



NC PARTNERSHIP FOR MICRO-CREDENTIALS

OUR VISION AND WORKPLAN

“Imagine a system of professional learning for all teachers aligned with high quality standards that provides personalized professional learning opportunities in multiple formats, times and ways. Opportunities based on the skills, knowledge, and competencies each teacher needs to improve his or her practice so that every student can achieve at his or her maximum potential. A system that has the capacity to assess and recognize the acquisition, and demonstration of each teacher’s skills, knowledge and competencies so they can advance in their career, be acknowledged and rewarded as professionals across schools, districts and the country.”

OUR MISSION

Develop a state-recognized system of competency-based micro-credentials that promotes and is integrated with a high-quality system of teacher professional learning. As part of this professional learning system, competency-based micro-credentials should encourage and support the expansion of teachers’ skills and knowledge to improve the achievement and outcomes of all students.

OUR GOALS

- Model micro-credential standards,
- Criteria for agencies credentialing micro-credentials, and
- Model policy for North Carolina and other states for micro-credentials.

OUR OBJECTIVES

Develop a system of teacher micro-credentialing which:

- is aligned with NC Teaching Standards, Learning Forward Standards for Professional Learning, NC Digital Learning Competencies for Teachers and Administrators and NC Digital Learning Competencies for Students.
- incorporates teachers’ perspective.
- recognize teachers’ professional growth and advancement through clearly defined rewards.
- is focused on fairly and equitably promoting and assessing teacher growth and advancement to improve student outcomes in both tested and non-tested subjects.
- is formally connected to professional learning and other human capital systems that allow for additional recognition and rewards to be bestowed upon teachers earning relevant high-quality micro-credentials.
- is recognized by state, national, and/or credentialing agencies to ensure portability of micro-credentials across NC districts, as well as value by hiring entities outside of the state.
- can become a model policy for other states.

Work Moving Forward

The next phase of the workplan was developed based on feedback from the Partnership and other stakeholders.

The desired outcomes for the workplan are to have:

- model micro-credential standards,
- criteria for credentialing agencies and
- model policy for North Carolina and other states.

1. Form a Task Force of those who will do the work as approved by the partners. 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 partners.
- b. Meet regularly 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 partners as they carry out the workplan as approved.
- d. Update the partners 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 partners about the work.

Stakeholders: Partners

Who: Myra Best

When: July 10, 2020

Status: Complete

Task Force

Myra Best, digiLEARN
Joseph Hood, New America
Michael Martin, RTI
Katherine McKnight, RTI
Angela Quick, RTI
Emily Swartzlander, digiLEARN
Tom Tomberlin, NCDPI
Melissa Tooley, New America
Vanessa Wrenn, NCDPI

2. Develop a report around a comprehensive national review of the micro-credentials work including impact.

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

- a. State, school district and school level work around micro-credentials.
- b. Organizations implementing micro-credentials (for profit and nonprofit providers) and comparisons of the various models and approaches to micro-credentials.
- c. Policies developed or policy considerations for micro-credentials including state and local policies and national policy organizations, i.e. Design, Assessment, and Implementation Principles for Educator Micro-credentials released by the Council of Chief State School Officers.
- d. Lessons learned thus far about micro-credentials including but not limited to standards, quality control, third party assessing, access, and equity.

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

Who: Melissa Tooley and Joseph Hood,
New America

When: June–October

Status: In process

3. Complete a North Carolina feasibility study about micro-credentials.

The feasibility study should include but is not limited to:

- a. State assets such as current investments and infrastructure used for credentialing.
- b. State policies, rules, and regulations and policies for credentialing and professional learning including those related in the Leandro report.
- c. State pilots and other programs for micro and other credentialing including those offered through higher education, i.e. Opportunity Culture, or Advanced Teaching Roles.
- d. Local school districts and their work in micro-credentialing including national and state organization support.
- e. Other state, regional or advocacy groups working on credentialing, i.e. NCICU Digital Learning Initiative, Human Capital Roundtable.
- f. Consider the business model, incentives, a third-party organization for quality control, i.e. National Board for Professional Teaching Standards, and the market (ROI) for micro-credentials.
- g. Lessons learned thus far about micro-credentials

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

Who: Katherine McKnight, RTI

When: June–October

Status: In process

4. Understanding of Licensure and credentialing in North Carolina.

The purposes include:

- a. Exposing the Partnership to the system in place in NC for licensure, credentialing, and license renewal
- b. State level work being done around micro-credentials
- c. Local district micro-credential initiatives
- d. Identification about what is working and what would improve the current system in place

Stakeholders: Partnership

Who: NCDPI

When: July 16 Partnership Meeting

Status: Complete

5. Lead a series of three to five stakeholder meetings across the state in connection with partner meetings.

This will be in conjunction with developing the statewide survey should we proceed with the survey. Questions will be developed by RTI in collaboration with the Task Force and the Partners.

The purposes of the stakeholders meetings include:

- a. Learning about professional learning through discussions with teachers, principals, superintendents, local boards of education and higher education representatives.
- b. Communicating with the participants to begin developing interest and awareness about the work around micro-credentials.

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

Who: Michael Martin, RTI & Task Force

When: August–October 2020

6. Develop and administer a statewide online survey to stakeholders to get feedback about micro-credentials, licensure, and professional development. Questions will be developed by RTI using the results of the focus groups and in collaboration with the Task Force and the Partners.

The purposes of the survey include:

- a. Getting feedback about professional learning from teachers, principals, superintendents, local boards of education and higher education
- b. Communicating with stakeholders and developing awareness about the work around micro-credentials.
- c. Generating data that will help inform the NC Micro-credentials recommendations.

Stakeholders: Teachers | Principals
Superintendents | Local Boards
Higher Education

Who: RTI & Task Force

When: August–October 2020

7. Develop a preliminary report and presentation on what the partners are learning to the NC State Board of Education, Professional Educator Preparation and Standards Commission (PEPSC), which advises the SBE on licensure; the Joint Education Oversight Committee of the NC General Assembly; and the State Board of Education.

The purpose of the report is to introduce and an update on the work being done about micro-credentials.

Stakeholders: Professional Educator Preparation and Standards Commission (PEPSC)
North Carolina State Board of Education | Joint Education Oversight Committee of the NC General Assembly
Who: Myra Best | Task Force **When:** June–August 2020

8. Review of the data and information gathered and develop preliminary recommendations.

Stakeholders: Partnership **Who:** Myra Best | Task Force **When:** November 12, 2020

9. Develop a full report of all information and data gathered to present and review with the full partnership group.

The initial goal is to have recommendations for the desired outcomes.

- model micro-credential standards,
- criteria for credentialing agencies and
- model policy for North Carolina and other states.

Based on a review of the data and information, the partnership group will determine next steps and additional work needs.

Stakeholders: Partnership **Who:** Myra Best | Task Force **When:** January 14, 2021, Partnership Meeting

10. A final review of the recommendations and approval by the partnership.

Stakeholders: Partnership **Who:** Gov. Perdue | Myra Best **When:** January–February, 2021

11. Presentations to NC State Board of Education, Professional Educator Preparation and Standards Commission (PEPSC), which advises the SBE on licensure; the Joint Education Oversight Committee of the NC General Assembly; and the State Board of Education.

Stakeholders: Teachers | Principals | Superintendents | Local Boards
Higher Education | State and local Leaders | State/National Organizations
Who: Gov. Perdue and other partners **When:** March–June 2021

12. Develop Phase 2 implementing the recommendations.

Who: Taskforce **When:** July–September 2021

Thank you to our supporters and partners:

