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DEVELOPING A MICRO-CREDENTIAL STRATEGY: A FRAMEWORK

# Implementing Your Plan

Once the initiative is launched,  
it's time to implement your support plan.

Gather the data needed to answer your burning questions.  
Analyze the data and results of your initiative so you are prepared  
to develop your micro-credential strategy. The framework resources  
are here to help.

The resources will guide you through this phase. >

# Big Questions

## **BASED ON OUR THEORY OF ACTION, WHAT FEEDBACK IS NEEDED FROM PARTICIPANTS?**

Before designing a strategy for testing your theory of action, **see what the research says** about micro-credentials. Consider these **sample survey questions** used to gather data from those participating in a micro-credential pilot or initiative.

# Important Tasks

## **HOLD A LAUNCH EVENT**

Here are some ideas for planning a launch event. At your event, you might share this [step-by-step infographic](#) for earning a micro-credential or this [walkthrough guide](#) for navigating the Digital Promise micro-credential platform.

## **PROVIDE SUPPORT BASED ON YOUR MODEL**

Provide a facilitation guide to those virtual community organizers, coaches, or others who will be supporting educators. See a sample [here](#).

## **GATHER DATA**

How did they do? Did participants earn a micro-credential? Did they resubmit if they were unsuccessful on the first attempt? The answers to these questions are important yet will not likely help you learn all you need to know about your theory of action. It is crucial to gather additional feedback and information about each participant's experience. Use survey tools, interviews, and focus sessions with participants to gather data. Remember those who submitted unsuccessful micro-credentials might provide as much information about the process and experience as those who were successful. To think more about the information you'd like to gather, check out these case studies of micro-credential programs across the nation from the [Friday Institute](#) and the [Center for Collaborative Education](#).

## **REFLECT**

Assemble a team to analyze the data. Once this team has analyzed the data collected, prepare a preliminary report. Share these results with appropriate stakeholders. Discuss your theory of action and the results of your work. Revisit your original theory of action. What did you learn? Do you need a new theory of action? How will these answers inform your next steps? Are you ready to develop a broader strategy 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

### Facilitation guide for virtual PLC support

This facilitation guide provides virtual community PLC leaders with the information needed to effectively support educators through the micro-credential process. The guide includes information on the following topics: micro-credential basics, expectations of a PLC facilitator, support content for newsletters, online threads, webinars, support activities and strategies for effective facilitation.

[DOWNLOAD](#)

### Sample survey questions

To gather feedback and data on the impact of the micro-credential pilot or implementation, surveys may be used. This resource provides sample questions for developing an effective survey.

[DOWNLOAD](#)

## TECHNOLOGY AND LOGISTICAL SUPPORT

### Digital promise micro-credential platform walkthrough

This guide provides educators with step-by-step instructions for navigating the digital platform as well as exploring and submitting a micro-credential.

[DOWNLOAD](#)

### Earn micro-credentials competency-based recognition for educators

This infographic provides a broad summary of the process for earning a micro-credential.

[DOWNLOAD](#)

# Resources

**WHAT DATA WILL YOU GATHER? CONSIDER THESE RESOURCES.**

***Making Professional Learning Count: Recognizing Educators' Skills with Micro-credentials,* Grunwald Associates LLC and Digital Promise. (2015).**

[DOWNLOAD](#)

This study provides an in-depth exploration of teachers' attitudes toward professional development and competency-based microcredentials. The results of this study, along with reader feedback, are useful for those developing a comprehensive and effective educator micro-credential system that supports the advancement of teachers as well as the teaching profession.

***Micro-credentials: Igniting Impact in the Ecosystem, Digital Promise,* Friday Institute for Education Innovation, Baltimore County Public Schools, The Mobile Technology Learning Center, Kettle Moraine School District**

[DOWNLOAD](#)

This report is one example of the effort to extend and strengthen the micro-credential ecosystem's impact. Capturing the stories of two micro-credential issuers and two school districts, this case study emphasizes why the ecosystem is critical to intervening in the professional development gap.

***A Movement Toward Personalized Professional Learning: An Exploration of Six Educator Micro-credential Programs,* Christina Kuriacose and Allida Warn, Center for Collaborative Education, April 2018.**

[DOWNLOAD](#)

This paper is based upon interviews with Juab School District (Utah), Kettle Moraine School District (Wisconsin), Arkansas State Department of Education, Lake County School District (Florida), Seminole County School District (Florida), and Baltimore County Public Schools (Maryland). The paper begins with a comparative overview of motivations, processes, and outcomes of the work, followed by individual summative case memos found in the appendix.

