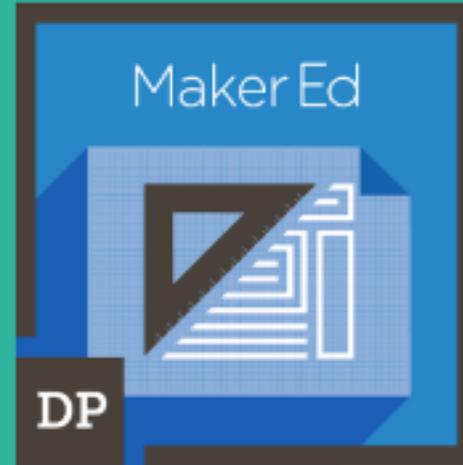


# Challenge Session

Symposium on the  
Currency of Micro-credentials

Licensure and Re-licensure





**Big Idea:** Licensure and Relicensure

**Essential Question:** How can MCs support the advancement of the teacher licensure process?

**Challenge Statement:** Design models to integrate MCs as a pathway to advance a performance based renewal of teacher licensure. (Infiltrate the system!)

# Guiding Questions

What do we need to know to solve this challenge?

Current System	Design	Quality and Rigor	Policy	Communication
What is going on now and how do we meet each state where they are?		How do we ensure rigor in design (creation or curation) of MCs?	What changes to state and local policies are necessary in order for MCs to be a viable licensure pathway?	What's the overall goal?
<ul style="list-style-type: none"> <li>• what are current structures, entry points, clock hr, advanced credit</li> <li>• how will they change</li> <li>• who is implementing now for relicensure</li> <li>• comparability to existing credentials</li> </ul>		How do we ensure rigor and fidelity in assessing?	Which key stakeholder groups need to have voice in the development of MC-inclusive certification/licensure policies?	What's the messaging plan?
		How will we measure the impact on educator		

# Guiding Activities

How will we answer our questions?

- Design

Complete a one-pager for states that provides a list of questions that should be answered in order to think about incorporating MCs into state re-licensure programs. The assumption is that these questions focus on the renewal pieces of licensure.

Draft of components:

[https://docs.google.com/document/d/1OL7oLEMdK2PBRGBRt4mkYAH\\_AztLY4w5PEhHp4mKZ1ow/edit?usp=sharing](https://docs.google.com/document/d/1OL7oLEMdK2PBRGBRt4mkYAH_AztLY4w5PEhHp4mKZ1ow/edit?usp=sharing)

# Guiding Activities

## How will we answer our questions?

- **Current System** (What is going on now and how do we meet each state where they are?)
  - Review compiled resources such as Education Commission of the States
  - Analyze the compiled data and identify similarities/differences
  - Run a NASDTEC survey about what are the policies behind renewal/relicensure requirements
  - Develop policies and strategies based on the research

# Guiding Activities

## How will we answer our questions?

### Quality and Rigor

1. How do we ensure **rigor** in the design (creation or curation) of MCs?
  - a. Identify rigorous components
  - b. Ensure alignment to research
  - c. Design is informed by rich data
2. How do we ensure rigor and fidelity in assessing?
  - a. Develop rubric that assessors use to evaluate evidence
  - b. Calibrate (and recalibrate) scoring across assessors
  - c. Develop common professional development to train assessors
3. How will we measure the impact on educator behavior and student outcomes?
  - a. Conduct a needs assessment (via data review) to identify gaps
  - b. Establish a follow-up survey to identify changes in behavior over time

# Guiding Activities

## How will we answer our questions?

- Policy

- Which key stakeholder groups need to have voice in the development of Micro-credential-inclusive certification/licensure policies?

- Identify key stakeholder groups within a local context.

- Design and conduct a convening that gathers representatives from key organizations in the form of an advisory group (ideal range of 20 participants): Including, but not limited to, *State & National Boards of Education, Legislators, SEA, Union Leader & Instructional Leader, Micro-credential experts, Practicing Teachers*. This convening must address the development of common language, and why/to whom it is important.

- How then does this group build consensus around what changes are necessary to state and local policies in order for Micro-credentials to be a viable relicensure pathway?

- Review existing policies in licensure renewal, in addition to the role of professional learning in this process.

- Develop and send out a survey of teaching workforce, district leaders, policy makers, etc. will be data that inform necessary changes. Focus groups may be necessary to dive deeper into the patterns that emerge from this survey.

# Audience

Who is the primary audience for our solution?

People who set policy around licensure

# Solution

What is a solution to our challenge?

- Make it clear: Why is this important? Why is this necessary?
- Report + Toolkit (in the form of a MC?)

# Roles and Resources

Who will need to be involved and what do we need to support the solution?

- Those that set policy
  - state legislators
  - state boards of education
  - standards boards
  - national organizations
  - research organizations
  - educators
  - higher education

# Evaluation Methods

How will we know if our solution works?

- Study Group
  - evidence of success
  - longitudinal study following policy implications

# Next Steps

- Clarify roles of this group moving forward (and DP)
- Survey the field - what's out there? interest and appetite?
- Meta analysis - what questions do we still have?
- Form study group (grow wisdom in the field and push forward)
- Design and deploy tools and models of MC integration
- Act opportunistically to infiltrate (infect?) credentialing orgs.