Amplifying Our Voice: Leading Boldly for Our Students, Our Professions, and Our Union

NEA Micro-Credentials: Professional Practice & Beyond--Early Career Educators, Diversity, Equity & Cultural Competency, ESSA, Increasing Association Capacity, Leadership & More!  

LOP124  
Saturday, March 16, 2019  8:15 – 10:15 AM  

Bryce Cann, President, Wheaton Warrenville EA (Illinois)  
Sonia Jasso Yilmaz, NEA Teacher Quality  
Brandy Bixler, NEA Teacher Quality
COMPETENCY: LEADING THE PROFESSION (LOP) 124

• NEA Leadership Competency Progression Levels Addressed: Level 1: Foundational & Level 2: Mobilizing & Power Building

• NEA Leadership Competency Themes within the Competency:
  
  • Supports professional excellence and builds capacity for continued improvement and learning to ensure the success of all students (CT1)

  • Recognizes and promotes the association’s role in improving the learning of all students (CT2)
NEA Strategic Goal and NEA Organizational Priority in this session, LOP 124:

• NEA Strategic Goal

- advancing opportunities that will identify, organize, and engage new and early career educators; amplify the voices of all educators, support our members’ professional growth, and promote social justice for our students, communities and our nation;

- securing a pro-public education environment for students, educators, and families; and

- building the capacity of the local, state and national union to ensure the success of public education.

• NEA Organizational Priorities

- Early Career Educator
- Racial Justice in Education
- My School, My Voice
- Supporting Professional Excellence
WWEA & NEA Teacher Quality

Bryce Cann, President
Wheaton Warrenville Educ. Assn. (IL)

Sonia Jasso Yilmaz, Senior Policy Analyst

Brandy Bixler, Digital Learning Specialist
What to Expect From this Point: Our Yellow Brick Road

- Introductions & Session Norms
- Foundation of NEA Micro-Credentials
- Ed Talk – WWEA President
- NEA Certification Bank: Available MCs
- Dig In & Score It Activities
- Questions & Answers
- Activities & Next Steps
- NEA edCommunities, Network, Contacts
- Session Outcomes: Debrief/Summarize
- Closing & Evaluate this Session
Proposed Session Norms

- **Be Present.** Everyone jointly is responsible for helping stay on topic.
- **Cell Phones** on Vibrate or Mute.
- **Feel Free** to Stand, Move as Needed, Ask Questions—We are all learners.
- **Contact Us**—Post It! Chart & Notes for Follow-up *(Add your Name and Email).*
- **Celebrate:** Our work, accomplishments, affirm each other.
- **Have Fun!**
- **End on Time.**
- **Other?**
What are micro-credentials?

Micro-credentials are a *competency-based* recognition that can be issued for formal and informal professional learning experiences to *support educators* developing skills and acquiring knowledge to improve classroom practices that *support student success*.
Best Practices—
Components of high quality professional learning
& NEA MICRO-CREDENTIALS

- Useful Content
- Easily Implemented
- Follow up and feedback
- Buy in/Currency
- Differentiation
- Flexible Timing
- Job embedded
- Teacher Led
- Time for reflection
- Focused on Growth Mindset
- Collaborative

ALL The Boxes Are Checked!

Too many professional development initiatives are done to teachers – not for, with or by them.
Why offer micro-credentials?

- Offer personalized learning experiences for educators
- **On demand** - The learning happens anywhere, anytime
- **Shareable** - They can be shared with evaluators, posted on social networks, added to résumés and in some cases turned into continuing education units.
NEA Strategic Goals

- Assistance to *affiliates* to grow and strengthen the union
- Prioritize *leadership* development
- High impact programs that are practical and meaningful to *members*
NEA Micro-credentials

- Created by Educators for Educators
- Peer Reviewed
- Written in partnership with Digital Promise
- Over 130 MC currently available
- 23 stacks currently, 26 total by early 2019
- 19 new MCs will be completed soon! *(See Hand outs)*
What’s included in NEA micro-credentials?

All NEA Micro-credentials contain

- Competency
- Key Component
- Method Components
- Research
- Resources
- Evidence and Evaluation
  - Part 1 (Context)
  - Part 2 (Project and Rubric)
  - Part 3 (Reflection)
- Digital Badge
How does the process work? *(short answer)*

Two Approaches to the Micro-credential Submission Process

Recognition of Mastery
Document and credential skills already mastered

Professional Learning opportunity*
Develop new skills and practice until mastered

*Developing and mastering NEW skills often requires an investment of an educator’s time and commitment.

CATALOG & SUBMISSION:
www.nea.certificationbank.com
QUESTIONS
EdTalk: The WWEA Story

Bryce Cann, President
Wheaton Warrenville Education Association (WWEA), Illinois
KEEP CALM AND MAKE IT RAIN

https://www.keepcalm-o-matic.co.uk/p/keep-calm-and-make-it-rain/
2. proficiency is the goal, not grades
SUCCESS IS A JOURNEY, NOT A DESTINATION
QUESTIONS
Choose one that you are most interested in exploring.

- **I Can Do It-Trauma Informed**
  Educator demonstrates an understanding of how trauma can affect student behaviors and responses within the school context and promotes students' abilities to self-monitor and maintain positive engagement in all aspects of learning and interactions.

- **Bully Free-ESP First Responders**
  Educational Support Professional (ESP) demonstrates an understanding of how to recognize, intervene, and prevent bullying and harassment between students in unstructured settings.

- **Utilizing Proper Terminology to Talk About LGBTQ**
  Educator expands their instructional understanding of LGBTQ terminology.

- **InTASC-Reflective Practice**
  Educator reflects on their practice to improve personal effectiveness in the classroom.

- **InTASC- Growth Mindset**
  Educator explores growth mindset with students to support student understanding of various modes of learning to understand new concepts and acquire new knowledge and skills.
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- Key Component
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1. Behavior Support Plan
Create an action plan that addresses increasing the student’s ability to self-monitor and maintain positive engagement in all aspects of learning and interactions. The action plan should include:

- The specific behavior needing to be addressed
- An initial goal for improvement and how that improvement will be measured
- Possible causes or underlying factors that are increasing the frequency, duration, and intensity of the behaviors that are limiting the student’s ability to access the learning environment
- The steps required
- A timeline
- The personnel involved and their individual roles (including the student)
- The external support networks needed

Explain how these components will help the student meet the goal.
What currency do they have?

- District or state level continuing education credits
- Re-licensure/certification credits
- Graduate credit or Workforce development credit
- Compensation (salary step or stipends)
- Personal professional learning

<table>
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<th>CEUs and/or Grad Credit approved</th>
<th>CEU approval in progress (3 months)</th>
<th>Explicit or implicit approval (next 12 months)</th>
<th>State-level implementation</th>
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<td>KY, ME, MI, NY, PA, SC, WA</td>
<td>AZ, CA, CO, CT, FL, KS, MN, MO, MS, OH, OR, SD, VA, VT</td>
<td>AR, CT, DE, FL, LA, TN, TX, WA</td>
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**as of fall 2017 (Digital Promise research) and added NEA experience**
Examples of how they’re being used...

**Illinois** – Wheaton-Warrenville local contract...you’ve heard about it today!

Other examples...

- **Colorado** and **Montana locals** – Local teacher leaders and technology
- **Louisiana** – Workforce development credit through University
- **North Dakota** – Graduate credit relationship
- **Oregon** – Three Prong Approach
- **South Dakota** – Teacher-Led PLC in two cities
- **Vermont** – Built into graduate course
- **Wisconsin** – Contact language - salary...
Power of support!

53%  Micro-credentials awarded *without* support*

87%  Micro-credentials awarded *with* support*

*Based on micro-credential submission data reported by two pilot states in May 2018*
Sample Structure & Support Model

PLCs meet --times every three weeks

- November 14
- December 19
- January 30

Edcomunities group between meeting support

What support you can expect

What type of credit you will earn-USF
How can micro-credentials fit into existing professional learning options?
NEXT STEPS...

On Post-It Note:

1. One Aha! Moment or Thought About Micro-Credentials...
2. One Question You Still Have...
3. At least One Action You’ll Take Back Home...

Please Exchange & Share with a New Colleague
Join the Conversation

NEA Micro-credentials in Education Leaders Group

Mynea360.org
Thank-you for keeping our classrooms warm and joyful

“There is no power for change greater than a community discovering what it cares about.” Margaret J. Wheatley

NEA Micro-Credentials
A micro-credential is a short, competency-based recognition that allows an educator to demonstrate mastery in a particular area, such as creating a sa...

ESP Professional Growth Continuum
Education Support Professionals (ESP) play a key role in ensuring student success, and their positive impact can be enhanced when there are clear expe...

Early Childhood Develop & Education
Early childhood encompasses birth to eight years of age. It is imperative that these years are informative years. Early experiences affect the developmen...
Please *ask*

What questions do you have?

What ideas do you have for moving forward in planning your micro-credential implementation in your association?

What do you need? How can we help?
The content from this session can be used in the following ways in your current position/role:

• **Outcome #1:** Enhance current understanding (Level 1 & 2) of the rigor & competency-based NEA member-created, member-expert assessed NEA Micro-Credentials.

• **Outcome #2:** Know where to locate and explore NEA Micro-Credentials Catalog on [http://nea.certificationbank.com/](http://nea.certificationbank.com/)

• **Outcome #3:** Know where to locate and explore the NEA Micro-Credentials Leaders in Education group on NEA edCommunities for networking and continued learning and information-sharing
Closing

- Please complete the evaluation for this breakout session by using the NEA Summit Mobile App! *(5 minutes built-in for your convenience)*

- Please visit the Leadership Development Resources website at [www.nea.org/leadershipdevelopment](http://www.nea.org/leadershipdevelopment)