



MICRO-CREDENTIALS PARTNERSHIP OF STATES

WORKPLAN

ABOUT

In 2019, digiLEARN and the North Carolina State Board of Education developed the North Carolina Partnership for Micro-credentials with other state and national partners, including RTI International and New America, to investigate the use of micro-credentials as a tool for teacher retention and development in North Carolina and other states. Our work was based on the premise that educator micro-credentials for teachers could be a potential strategy for ensuring that every student has a high-quality, effective teacher.

Through our work in [North Carolina](#), we identified key issues to effectively utilize micro-credentials for teacher retention, development, and career advancement that are applicable to other states across the country. Now, we are expanding the work together with our partners into a multi-state Micro-Credentials Partnership of States (MPOS) to develop solutions to the issues identified. Partners in Wyoming, South Carolina and Arkansas have joined our partners in North Carolina to identify opportunities and challenges across states and develop model policy recommendations. In addition to the Carnegie Corporation, NEA and the Z. Smith Reynolds Foundation are also funders for this phase of the work.

With the *Developing and Retaining Strong Teacher Talent in Multiple States Through Micro-credentials* initiative, the Micro-credentials Partnership of States will produce recommendations for how micro-credentials can be used to improve how teachers are developed, recognized, and rewarded across the country. Ultimately, these recommendations will lead to policies and practices that influence state-level systematic improvements in the educator human capital ecosystem, including recruitment, credentialing, professional development, and retention.

A consistent definition, standards, and impact data are needed to help states and micro-credential users vet and determine the quality of the micro-credentials. Project deliverables and outcomes are designed to develop the research, guide the work, and communicate the learning from the work of the partner states. By developing consistent quality assurance standards accepted by the Partnership states, micro-credential providers, including states, school districts, schools, public and private vendors that develop micro-credentials will have a method to better inform teachers, principals, school districts, and state leaders about micro-credentials' quality and impact.

OUR VISION

Imagine a system of professional learning for all educators that is aligned with high-quality standards, that provides personalized professional learning opportunities in multiple formats, and that is designed around the skills, knowledge, and competencies necessary to improve practice and maximize student potential. This system will have the capacity to assess and recognize the acquisition of each educator's skills, knowledge, and competencies so they can advance in their career, and be acknowledged and rewarded as professionals across schools and districts nationwide.

OUR MISSION

The Micro-credentials Partnership of States will develop consistent quality assurance standards for competency-based micro-credentials that promote, and are integrated with, a high-quality system of educator professional learning that recognizes educator professional growth and advancement. As part of this broader system of professional learning, competency-based micro-credentials will encourage and support the expansion of educators' skills and knowledge to improve academic and other important outcomes of all students.

OUR OBJECTIVES

Create consistently recognized quality assurance standards for micro-credentials that:

- **promote evidence-based practices** and nationally recognized frameworks that demonstrate positive outcomes for educators and the students, families, and communities they serve, and that reinforce the need to support a robust research agenda designed to continuously improve and validate the quality and value of micro-credentials.
- **support universal quality, portability, and value** to educators across the nation that is broadly recognized by educators, leaders, policy makers, and wider community members.
- **address the equitable access, application, assessment, impact, and benefits** of micro-credentials for educators. The system will represent all educator groups, all sectors of education (teachers, paraprofessionals, instructional support staff, operational support staff, and school/district leaders), and be representative of all geographic regions of the country.
- **are co-developed with practicing educators** to ensure quality is informed by practice and its daily work, impact, and outcomes.
- **support the modernization of existing systems** of professional preparation, learning, and compensation to tightly align professional learning to professional practice, and to provide opportunities to reimagine the role teachers play as leaders in the system.
- demonstrate alignment with **three universal goals for education** to show value for and gain credibility from both internal and external interested parties. These goals are, generally, 1) improving student learning, 2) ensuring safe and healthy students and staff, and 3) delivering effective and efficient operations.

GOALS OF THE WORKPLAN

- To learn more about how micro-credentials influence teachers' instructional practice and student learning,
- Ascertain how micro-credentials can be a supplement to other professional development approaches,
- Develop a consistent definition and standards for quality assurance of micro-credentials, and
- Develop strategies to integrate micro-credentials into ecosystem for teacher development and licensure.

DELIVERABLES/OUTCOMES OF THE WORKPLAN

- A consistent definition for micro-credentials,
- A set of consistent standards for quality assurance of micro-credentials,
- State and multi-state surveys with teachers and other stakeholders on micro-credentials and professional learning, and
- A set of policy briefs with state models for integrating MCs into the ecosystem for teacher development and licensure.

THE DRAFT WORKPLAN

The workplan was developed based on the initial grant proposal and feedback from partner states. The partner states include Arkansas, North Carolina, South Carolina and Wyoming.

1. Identify Task Force to support the work of the MPOS

The Task Force will include a minimum of one leader from each of the participating states and those contracted to do the work as noted in the work plan. The Task Force will meet regularly to plan, align, and implement the work.

The Task Force will:

- a. Develop a schedule/timeline to accomplish the work as approved the MPOS Members.
- b. Meet regularly (twice monthly initially and then once monthly) to inform each other of their work and how they will collaborate and share learning as they implement each area of responsibility.
- c. Seek input from the MPOS Members as they carry out the workplan as approved.
- d. Update the MPOS Members on the work and learning so that Partners are informed and have the information necessary to develop recommendations.
- e. Develop a communications plan to inform the stakeholders groups and MPOS Members about the work.

Stakeholders:

digILEARN | Participating States
RTI | Other Contractors

Who: Myra Best

When: Monthly beginning September 28, 2021 – December 2023

Status: State partners identified and contractors will be added per workplan.

2. Review/revise draft workplan for MPOS

The report and/or policy briefs should reflect the interests of the stakeholder groups and include:

- a. The State Contacts will meet and review the overall draft workplan on Sept 28 for input and revision.
- b. The State Contacts will have time to review and consider revisions and offer feedback by March 2021.
- c. The State Contacts will finalize the workplan by May 12, 2022.

Stakeholders:

digILEARN | Participating States

Who: Myra Best | State Contacts

When: Sept 28, 2021- May 12, 2022

Status: Complete

3. Identify MPOS Members/Advisors for Micro-Credentials

The feasibility study should include but is not limited to:

- a. The State Leads and digILEARN will help identify decision makers and other stakeholders to serve as MPOS Members/Advisors.
- b. MPOS Members will be the decision-making team for the overall work that impacts all the states and will meet 3 to 4 times per year. Each State will have its own state level Partnership with a separate work plan that will inform and make decisions about the individual state work and will inform the broader multi state work.

Stakeholders:

Participating State Leaders
(decision makers) Teachers | Principals
Superintendents | Higher Education
Local Boards | State Leaders | Policy
Groups | State/National Organizations

Who: Gov Perdue | Myra Best
State contacts

When: Quarterly beginning July 18, 2022–December 2023

Status: Partially complete

4. Collaborative meeting with the MPOS Partnership for Micro-Credentials members/advisors to develop vision for the work.

The purpose of the meeting, will be to have:

- a. Agreement on the roles and responsibilities of the partnership members.
- b. A common understanding of the national future credentialing trends so the MPOS members will have a common framework for guiding the work
- c. A common understanding of the current national research by New America on MCs and the MC work being done in SC, NC, AK & WY so that the MPOS members can identify the key issues and their implications that must be consider in addressing education micro-credentialing in each of their states.
- d. A list of key issues which must be considered as we address the development and implementation of quality assurance standards for MCs in states.
- e. Agreement on the key concepts to be included in a vision for the work of the MPOS members.

Stakeholders:
MPOS | National Advisors
Who: Gov Perdue | Myra Best
State contacts
When: July 18, 2022
Status: Scheduled

5. Task Force develops draft vision from information gathered at MPOS Members meeting.

Stakeholders: MPOS Partnership **Who:** Task Force Partners **When:** July 18–29, 2022

6. Vet Vision and Workplan with the MPOS Members/Advisors

The purposes of the survey include:

- a. Draft will be shared via small groups discussion groups to seek feedback.
- b. Modified draft will be shared with full MPOS Member Team for additional feedback and review.
- c. Vision, Mission and Plan will be finalized by MPOS Members.

Stakeholders:
MPOS | National Advisors
Who: Gov Perdue | Myra Best
State Contacts
When: July 29–August 12, 2022

7. Task Force develops a strategy for developing a definition and quality assurance standards for MCs.

The strategy will reflect the interests of stakeholder groups and include:

- a. State, school district and school level work around microcredentials.
- b. Organizational work from those implementing microcredentials (for profit and non-profit providers) with various approaches to micro-credentials.
- c. Policies developed or policy considerations for microcredentials including state and local policies and national policy organizations. ie Design, Assessment, and Implementation Principles for Educator Micro-credentials released by the Council of Chief State School Officers.
- d. Reflect lessons learned thus far about micro-credentials including but not limited to standards, quality control, 3rd party assessing, access and equity.

Stakeholders:
Higher Education | State Leaders
State/National Organizations
Who: Task Force including
organization/individual
When: June 9–October 2022

8. Implement the Strategy for developing a definition and quality assurance standards for MCs.

The potential strategy may include:

- a. Facilitation of 8 virtual networking sessions for the Partnership of States focused on:
 - Identifying trends in micro-credentialing to inform state practices
 - Developing a common understanding of current national research on micro-credentials and the work being done in each of the partnership states
 - Identifying key issues to consider as we address the development and implementation of quality assurance standards for micro-credentials in states
 - Creating a strategy, plan, and timeline for developing quality assurance standards
 - Understanding the application of quality assurance standards for implementation planning in each state
- b. Development of a consistent definition for micro-credentials
- c. Development of quality assurance standards for micro-credentialing
- d. Preparation of a policy brief that chronicles the network's journey in advancing the implementation of micro-credentials.

Stakeholders: Teachers | Principals
Superintendents | Local Boards
Higher Education | State Leaders
State/National Organizations

Who: Task Force including
organization/individuals
commissioned for the work

When: May–October 2022

9. Develop individual state plans for micro-credentials

Note: The info below is in the grant however it may be modified depending on the need of each state.

- a. Each partner state will identify a stakeholder partnership team.
- b. The stakeholder partnership team will provide feedback to the Task Force as they do the work and advise on next steps for the work in each state. The partnership team is not expected to do work beyond advising, providing feedback, and offering suggestions.
- c. Members of the Task Force will assess the status of each state's work in micro-credentials and each state's assets and teacher policies. They will also hold regional stakeholder focus groups and develop and administer a statewide educator survey to learn about stakeholder perspective about MCs and professional learning in the state.
- d. The Task Force will present interim reports to seek feedback, a final report of findings, and recommendations to each state's partnership team. The partnership team will review the findings and form consensus on final recommendations for how micro-credentials can be used to improve how teachers in their states are developed, recognized, and rewarded.

Stakeholders: Teachers | Principals
Superintendents | Local Boards
Higher Education | State Leaders
State/National Organizations

Who: Myra Best | Individual
Partner States

When: March 2022–October 2023

Status: Partially fulfilled

10. Collaborative meeting with the MPOS members/advisors to review the draft definition and quality assurance standards for MCs.

- a. Draft documents will be reviewed, and input sought from the MPOS
- b. Small group follow up meetings will be held in follow to this meeting to engage in deeper discussion of the proposed definition and assurance standards.

Stakeholders: Participating States

Who: Gov Perdue | Myra Best
State Contacts

When: October 2022

11. Follow up small group meetings to further discuss proposed definition and assurance standards for MCs.

Stakeholders: Participating States **Who:** Task Force | Partners **When:** October–November 2022

12. Collaborative meeting with the MPOS members for Micro-Credentials members/advisors to finalize the definition and quality assurance standards for MCs.

Stakeholders: Participating States **Who:** Gov Perdue | Myra Best | State Contacts **When:** December 2022

13. Develop and administer a multistate survey online survey to stakeholders to get feedback on the definition and quality assurance standards developed for MCs

The survey will further incorporate questions about micro-credentials, licensure and professional development. The questions will be developed in collaboration with the contractor and the Task Force.

Stakeholders: Participating States **Who:** Task Force **When:** October 2022–February 2023

14. The workplan will be modified to incorporate each state's plan once the individual state plans are complete. The work will be done simultaneously with the definition and standards work.

Stakeholders: Participating States **Who:** Myra Best | Task Force **When:** May 2022–October 2023

15. Collaborative meeting with the MPOS members for Micro- Credentials members/advisors progress meeting

Stakeholders: Participating States **Who:** Gov Perdue | Myra Best | State Contacts **When:** February 2023

16. Collaborative meeting with the MPOS members for Micro-Credentials members/advisors progress meeting

Stakeholders: Participating States **Who:** Gov Perdue | Myra Best | State Contacts
When: June, September, December 2023