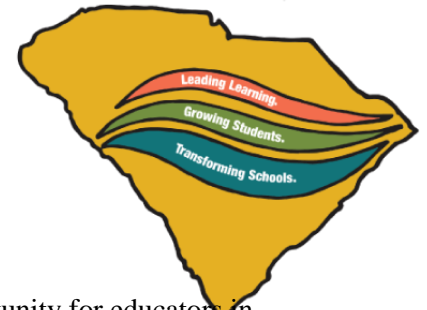


South Carolina Collective Leadership Initiative Micro-credential Pilot



What is it?

Participation in the South Carolina Micro-Credential Pilot will provide an opportunity for educators in your district to get an in-depth experience with the latest innovation in professional learning: micro-credentials. Administrators and teachers will work collaboratively to learn, firsthand, about the power and potential for micro-credentials to transform professional learning and improve student outcomes.

How can micro-credentials help me with my priorities?

Micro-credentials have potential to...

- Improve teaching and learning through redesigned professional learning. The process of earning micro-credentials is both a learning experience and, when earned, verification that a specific skill has been demonstrated at proficiency.
- Engage administrators in meaningful instructional leadership. Administrators can earn micro-credentials and/or work with teachers as they develop/demonstrate the instructional strategies needed to earn them.
- Increase teacher recruitment and retention. Micro-credentials can be used to create meaningful mentoring experiences and to recognize those educators with advanced skills.
- Provide a means by which accomplished teachers can spread their expertise. The **Collective Leadership** micro-credentials focus on supporting accomplished teachers to be able to lead their peers and spread their expertise in support of student learning.

What benefits are there for our district and our educators to participate?

- Your district can experience innovative professional learning firsthand and help to inform state and national dialogue around transformed professional learning.
- Administrators can have clear evidence of teachers' proficiency in skills that connect directly to student outcomes. Teachers who earn micro-credentials have submitted evidence of their proficiency that has been evaluated against specific criteria.
- Educators can earn professional development credit. South Carolina allows for districts to recognize professional learning, making it possible for educators who engage in this pilot to earn professional development hours that can be used for recertification.
- Students will have educators who are engaged in ongoing and meaningful professional learning that will directly impact learning.

WHAT would I be doing and WHEN would I do it?

Listed below are the micro-credential stacks and brief descriptors of each. In order to participate, you would commit to complete at least ONE of the 14 micro-credentials listed below. A timeline for submission is provided on page 3.

COLLECTIVE LEADERSHIP STACK

Understanding Your Leadership Strengths

Educators deepen their understanding about their leadership strengths and apply that knowledge to leverage strengths in collective leadership projects.

Building Your Team

The educator builds an effective collective leadership team based on individuals' strengths to implement a project plan.

Cultivating a Shared Purpose

The educator will identify a team of educators to engage in the design of a collective leadership project based on an identified need. The team will also cultivate a shared purpose (mission, vision, values, and goals) for its project.

Ensuring Alignment to a Shared Purpose

Educators will work with a team to identify behaviors that align with the team's shared purpose and create protocols to ensure alignment with the shared purpose.

Assessing How Time is Currently Used

Educators use a tracking tool to examine how time is used in his/her classroom and/or school schedules to identify areas that might be redesigned to allow for more effective learning opportunities for students and/or teachers.

Creating a Plan for Redesigned Learning

Educator reviews a variety of approaches to redesigning learning time, and then applies the lessons learned to create a plan for redesigned learning time for his/her own classroom or school.

Engaging Stakeholders

Educator considers the perspectives of different stakeholders, and then engages with them in order to gain support and advance his or her leadership plan.

Managing Change

Educator creates a change plan that will guide the implementation of a new approach.

BASIC PERFORMANCE ASSESSMENT STACK

Performance Assessment Design

The educator creates original, fair, and authentic performance assessments, which allow for student voice and choice and provide multiple ways for diverse learners to demonstrate their mastery of academic discipline-specific content at high levels of cognitive rigor.

Competency-based Rubric Design

The educator designs rubrics with clear criteria aligned to appropriate standards, competencies, or learning targets to communicate expectations for student performance at each level. The educator uses rubrics in ways that provide consistent, timely, and appropriate feedback to encourage students to set learning goals and reflect on personal growth.

Performance Assessment Validation

The educator analyzes performance assessment and rubric for qualities of validity (alignment, fairness, clarity, engagement, and scoring criteria). This micro-credential will focus on 1) giving feedback on task quality criteria and 2) receiving feedback and making revisions.

ADVANCED PERFORMANCE ASSESSMENT STACK

Embedding Habits, Skills, and Disposition in PAs

The educator develops performance assessments that embed and assess one or more habits, skills, and/or dispositions by either 1) adapting an existing assessment or 2) designing a new assessment from scratch.

Performance Assessment Reliability

The educator uses performance assessment formatively to provide feedback and improve student learning of standards and competencies.

Using PAs Formatively to Provide Feedback

The educator scores student work reliably by using protocols to engage in collaborative, structured discussions. These discussions will focus on accurately and consistently document evidence within the student work of achievement of the learning target(s).

STEPS IN THE MICRO-CREDENTIAL PROCESS



TIMELINE FOR THE SOUTH CAROLINA MICRO-CREDENTIAL PILOT – PHASE TWO

Pilot Sites Identified	August - September 2018
Pilot Participant Recruitment by Pilot Sites	September 2018
Information Sessions (webinars)	Thursday, September 6 (4:30 pm ET) Thursday, September 13 (4:30 pm ET)
Pilot Participant Orientation (webinar)	September 25, 2018 (5:00 pm ET)
Submission and RE-submission window	September – December 2018
Feedback and reflection on the pilot	January 2019

ALREADY KNOW YOU WANT TO LEARN MORE ABOUT PARTICIPATING?

Are you interested in signing up on behalf of your district, school, or classroom? Visit this [Google form](#) and provide ALL of the requested info.

HOW WILL YOU BE SUPPORTED DURING THE PILOT?

You will not be alone in this journey. On-going support will be available using the following strategies:

1. **Two Information sessions** will be offered for you to learn what you need to know about the pilot in order to commit to the process;
2. **The micro-credential pilot orientation** is scheduled for Tuesday, September 25 at 5:00 pm ET and will be recorded if you are unable to attend. The purpose of the orientation is to outline the expectations and the specific process for submitting a portfolio and provide you with information on how you will be supporting throughout the process;
3. **Four “office hour” sessions** will be offered to you during the pilot on a “come and go” basis. Two October sessions and two November sessions will provide you with the opportunity to receive individual support as you work on your portfolio submission;
4. **Newsletters** with tips and strategies for completing a micro-credential portfolio will be shared every other week during the pilot period. The newsletters will serve as a useful guide for the work as well as reminders of deadlines, upcoming support sessions, and, if needed, how to find more personalized support.

DO YOU HAVE MORE IMMEDIATE QUESTIONS ABOUT THE PILOT?

Contact Libby Ortmann (oortmann@ed.sc.gov) for immediate questions.