Big Idea: Preparing to Teach

Essential Question: How might we leverage MCs to recognize and identify the relevant competencies necessary for aspiring teachers?

Challenge Statement: Integrate MCs as a competency-based method for recognizing what aspiring educators *can* do and *need* to do.

Guiding Questions

What do we need to know to solve this challenge?

- What are the relevant skills needed to begin teaching and how do we identify them?
- How do we close the gap between what candidates are being prepared to do and what K12 expects their teachers to be prepared to do?
- How do we provide evidence that teachers are prepared?
- How do students know they have these skills?
- How do we manage the revenue model and tie it to learning design?
- How do we manage micro-credentials at various levels of granularity?
- What are the learning outcomes needed to become a teacher?
- What is the hierarchical system - standards, learning outcomes, dispositions, skills,
- How do we keep politics out of it?
- How do we create what is required and what is choice?
- How do we mitigate overvaluing or undervaluing the micro-credentials?
- Statewide system of recognizing MCs vs. systems of MCs that are available to support teachers
- How to stay out of lawsuits because they have too much value?
- What do we want to data, technology and platform to help us solve and what do we want to solve at the policy level?
- What can we research? How can we learn more about how to match the MCs with what teachers are able to do based on the data?
- What technologies are available to support this system including learning more from the data
- What is the broader research agenda?
- License is a property right - an intellectual ownership - not about employment, but rather that opportunity to seek employment. What is this in each state? Is anything here special for micro-credentials? What is the relationship between micro-credentials and licensing?
- How do states differ in their use of credentials?
- In Florida they must guarantee teachers and they must remediate if the teachers are not working
- What are the key criteria for incremental implementation?
- How can mcs be proxy for a full portfolio?
- What role to HR directors play in this challenge?
- How do we identify (and who are) the important collaborators? (CAPE - sets the floor not the ceiling)

Guiding Activities

How will we answer our questions?

- Look at Western Governor's University in New Hampshire, and Alverno College in Wisconsin implementing competency-based frameworks.
- Look at edTPA, TNTP as frameworks for building MCs
- Danielson, NTASC, ISTE blended learning frameworks (and other learner centered approaches). Jobs for the Future has a consensus document.
- Include a complementary set for leaders.
- Look at alternative certifications. (usually people in alternative routes) Validate knowledge and skills they have and prepare them for other skills. Under highly qualified - people had 3 years to get their certification (now it is up to the state for how much time). ID pool of MCs for people to gather before they get into the classroom.
- Look at Troops for Teachers - gap analysis - where a person is and where they need to go.
- Transition to Math and Science teaching program - 9 x 4 credits over 15 months. Micro-credential this!!
- e.g. parent conferences as a skill a new teacher needs

Assessment

- Create nationally recognized review panels to certify rigor of MCs
- Peer review process for assessing submissions
- Coordinated performance system for MCs approved by the state
- Work on automated assessments for visual and auditory submissions
- Make a distinction between crowd-sourced and the high value (low stakes and high stakes)
- Scale inter-rater reliability - earn the MC to be the assessor
- Social or crowd evaluations - learner can set their privacy settings
- build in peer review - value in giving feedback
- make it a requirement of teacher ed courses
- leverage in-service educators as part of the review process
- align learning design with rigor - build assessment taxonomy
- Create the "Uber app" for MCs - once someone submits, someone else can "pick it up" and provide review and feedback
- Build collaborations between students in various

Solution

Micro-credentials embedded in targeted automated assessments for teachers in pre-service – peer assessment for low stakes & expert assessment for high stakes assessments.

Content

- Map what is already created in Digital Promise and in the rest of the eco-system – EBSCO keyword
- Align with INTASC areas
- Then do content and expert validation from key stakeholders of duplicate MCs already created and provide rating for the top MCs much like Yelp
- Fill in gaps of missing Micro-credentials and publish the full set

Audience

- Human Resources and Talent Stakeholders:

Secure funding to create a communications and marketing strategy that focuses on proactive engagement of stakeholders (including data collection) in the emerging ecosystem of MCs (HR directors, Advocacy/Politics and other key partners)