



DEVELOPING A MICRO-CREDENTIAL STRATEGY: A FRAMEWORK

# Understanding your why

First things first.

What do you need to know?

In other words, what burning questions do you have about micro-credentials, and how will answers to those questions help you develop a strategy for micro-credentials in your context?

**The goal of this first phase is for you to establish a theory of action.**

The resources will guide you through this phase. >

# Big questions

## **DO I (WE) CLEARLY UNDERSTAND THE VALUE PROPOSITION OF MICRO-CREDENTIALS?**

Read [this report](#) (and [this update](#)) and check your understanding on micro-credential basics. Watch [this short video](#) on how to start earning micro-credentials today.

## **HAVE I (WE) ENVISIONED THE POSSIBILITIES FOR MICRO-CREDENTIALS IN MY (OUR) UNIQUE CONTEXT?**

Listen to [this podcast](#) on teacher leadership and micro-credentials as well as [these podcasts](#) by educators who have earned micro-credentials. Also, check out [this resource](#) and [this resource](#) as possible frameworks for imagining a new ecosystem for results-oriented learning.

## **CAN I (WE) ARTICULATE OUR GOALS AND OBJECTIVES FOR PILOTING OR IMPLEMENTING MICRO-CREDENTIALS?**

Read [this report](#) on micro-credentials and the transformation of professional learning in California schools. Now, what are your shared goals and objectives for micro-credentials?

## **HAVE I (WE) DETERMINED MY (OUR) THEORY OF ACTION FOR PILOTING OR IMPLEMENTING MICRO-CREDENTIALS? IS THIS A SHARED THEORY OF ACTION?**

What is the difference between a goal, a problem of practice, and a theory of action? Find out more [here](#).



# Important tasks

## **DETERMINE YOUR CAPACITY**

Use the charts outlining the various **Micro-credential Support Models** to estimate the time, talent, and resources needed to implement a micro-credential initiative. Identify coordinator(s).

## **SECURE SUPPORT FROM KEY LEADERS BY ENGAGING OTHERS IN THE WORK**

Two of CTQ's micro-credentials, **Cultivating a Shared Purpose** and **Ensuring Alignment to a Shared Purpose**, might be the guidance needed to create a shared vision for micro-credentials.

Feel like you need someone to assist you in going deeper?

Have questions about micro-credentials you wish to further discuss with an expert?

Want to discuss a customized roadmap for navigating this process with a member of the Center for Teaching Quality staff?

[CONTACT US TODAY >](#)

# Resources

## CTQ READINESS GUIDES

### Developing a theory of action tool

This slide differentiates between a goal, a problem of practice, and a theory of action. To establish a shared vision and purpose among school or district staff for piloting and/or implementing micro-credentials, leaders may find this tool useful.

[DOWNLOAD](#)

## PODCASTS AND VIDEOS

### Start earning micro-credentials today!

This quick one-minute introduction to micro-credentials provides a basic overview of what a micro-credential is and how one can be earned.

[WATCH](#)

### *Ask an educator podcast series*

#### Season 1 : Episode 2 “Teacher Leadership and Micro-credentials” Barnett Berry

This episode from the Digital Promises Ask an Educator podcast series features Barnett Berry, CEO and founder of the Center for Teaching Quality. Take a listen to learn about the link between teacher leadership and micro-credentials and the value they can provide students and educators.

[LISTEN](#)

### *Ask an educator podcast series*

#### Season 1: 8 episodes; Season 2: 8 episodes

Ask an Educator shines a spotlight on educators across the country who are engaging in micro-credentials. This series will share stories of teachers from different schools, grades, and subject areas to learn about their unique classrooms, challenges, and professional learning goals and how micro-credentials play a role in helping to accomplish those goals.

[LISTEN](#)

# Resources

## CTQ WHITE PAPERS

***Micro-credentials: Driving teacher learning & leadership,***  
**Barnett Berry and Karen Cator, 2016**

This paper explores the potential of micro-credentialing to support educator development. It begins with a quick look at the current state of professional development, then defines micro-credentialing, outlines its benefit, and surveys the policy landscape to identify next steps for moving districts and states toward micro-credentialing.

[DOWNLOAD](#)

***Teacher micro-credentialing movement continues,***  
**An update from the Center for Teaching Quality and Digital Promise, October 2017**

This report presents a brief update on the micro-credentialing movement in K-12 education, how and where micro-credentials are being piloted, and challenges that need to be addressed if micro-credentials are going to fulfill their promise.

[DOWNLOAD](#)

***Micro-credentials & the transformation of professional learning in California schools,***  
**Kristoffer Kohl, Barnett Berry, Jon Eckert, 2018**

This paper outlines a micro-credential pilot in Long Beach, California. This case study provides an example of what it might look like for districts to establish clear professional learning goals while remaining flexible on how teachers can demonstrate their achievement. Based on 18 months of work with California teachers, SCOPE, union leaders, and accomplished school systems, the paper highlights recommendations for moving forward with micro-credentialing.

[DOWNLOAD](#)

***Teacher leadership for 21st century teaching & learning,***  
**Kristoffer Kohl, Kim Farris-Berg, Barnett Berry, 2016**

This report profiles the work of organizations advancing teacher leadership in California, documenting their contributions by highlighting the perspectives and accomplishments of teacher leaders they have engaged. Examples of career pathways and professional learning models for teachers are examined — including micro-credentialing as a means to accelerate teacher-led learning and California's progress toward the state's blueprint for K-12 improvement.

[DOWNLOAD](#)

# Resources

## REPORTS, RESEARCH, OR CASE STUDIES

***Micro-credentials for impact: Holding professional learning to high standards, Learning Forward and Digital Promise. (2017).***

This paper provides a crosswalk of how the missions of two organizations complement each other. When Digital Promise's mission to develop an ecosystem of educator micro-credentials and Learning Forward's mission to support applications of their Standards for Professional Learning are applied together, a course is set for educator professional learning that is personalized, relevant, and results oriented.

[DOWNLOAD](#)

## **Connect and collaborate**

Designing and launching your micro-credential system is challenging - but you're not alone! Join our private Facebook group to meet districts and other education agencies across the country who are doing similar work, access follow-up resources, and get live support from CTQ and its network.

**JOIN OUR MICRO-CREDENTIAL FACEBOOK GROUP >**