Agenda

• Introductions
• The BloomBoard Evolution (with Arkansas)
• What are Micro-credentials?
• 2018-19 Pathway Pilots in Arkansas
• What’s Next?
• Questions
Introductions

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About BloomBoard

- Started in 2010, and more than 7,500 schools in 800 districts in 38 states trust us (with 15 state-level partnerships)
- Backed by the Gates, Dell and Jobs family foundations, as well as Learn Capital
- Current and previous Board members / advisors are educational leaders including: Joanne Weiss and Tom Vander Ark
- Pioneering the shift from “inputs” to “outputs” for educator professional learning, while maintaining rigor and quality at scale
- The platform for leading MC issuers such as: American Institutes for Research, AVID, and the National Board Certified Teacher Network
Teachers are the most important driver of student learning and growth
The Evolution Of BloomBoard’s Thesis

Teachers are the most important driver of student learning and growth

2010-2012 Educator Observation & Evaluation

• Educator observation and evaluation is critical to improving teacher effectiveness

Achievement is not high and not improving

• ~40% of HS seniors are below basic
• 20% of students leave HS before graduating

Nearly every teacher is still “effective”

• Florida: 98% of teachers are “effective”
• New York: 95% of teachers are “effective”
• Tennessee: 98% of teachers are “effective”
• Michigan: 98% of teachers are “effective”
• New Jersey: 97% of teachers were “effective”
The Evolution Of BloomBoard’s Thesis

Teachers are the most important driver of student learning and growth

2010-2012 Educator Observation & Evaluation

- Educator observation and evaluation is critical to improving teacher effectiveness

2013-2014 Personalized Educator Support

- Personalizing PD based on observation / evaluation data is critical to improving teacher effectiveness

Schools Spend $BNs on PD
- $18K per teacher per year
- Little to no impact on outcomes

Traditional PD is Broken
- Sit-and-get learning rarely, if ever, changes practice
- Portfolio-based learning increases learning and retention by 6X with half the time investment
Teachers are the most important driver of student learning and growth

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2015-2017
Competency-Based Educator Support

- Personalized support must be job-embedded and competency-based to meaningfully change instructional practice

Meaningful Incentives are Critical
- Credit hours are not meaningful
- Salary advancement and meaningful recognition matter most
Teachers are the most important driver of student learning and growth

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2018-Future
Competency-Based Career Advancement

• Competency-based professional learning embedded in clearly defined pathways for career advancement accelerates learning and provides the greatest potential to truly improve student outcomes
Problem: Educator PD is Often Ineffective and Irrelevant

84% of teachers report participating in in-service days.

ONLY 20% are satisfied with them.

72% of teachers participate in informal professional development activities.

In general, informal activities generate more satisfaction.

Problem: Teacher Shortages Are Only Getting Worse

The Perfect Storm in the Teacher Labor Market
(Economic Policy Institute 2019 Report)

A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S
(Linda Darling-Hammond 2016 Report)

The teacher shortage is real, large and growing, and worse than we thought... with high-poverty schools suffering the most.

Key Report Findings
Graduate classes are often not relevant to current practice.

Graduate degrees are expensive ($15K-$50K).

Most graduate programs require significant extra work outside of classroom day job.

Graduate credits do not require proven competence in practice.

Problem: Salary Advancement is Costly, Difficult and Ineffective

~20%-40% of educators are “maxed out” on their salary schedules before a degree-bearing lane change…
• Effectively a “Salary Increase” via Reduced Out-of-Pocket Costs
• Job-Embedded, Competency-Based Salary Advancement

• Greater Transparency and Empowerment for Educators
• Improved Retention and Lower Attrition Rates

• 6X Greater Learning and Retention
• 30%-50% Cheaper than Traditional Graduate Credit

• Cross-Department Alignment
• More Opportunities for Personalization
BloomBoard's National Micro-Credentialing Landscape

**WASHINGTON**
Computer Science & Cultural Responsiveness

**MINNESOTA**
CTE Alternative Certification

**ILLINOIS**
Leadership for Equity

**CONNECTICUT**
Teacher Induction and Principal Induction

**KANSAS**
Induction & Response to Intervention (RtI)

**MINNESOTA**
CTE Alternative Certification

**CONNECTICUT**
Teacher Induction and Principal Induction

**DELAWARE**
Teacher Induction

**TENNESSEE**
Core Instruction, STEM, and SEL Practices

**ARKANSAS**
Teacher Induction, Teacher Leader, and Master Teacher Endorsements

**TEXAS**
Micro-Credential Licensure Pathways (HB2424)

**RHODE ISLAND**
Computer Science Endorsements

**UTAH**
Financial Literacy

**KENTUCKY**
CTE Workforce Development

**LOUISIANA**
Teacher Leader & Principal Licensure

**TEXAS**
Micro-Credential Licensure Pathways (HB2424)

**LOUISIANA**
Teacher Leader & Principal Licensure

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Leadership for Equity

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Computer Science Endorsements

**TEXAS**
Micro-Credential Licensure Pathways (HB2424)
Career Pathways Linked to AR Licensure

In-classroom Instructional Leadership
- Traditional Credentialing
- Alternative Credentialing

Out-of-classroom Instructional Leadership

Master Professional Educator
- Specialized Focus Area(s)

Lead Professional Educator
- PLC Leader
- Mentor Teacher
- Coach
- Content Leader
- Mentor Leader

Early Career Educator
- Induction
- Classroom Teacher

Career Professional Educator

School Principal
- Dean/Asst.Principal
So What Does a BloomBoard Micro-Credential Look Like?

Example Micro-credential: Guided Reading

“Gather real-time data about what students know and are able to do by using a series of related questions asked in quick succession.”

Learn By Doing

1. Teacher analyzes Current Practice against defined competency
2. Teacher designs and develops plan to implement competency in classroom
3. Teacher implements plan to demonstrate competency in classroom
4. Teacher evaluates implementation of competency (reflective practice)
How Does BloomBoard Embed Research in the MC Process?

**Cycle of Inquiry**

The discipline of analyzing, reflecting, and documenting is the key to change and improvement.

- Coalition of Essential Schools, 1999;
- Cushman, 1999;
- Bryk et al., 2011;
- Tichnor-Wagner et al., 2017

**Job-Embedded Supports**

Teachers develop expertise as members of collaborative, interdisciplinary teams with common goals for student learning.

- National Comprehensive Center for Teacher Quality, 2011;
- Harwell, D’Amico, Stein, & Gatti, 2000;
- Hill et al, 2010;
- Putnam & Borko, 2000

**Portfolio-based Learning**

Job-embedded professional development constitutes a powerful lever to advance student learning.

- National Staff Development Council, 2010;
- Chung, 2008;
- Sato, Wei, & Darling-Hammond, 2008]

**Rigorous Evaluation and Assessment**

Feedback on classroom practice may lead to improvements in teacher performance and student achievement.

- Institute of Education Sciences, 2010;
- Garet et al., 2001;
- LeBreton & Sentor, 2008;
- Nunnally & Bernstein, 1994
What Does This Research Look Like in Practice?

Cycle of Inquiry

Kickoff  Portfolio-Based Learning  Submission  Assessment

Job-Embedded Supports
Introducing Your Best Self
Competency: Introducing Your Best Self

Description:

**Definition:** Your “best self” is more than just a name and a job title; it is a person who has interests, passions, quirks, hopes and dreams.

**Underlying Principles:** Introducing your best self means giving people more than they might expect, connecting with others in more meaningful ways, and perhaps being a little vulnerable.

**Rationale:** When you introduce your best self to people, it lays the groundwork for interesting conversation, makes you more memorable, and helps make meaningful connections with those around you.
Analyze the last time you were in a meeting or training and you were asked to introduce yourself. Write about what you chose to share and what you emphasized.

- How comfortable do you feel when meeting new people?
- Do you enjoy talking about yourself and/or your profession?
- Given the “Best Self” description above and your typical response when introducing yourself to someone new, are there particular things you might consider including in a personal introduction that would describe a more “authentic” multidimensional you?

- Draft your response to the Analyze Requirement.
- Switch your paper with a partner and score using the rubric.
Design

• Draft your response to the Design Requirement.

• Discuss what you wrote about with your partner. See if there is any feedback you can give / get. Remember the rubric!
IMPLEMENT

Use your script to introduce yourself to a partner. You need not memorize the script, but do introduce yourself as if encountering your partner for the first time. Consider what your introduction conveys about you both verbally and nonverbally. Be aware of your tone, use of inflection, language pace, and your body language such as posture, gestures, facial expressions, and other physical cues, etc.

Record video of your introduction.

- Work with a partner to present your script. Your partner will record your introduction on YOUR phone.
- Watch your presentation and score your video using the rubric.
Evaluate

EVALUATE

Evaluate your introduction (you may want to review your video). Write a short paragraph that details the following:

• How did it feel to introduce yourself in a new way?
• Do you think you met your intended expectation for how you might elicit emotion in the listener? (See Design step)
• What might you change about your script or do differently next time? Why?

• Draft your response to the Evaluate Requirement.
• Switch your paper with a partner or score your own using the rubric.
Congratulations!

- What did you learn by experiencing this ‘mini’ micro-credential?
- How was this experience different from traditional forms of professional learning and assessment?
- What types of supports do you think you will need now that you have gone through the process of completing a micro-credential?
Convening the Superintendent’s Advisory Council – Direct District Planning
Career Pathways Linked to AR Licensure

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- Coach
- Content Leader
- Mentor Leader

Career Professional Educator

- Early Career Educator
  - Induction
  - Classroom Teacher

Out-of-classroom Instructional Leadership

In-classroom Instructional Leadership

- Traditional Credentialing
- Alternative Credentialing

Out-of-classroom Instructional Leadership

School Principal

Dean/Asst. Principal

Coach

Content Leader

Mentor Leader

Mentor Teacher

Specialized Focus Area(s)
Sample Career Pathway Map

In-classroom Instructional Leadership

- Traditional Credentialing
- Alternative Credentialing
  - Induction
  - Classroom Teacher

Specialized Focus Area(s)

Out-of-classroom Instructional Leadership

- Master Teacher
- Dean/Asst.Principal
- School Principal
- Content Leader
- Mentor Leader
- Intervention Specialist
- Mentor Teacher
- Department Chair
What Problems Are You Trying To Solve?
Sample Career Pathway Map

In-classroom Instructional Leadership

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- Alternative Credentialing

Induction

- Classroom Teacher
- Mentor Teacher

Specialized Focus Area(s)

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