

Introduction to Micro-credentials

What are micro-credentials?

- Micro-credentials offer competency-based *recognition* for teachers who engage in self-paced professional learning focused on competencies related to a variety of instructional areas including questioning, thinking, and problem-solving, academic feedback, assessment, and grouping students. They provide a way for **all** teachers to demonstrate *outcomes* of professional learning and increased skills directly related to classroom practice.

How do teachers earn a micro-credential?

- Register with Digital Promise, powered by BloomBoard at <https://bloomboard.com/>
- Select the micro-credential(s) of interest
- Learn through any mode or format, from suggested resources or any resource of choice
- Submit evidence of learning through audio, video, student work samples, reflections
- Earn micro-credential when evidence submission meets predefined criteria, or receive feedback on suggestions for improvement - with an opportunity to resubmit

What are the benefits of micro-credentials?

- Flexibility:
 - *Time*: Earning micro-credentials is not time-constrained; teachers can learn at their own pace and demonstrate competency when they are fully ready.
 - *Learning Styles*: Teachers have complete autonomy over how they acquire the skill. Teachers may choose to learn the target skill by reading books, journals or articles, watching videos, visiting classrooms, participating in webinars, and learning from virtual communities.
 - *Content*: Micro-credentials address a variety of impactful skills including content knowledge and knowledge related to industry certification.
- Relevance: When teachers have choice over the content, the learning becomes more relevant to their needs and the needs of their students at that time.
- Manageable Chunks: Focusing on one skill at a time allows teachers to demonstrate competence of a single focus, and they can add more competencies over time, without being overwhelmed by an entirely new system.

Educator Retention

The following list represents aspects of non-teaching professions that former educators described as “markedly” better than within teaching. Increasing the professional atmosphere around teaching could have a positive impact on the recruitment and retention of talented teachers. Micro-credentialing addresses these areas.

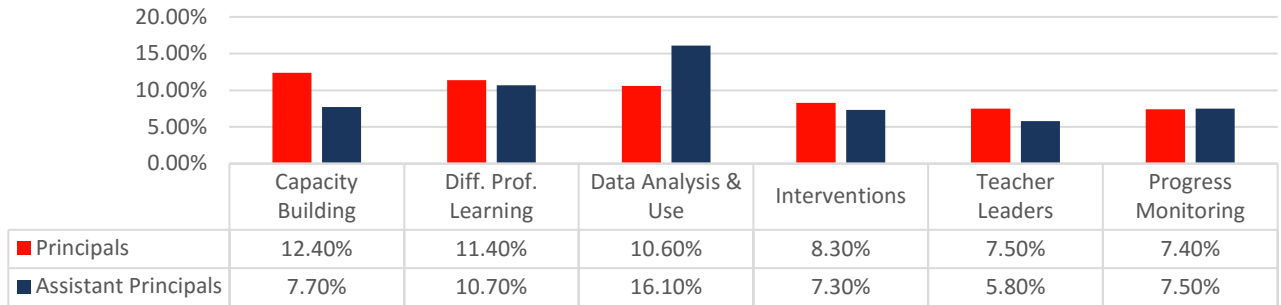
- Professional advancement
- Professional development
- Learning from colleagues
- Recognition and support (from managers)
- Autonomy over own work¹

¹ Provini, C. (2014, May 02). Why are teachers leaving the profession? Retrieved August 26, 2016, from http://www.educationworld.com/a_curr/why-are-teachers-leaving-profession.shtml

Support for School Administrators

- Differentiated professional learning was the second highest area of refinement for principals at the end of the 2015-16 school year.²
- Differentiated professional learning was the third highest area of refinement for assistant principals at the end of the 2015-16 school year.
- The department's work on micro-credentials could provide school administrators with concrete ways to differentiate professional learning for their staff.

Areas of Administrator Refinement



Questions?

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² Source: Tennessee Department of Education End-of-Year Distribution Report (2015-16)