Video Guide for this Training

Jump straight to video for each section of this training!	
Introduction and Discussion	00:00-11:22
Overview of Micro-Certifications	11:22-24:51
Open-Source Badging and Credits	24:51-31:08
Micro-Certification Online Portal Tour	32:05-41:37
Micro-Certification Deep Dive	41:37-46:26
Application, Implementation, Rollout	46:26-47:17

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CTA/NEA Micro-Certifications

CTA/NEA Micro-Certifications

New for the Fall!

Adam Ebrahim | Region 1 IPD Staff | aebrahim@cta.org

Agenda

1. Intro Discussion
2. Overview of Micro-Certifications
3. Diving Deeper into a Micro-Certs
4. Micro-Cert Uses and Plans for the Fall
5. Discussion
6. Closure

Session Resources

www.cta.org/cta-nea-micro-certifications

Flyers to share

Purposes

1. Consider micro-credentials as a practitioner-led, job-embedded professional learning option.
2. Become familiar with micro-certification content and requirements.
3. Consider different approaches for using micro-certifications in your local association.
4. Gather your input/insights into making micro-certifications more effective and valuable for members.

Intro Discussion

Discussion

Take a moment to think about professional learning that was meaningful and/or effective for you in your career.

What was it about the experience that made it so?

Respond in chat or raise your hand to share verbally.

What made the experience meaningful?

Mentimeter

Overview

	Others Providers	CTA/NEA Microcerts
Content Choice	Externally-decided	Self-chosen
Content Author	External/Variable	Accomplished Teachers
Utility	Annual/Acontextual	Immediate/Contextual
Inquiry Format	Institution-Centered	Learner-Centered
Collaboration	Fixed	Flexible
Mastery	Employer/Subjective	Practitioner/Double Blind
Portability	Rare	Full

Overview of Micro-Certifications

Basics

What are micro-certifications?

Micro-certifications are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.

Terms

Micro-credential versus micro-certification

- California grants teaching credentials.
- Others states grant teaching licenses or certificates.
- We use the term “micro-certificate” to distinguish short, competency-based recognitions from the legal documents that permit teaching in California.

“The proliferation of credentials should be opposed.”
-CTA Policy

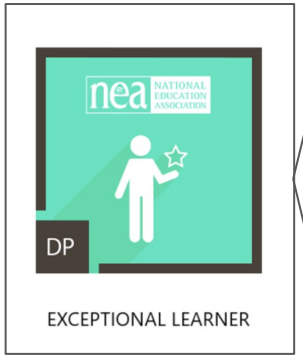
Elements

To achieve a micro-certification, educators...

1. identify a competency they want to develop,
2. submit evidence for review to the issuer of the micro-certification to illustrate that they have mastered the competency.
3. If successful, the issuer awards a digital badge that represents the achieved micro-credential.

Available Micro-Cert Stacks

Inside a Stack



Program	Description	Action
	1. IEP Implementation-Communication and Collaboration Educator, as a member of the Individual Education Program (IEP) implementation team, uses communication and collaboration strategies to increase the supports for student attainment of established goals. ***Types of Evidence Required:*** Communication and Collaboration Plan, Documentation over 20-30 days, and Feedback from attending an IEP meeting [View PDF]	Start
	2. Understanding the IEP Process Educator uses district policy, state regulations, and feredal law to understand Individualized Educational Programs (IEP), goal writing, and implementing instructional supports for learners with IEPs. ***Types of Evidence Required:*** IEP-Present Level, Analysis, SMART Goals, Accomidations, and an Analysis of an IEP Meeting [View PDF]	Start
	3. Functional Behavior Assessment and Intervention Plans Educator understands the purpose and utilization of Functional Behavioral Assessments and Behavior Intervention Plans. ***Types of Evidence Required:*** Functional Behavior Plan, and Case Study [View PDF]	Start
	4. IDEA- Determining Eligibility Educator demonstrates an understanding of the connection between laws, regulations, policies, and procedures at the federal, state, and local levels and the process used to determine eligibility for special education and related services. ***Types of Evidence Required:*** Comparison Chart, Informational Pamphlet, and Presentation [View PDF]	Start
	5. Working with Students with Autism Spectrum Disorder Educator addresses the needs of students identified with Autism Spectrum Disorder and works collaboratively with stakeholders to provide quality instruction and support transition needs. ***Types of Evidence Required:*** ABC Chart, Survey, and Learning Plan [View PDF]	Start
	6. Introduction to Universal Design and Learning Educator uses the Universal Design for Learning (UDL) guidelines and checkpoints to enhance their unit of study planning to reduce barriers to learning and support all students to become expert learners. ***Types of Evidence Required:*** Analysis of Current UDL Implementation, Enhanced Unit of Study, and a Wrtitten Rationale [View PDF]	Start

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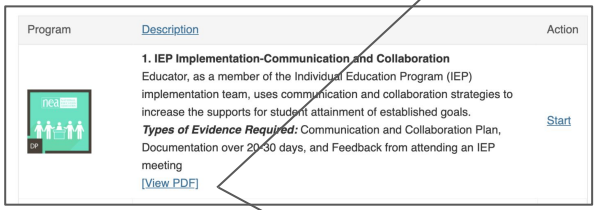
Inside a Microcert



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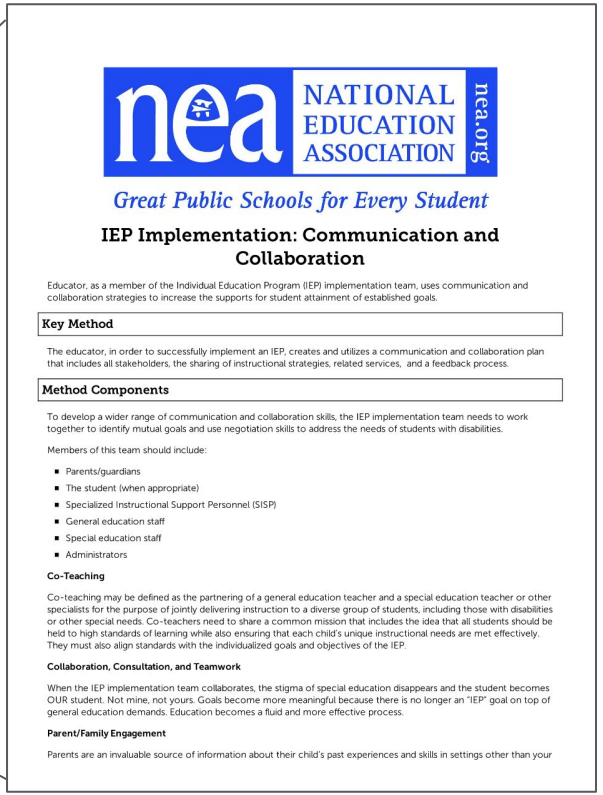

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IEP Implementation: Communication and Collaboration

Educator, as a member of the Individual Education Program (IEP) implementation team, uses communication and collaboration strategies to increase the supports for student attainment of established goals.

Key Method

The educator, in order to successfully implement an IEP, creates and utilizes a communication and collaboration plan that includes all stakeholders, the sharing of instructional strategies, related services, and a feedback process.

Method Components

To develop a wider range of communication and collaboration skills, the IEP implementation team needs to work together to identify mutual goals and use negotiation skills to address the needs of students with disabilities.

Members of this team should include:

- Parents/guardians
- The student (when appropriate)
- Specialized Instructional Support Personnel (SISP)
- General education staff
- Special education staff
- Administrators

Co-Teaching

Co-teaching may be defined as the partnering of a general education teacher and a special education teacher or other specialists for the purpose of jointly delivering instruction to a diverse group of students, including those with disabilities or other special needs. Co-teachers need to share a common mission that includes the idea that all students should be held to high standards of learning while also ensuring that each child's unique instructional needs are met effectively. They must also align standards with the individualized goals and objectives of the IEP.

Collaboration, Consultation, and Teamwork

When the IEP implementation team collaborates, the stigma of special education disappears and the student becomes OUR student. Not mine, not yours. Goals become more meaningful because there is no longer an "IEP" goal on top of general education demands. Education becomes a fluid and more effective process.

Parent/Family Engagement

Parents are an invaluable source of information about their child's past experiences and skills in settings other than your

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Inside a Microcert

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Requirements for
1. IEP Implementation-Communication and Collaboration

These requirements need to be completed by: 3/11/2022

Requirement	Status	Minimum Required Units	Units Earned	Action
IEP Implementation-Communication and Collaboration (In Progress) You have submitted 1 out of 5 Requirements				
Agreement	Completed	1	1	
Part 1. Overview Questions (Provides Context)	Not Started	1	0	Begin
Part 2. Artifacts	Not Started	1	0	Begin
Part 3. Reflection	Not Started	1	0	Begin
Final Submission	Not Started	1	0	Submit for Review

Micro-credential Text Support

Text **micro** to 48744

An educator will respond to your questions within 48 hours.

Inside a Microcert

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IEP Implementation-Communication and Collaboration

Part 1. Overview Questions

(250–500 words)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

- Describe your school site. Include student demographics, the total number of students, the percentage of the student population identified as having a disability, and the role of each member of the IEP team.
- What are the typical communication patterns between the adults (and students, when appropriate) on the IEP team?
- How many students are you serving overall, and how many of these are students with an IEP?
- Identify the current strengths in and barriers to communication and collaboration with the IEP implementation team in your work site and assess how these impact your day-to-day practice.

Passing: Responses should lead the assessor to have a clear understanding of the demographics of the student population, the current role and involvement of the educator and other IEP team members, and the current strengths in and barriers to communication and collaboration.

Date of Entry: 9/11/2021

Activity Description:

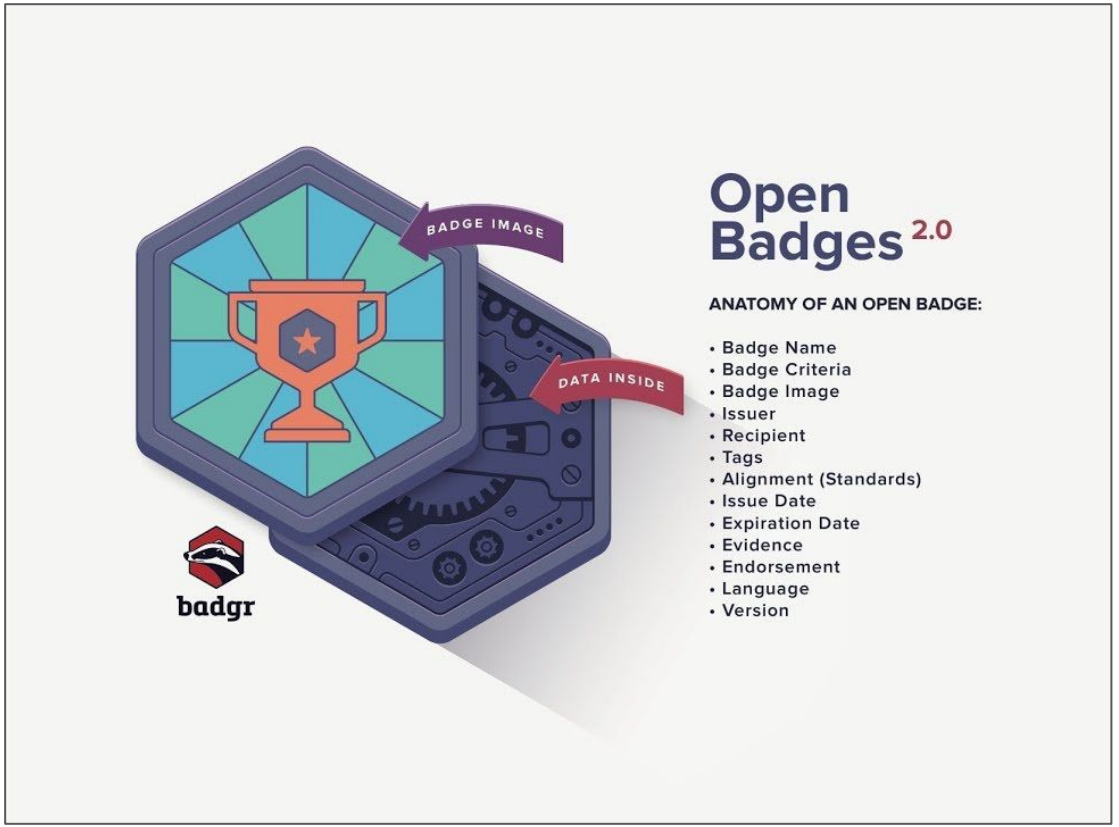
Activity Description

Digital Badges

- An Open Badge is a specialized type of digital badge that contains verifiable metadata about achievements according to a common data format, the Open Badges specification.
- Because they follow an open standard, recipients can combine badges from many different sources into common collections, and when they share them, these badges may be verified by any compatible system to ensure that they are trustworthy representations of their earner's experiences.
- Digital badges can be awarded in a variety of educational contexts across informal and formal learning, by educational institutions, individuals, and employers. These badges can aggregate and shed light on the interests, capabilities, and accomplishments of learners. Badges can serve as the stepping stones on a learning pathway.

badgr

Digital Badges



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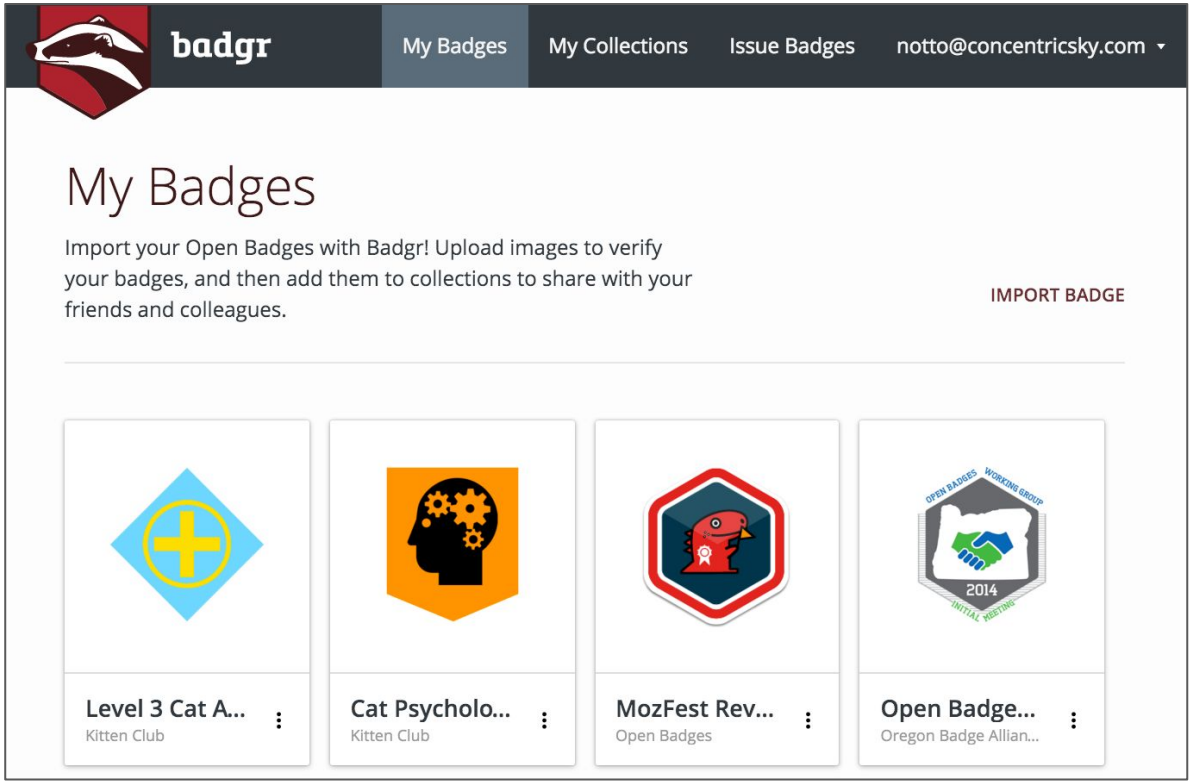
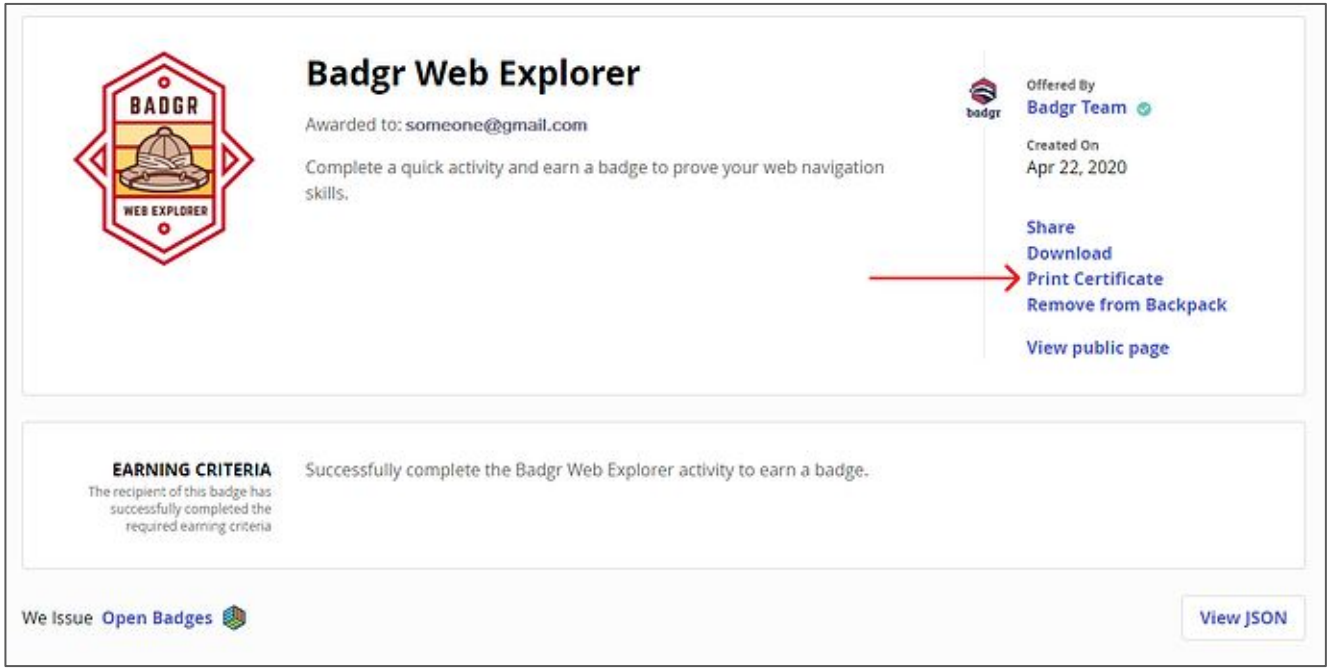
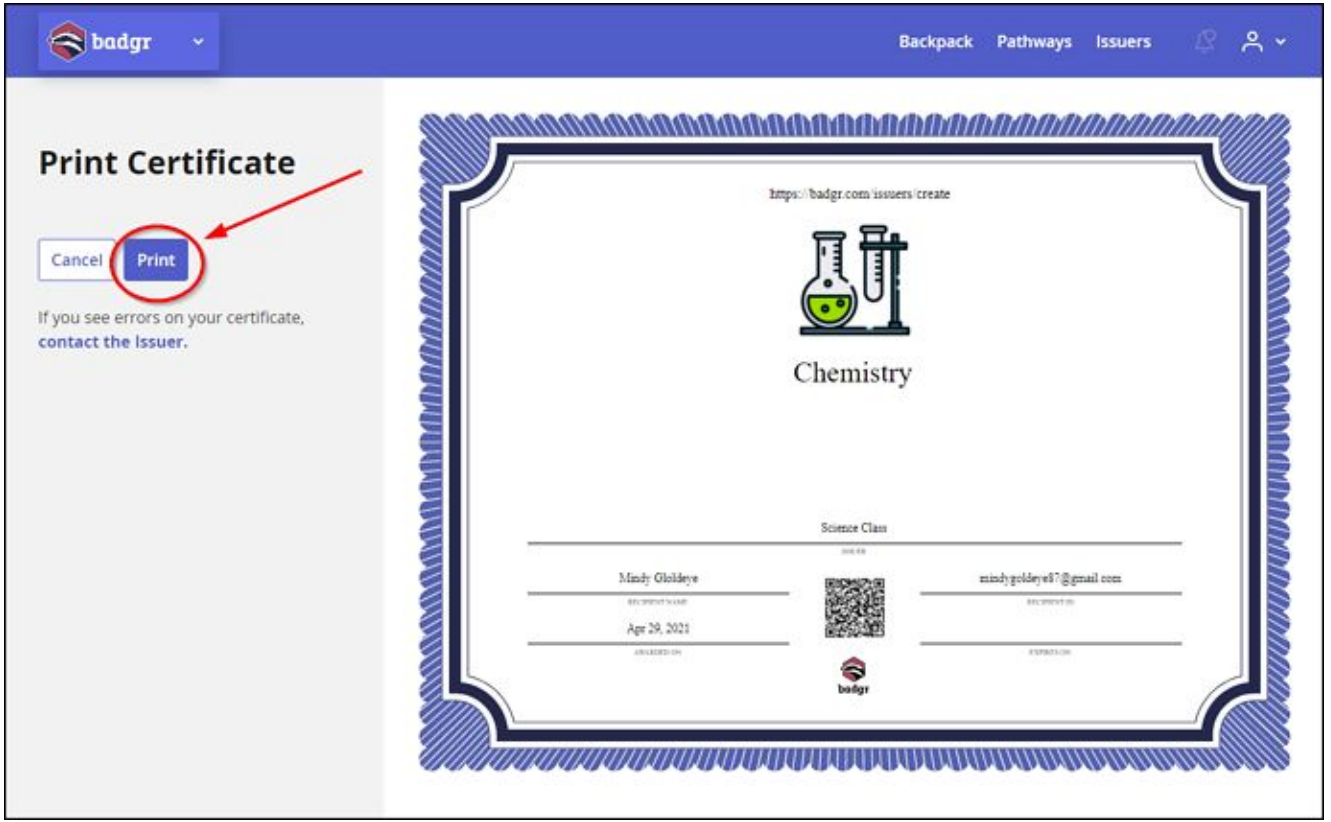
Digital Badges



Digital Badges



Digital Badges



Available Units

Members will be able to choose to submit each completed micro-certifications to for graduate continuing education units through CSU Chico.

There will be a modest cost associated with this option.

Discussion/ Pause Point

What questions do you have so far?

Virtual Tour

1. CTA IPD Website
2. CTA IPD Micro-Certification Page
3. CTA/NEA Micro-Certification Portal
4. Account Registration
5. Explore Micro-Certifications
6. Help Center

Virtual Tour

CTA/NEA Micro-Certifications

What is a Micro-Certification?

Micro-certifications are short, competency-based courses that allow educators to demonstrate mastery in a particular area. Choose those that interest you and complete them when and how you choose! Want to know more? Register for an upcoming micro-certification information session:

Register | September 22, 2021, 4:00 p.m. to 5:30 p.m.
Register | September 29, 2021, 4:00 p.m. to 5:30 p.m.

Access the Micro-Certification Portal

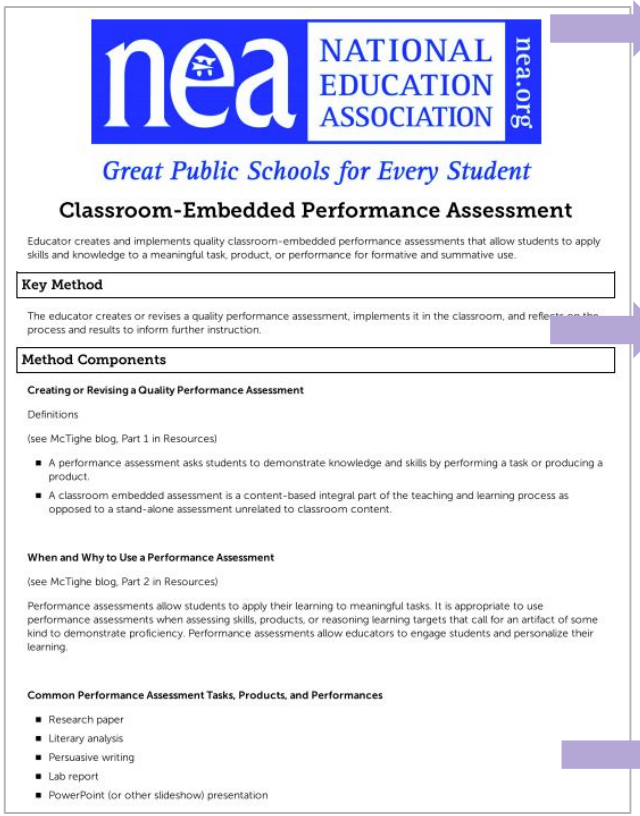
Access the CTA/NEA Micro-certification portal and our featured stacks (curated collections of related micro-certifications). Create for an account, browse offered micro-certifications, enroll in the one that interests you and you're on your way!

Enter the Portal

www.cta.org/cta-nea-micro-certifications

Diving Deeper into a Micro-Certification

Digging Deeper



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Classroom-Embedded Performance Assessment

Educator creates and implements quality classroom-embedded performance assessments that allow students to apply skills and knowledge to a meaningful task, product, or performance for formative and summative use.

Key Method

The educator creates or revises a quality performance assessment, implements it in the classroom, and reflects on the process and results to inform further instruction.

Method Components

Creating or Revising a Quality Performance Assessment

Definitions

(see McTighe blog, Part 1 in Resources)

- A performance assessment asks students to demonstrate knowledge and skills by performing a task or producing a product.
- A classroom embedded assessment is a content-based integral part of the teaching and learning process as opposed to a stand-alone assessment unrelated to classroom content.

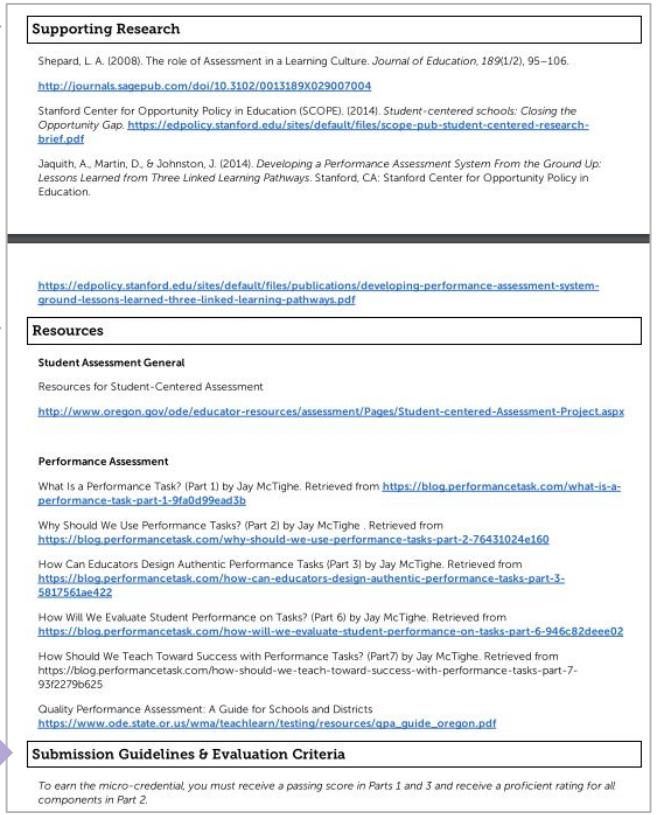
When and Why to Use a Performance Assessment

(see McTighe blog, Part 2 in Resources)

Performance assessments allow students to apply their learning to meaningful tasks. It is appropriate to use performance assessments when assessing skills, products, or reasoning learning targets that call for an artifact of some kind to demonstrate proficiency. Performance assessments allow educators to engage students and personalize their learning.

Common Performance Assessment Tasks, Products, and Performances

- Research paper
- Literary analysis
- Persuasive writing
- Lab report
- PowerPoint (or other slideshow) presentation



Supporting Research

Shepard, L. A. (2008). The role of Assessment in a Learning Culture. *Journal of Education, 189*(1/2), 95–106.

http://journals.sagepub.com/doi/10.3102/0013189X029007004

Stanford Center for Opportunity Policy in Education (SCOPE). (2014). *Student-centered schools: Closing the Opportunity Gap.* https://edpolicy.stanford.edu/sites/default/files/scope-pub-student-centered-research-brief.pdf

Jaquith, A., Martin, D., & Johnston, J. (2014). *Developing a Performance Assessment System From the Ground Up: Lessons Learned from Three Linked Learning Pathways.* Stanford, CA: Stanford Center for Opportunity Policy in Education.

https://edpolicy.stanford.edu/sites/default/files/publications/developing-performance-assessment-system-ground-lessons-learned-three-linked-learning-pathways.pdf

Resources

Student Assessment General

Resources for Student-Centered Assessment

http://www.oregon.gov/ode/educator-resources/assessment/Pages/Student-centered-Assessment-Project.aspx

Performance Assessment

What Is a Performance Task? (Part 1) by Jay McTighe. Retrieved from https://blog.performancetask.com/what-is-a-performance-task-part-1-9fa0d99ead3b

Why Should We Use Performance Tasks? (Part 2) by Jay McTighe . Retrieved from https://blog.performancetask.com/why-should-we-use-performance-tasks-part-2-76431024e160

How Can Educators Design Authentic Performance Tasks (Part 3) by Jay McTighe. Retrieved from https://blog.performancetask.com/how-can-educators-design-authentic-performance-tasks-part-3-5817561ae422

How Will We Evaluate Student Performance on Tasks? (Part 6) by Jay McTighe. Retrieved from https://blog.performancetask.com/how-will-we-evaluate-student-performance-on-tasks-part-6-946c82deee02

How Should We Teach Toward Success with Performance Tasks? (Part7) by Jay McTighe. Retrieved from https://blog.performancetask.com/how-should-we-teach-toward-success-with-performance-tasks-part-7-93f2279b625

Quality Performance Assessment: A Guide for Schools and Districts
https://www.ode.state.or.us/wma/teachlearn/testing/resources/qpa_guide_oregon.pdf

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient rating for all components in Part 2.

[Link to Example Micro-Certification]

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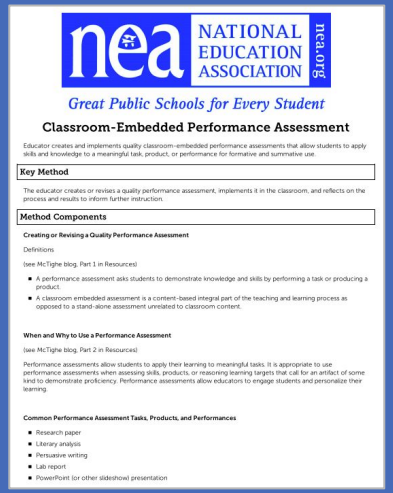

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When and Why to Use a Performance Assessment

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Common Performance Assessment Tasks, Products, and Performances

- Research paper
- Literary analysis
- Persuasive writing
- Lab report
- PowerPoint (or other slideshow) presentation

As an Individual

Take a few minutes to review the micro-certification requirements from the perspective of a teacher interested in developing/documenting the competency:

- What do you notice?
- Is it clear what is expected of you?
- For the chat: How long do you think it would take to complete?

Link to Example Micro-Certification

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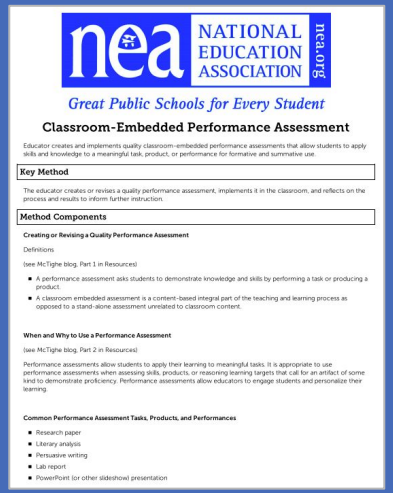

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In a PLC

How might a micro-certification form the basis for a shared learning experience among colleagues?

Respond in chat or raise your hand to share verbally

Micro-Certification Uses and Plans for the Fall

In the Fall and Spring

Informational Sessions	Individualized Learning		
	Local Community of Practices		
	State Community of Practices (possible)		
September 21’	October 21’	November 21’	December 21’
January 22’	February 22’	March 22’	April/May 22’

Session Resources

www.cta.org/cta-nea-micro-certifications

Flyers to share

Optional Discussion

- How might this integrate with current professional learning offerings in you LEA?
- How might the local association facilitate micro-certification PLCs?
- What resources/support could I provide to help?

CTA/NEA Micro-Certifications

Thank You!

Adam Ebrahim | Region 1 IPD Staff | aebrahim@cta.org | www.cta.org/ipd