of the competency that:
 - Includes application in real and varied circumstances.
 - Demonstrates they can apply the skill with all their students.
- Micro-credential assessments should:
 - Be based on the quality of evidence relative to the rubric, not the amount of time the teacher spent.
 - Rely on “validity-minded” evidence, not a multiple-choice knowledge assessment.

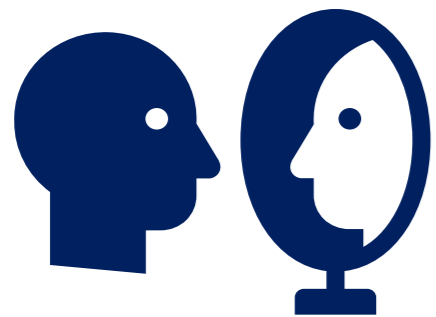
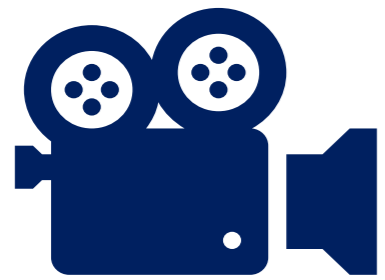


(Council of Chief State School Officers, 2020; Great Lakes Comprehensive Center and Midwest Comprehensive Center, 2019; Tooley & Hood, 2021)

Examples of validity-minded evidence



- Videotaped instruction
- Classroom observation
- Lesson plans
- Curriculum maps
- Unit plans
- Individualized learning plans



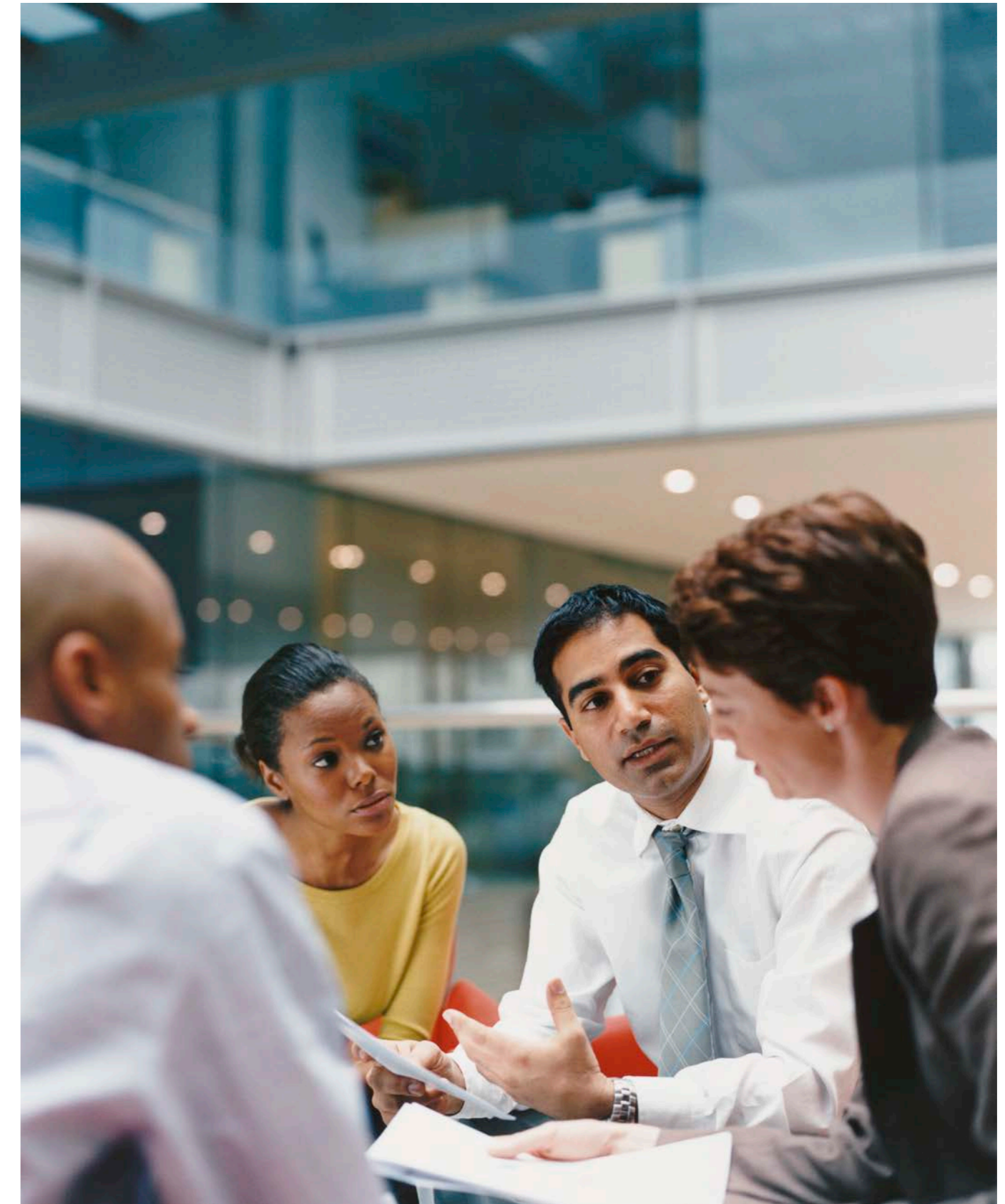
- Teacher reflection
- Student reflection
- Student work
- Student assessment data
- Student perception data
- Presentation slides
- Pictures

(Council of Chief State School Officers, 2020; Acree, 2016; DeMonte, 2017; French & Berry, 2017)

Assessments must be applied consistently

Evaluators should:

- Have the specified qualifications required of reviewers.
- Know what they must look for.
- Be able to interpret each level of the rubric in the same way.
- Undergo ongoing training and recalibration.



(Council of Chief State School Officers, 2020; Tooley & Hood, 2021)

Let's take a closer look at our example... How does it align?

Quality criteria for micro-credential assessment

- Clear, measurable definition of proficiency
- Transparent and detailed rubric
- Competency-based performance assessment (not a multiple-choice test of knowledge)
- Orientation toward reflection
- Consistent scoring



Micro-credential quality criteria: Feedback

Quality feedback supports earners' learning

- Earners need feedback to learn why they did or did not earn micro-credential.
 - Feedback should be aligned with the rubric.
 - Feedback should be supportive.
- Earners should be able to resubmit their materials after receiving feedback and revising.
 - Feedback should be timely.
 - If possible, the same evaluator should evaluate the resubmission.



(Acree, 2016; Council of Chief State School Officers, 2020; Mahboob & Devrim, 2011; Tooley & Hood, 2021)

Let's take a closer look at our example... How does it align?

Quality criteria for micro-credential feedback

- Rubric-aligned
- Supportive
- Timely



Reflections and next steps

Reflections and implications for your next steps



- What are your key takeaways from our micro-credential meeting series? Related to...
 - Micro-credential designs and uses
 - Roles in a micro-credential system
 - Quality considerations for micro-credentials
- What are possible implications for your next steps?
- Do you have other lingering questions?

Wrap-up and thank you

Thank you!



<https://ies.ed.gov/ncee/edlabs/regions/appalachia>



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