Competency Based Professional Development; A Guide for Developing Micro-credentials

OLC Innovate 2020 Virtual Conference
June 15-26, 2020
Presentation Agenda

- Professional competencies and evidence
- Background on micro-credentialing and related academic language
- Planning, implementation and feedback of micro-credentials
- Pause to Reflect: Brainstorm an idea for using micro-credential template
- Closure: Q & A or sharing of participant brainstorming
Our Purpose for Sharing

To share the research on micro-credentialing and the experiences of one small private higher education institution’s ongoing journey towards providing service to partnership schools in ongoing skill and knowledge development for educators
Professional Competencies

Professional knowledge and/or competencies are not necessarily reflected or verified on transcript or resume.

Examples of competencies:
- data analysis
- curriculum design
- classroom management
- mentoring
- supervision
- teaching or facilitating online
Professional competencies:

- Consider what data and/or evidence do you have that would verify your competency?
- Consider how might you share this competency across your social and professional networks?
Background information and related academic language
Why are micro-credentials relevant?

Professional organizations are interested in
- micro experiences offered by local accredited universities
- application of content knowledge through competency-based structure

Learners are interested in
- PD applicable to current workplace reality
- evidence of professional goals
- validation of licensure
- learning tied to a participant's salary

(French & Berry, 2017)
http://www.nea.org/home/microcredentials.html
Influences

- Personalized learning
- Competency based focus
- Modality and format of content delivery
- Change in pay scale structures
- Pay for performance/merit pay
An important question to ask:

How are micro-credentials different from traditional professional development courses?
Unlike the traditional model of professional development, in order to earn a micro-credential, there is an expectation that

- participants will apply content knowledge within their classrooms and
- submit artifacts as evidence of application of content knowledge to demonstrate mastery of specific knowledge and skills.
Micro-credentials are digital *representations* of educational achievements that identify
1. the institution / organization that issued the micro-credentials,
2. the specific competencies that were attained,
3. how the mastery of the competencies were achieved.
Micro-Credentialing Terms

- Micro-credential
- Badge
  - Metadata
  - Backpack
- Competency
- Currency
Competency based professional development terms:

Micro Credential Template

- Micro-Credential (MC) Experience Context
- Participant Readiness
- Key Methods of Understanding
- Evidence of Learning
- Additional Information (Optional)
- Closure
## Micro-Credential (MC) Experience Context

<table>
<thead>
<tr>
<th>Micro-Credential Title:</th>
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<tbody>
<tr>
<td>Abbreviated Title for Badge (two words):</td>
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<tr>
<td>Author of Original Micro-Credential:</td>
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<td>Potential Assessors:</td>
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<tr>
<td>Number of Micro-Credential (MC): Select one (1 MC, 2 MC, 3MC)</td>
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<tr>
<td>Brief Description of MC (include the rationale/ purpose statement- what and why):</td>
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<td>Grading Policy: All MC's are Pass/ Fail</td>
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<tr>
<td>Semester, if applicable: Fall / Spring / Summer</td>
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<td>University Dates, if applicable:</td>
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<td>Summer 2020: June 1 - August 2 (8 week module)</td>
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<tr>
<td>Participant Population: UG / Grad / COEL / COBM / CONHS / CAS / Other programing stakeholders</td>
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<tr>
<td>Offered as part of a workshop: Yes / No</td>
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<tr>
<td>- If so, identify the title of the workshop, dates, and workshop facilitator</td>
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| Title of the syllabus (if applicable): |
| Include the title of the course syllabi that may include this MC experience ---OR---Professional Development and Micro Credentialing program faculty will complete this section |
Participant Readiness

Consider the following question and respond to the prompts below: What will the participants learn as a result of this experience?

Micro-Credential Outcome(s):

Academic/Professional Standard(s):

Learning Objective(s): "Participants will (active Bloom’s term)........."
### Key Methods of Understanding

**Engagement**: How will you engage the participant? What research and resources will you use? Identify the what and why of the learning. *Examples: text books, articles, blogs, webinars, videos, etc.*

Engagement in the learning includes the following *Instructional and modeling* experiences:

- Read (articles, books, blogs, etc):
- View Videos (recorded lectures, demonstrations, commentaries, webinars, etc):
- Review Websites (resources, search engines, professional organizations, etc):
- Examine Exemplars (if applicable, share an exemplar of evidence of learning)
**Participation:** How will participants process the material / interact with their peers? *Examples: online discussions, reflective writing.* Please note: Participation is defined as either formative self-assessment or self—reflection. Activities are not intended for participants to respond to peers in a discussion. Some MC will have one participant enrolled and others may have 10+ participants enrolled. Participation is *not* included in the final evaluation of the Evidence of Learning.

Formative assessment (multiple choice quiz, suggested note-taking guidelines, self—reflection written prompts, asynchronous online discussion, etc.)
Application: How will participants apply their learning and receive feedback prior to submission of Evidence of Learning? Examples: practice of new knowledge and skills/ check for understanding/ submission of draft or outline of plan

Guided Practice (feedback for learning):
| Description of Evidence: | Identify and describe the performance assessment that will serve as evidence and will be used to measure application of knowledge and skills. Examples: Performance assessments are submitted in an oral or written form, including audio or video recordings demonstrations, written proposals, analysis, or synthesis of information. |
| Evaluation Criteria: | How will the evidence be assessed? Examples: Rubric/checklist/criteria for pass/fail |

| Title of Evidence (product): |

| Description of the Evidence: |

<p>| Evaluation Criteria: | include a copy of the evaluation tool at the bottom of this document |</p>
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<th>Additional Information (Optional)</th>
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<td>Include additional references, resources, or comments at the end or where appropriate here:</td>
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<th>Closure</th>
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<td>Closure: How will the program bring closure to the MC Experience?</td>
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<td>Micro-credential team will provide this information within a module on Canvas. Participants will complete a feedback survey, review how to access the micro-credential, and create a badgr account located on “Closure for Micro-Credential” Module on Canvas.</td>
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Embedded badges within courses

- Embedded badges are also known as integrated badges.
- Badges are earned within a course offered through a program.
- Process for identifying integrated badges is the same as developing a micro-credential.
Planning and implementing micro-credentials
Next Steps - Pilot SP/SU 2018

1. What is Micro-credentialing

2. KM - Give + MEL "Open the Hood"
   Meet with them (Enc + Julie) Degree MAIE
Our Pilot Experiences

**Spring 2018**
Building Sensitivity and Awareness for an Inclusive Community
- Blended Format
  - Face2Face & Online
- 160 participants
- 12 Facilitators/Assessors

**Summer 2018**
Best Practices in Accessibility for Students in a Learning Management System
- Online Format
- 10 participants
- 1 Facilitator/Assessor
Current Micro Options

• Learners can:
  – participate in one of our scheduled micro-credential offerings
• Organizations can:
  – collaborate with us to create and implement a customized micro-credential learning experience
What We Offer

- Building **Cultural Competency** for Creating an Inclusive Community (Pilot 1)
- Creating **Digital Materials Accessible** for All Learners (Pilot 2)
- Flipping the Classroom
- Maximizing the Capacity of **Google Classroom**
- **Mindfulness** Practices in the Classroom
- **Trauma Informed** Teaching Practices
- **Coaching and Mentoring** for Educators 1 & 2 (with Workshops)
What was the most valuable aspect of the experience?

- Practical application of strategies
- Access to resources and time to explore them
- Increasing my ability to engage students
Participant Feedback

Overall, how satisfied are you with this micro-credential experience? (Scale of 1-5)

Fully Satisfied (5) – 100% of responses

Is the time estimate of 8-10 hours to accomplish this micro-credential accurate?

“8-10 hours is accurate” 100% of responses
Participant Feedback

What is an additional professional development topic you would be interested in exploring through a micro-credential experience?

- Bullying
- Something connected to Special Education
- What is a micro-credential?
- Making quality instructional videos
- Best practices in online discussions
Resources

Padlet: https://padlet.com/juliesteuber/ws5fguw2hrf2
Quiet Reflection (5 min)
Q & A and Closure (10 minutes)