Arkansas Career Pathways through Micro-credential
ADE Summit, June 2019
Introduction

Kelly Montes De Oca,
BloomBoard Chief Learning Officer
kelly@bloomboard.com
• Introductions
• The BloomBoard Evolution (with Arkansas)
• What are Micro-credentials?
• 2018-19 Pathway Pilots in Arkansas
• What’s Next?
• Questions
The BloomBoard Evolution (with AR)
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

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
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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
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2015-2017
Competency-Based Educator Support

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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)

Key Report Findings

The teacher shortage is real, large and growing, and worse than we thought... with high-poverty schools suffering the most.
Problem: Salary Advancement is Costly, Difficult and Ineffective

- 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

~20%-40% of educators are “maxed out” on their salary schedules before a degree-bearing lane change…
Solution: Competency-Based Career Pathways

- 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

- Equivalent to Salary Schedule Lane Change Options
- Directly Aligned to District Strategic Plans
- Lower-Cost Competency-Based Learning via Micro-Credentials

- 6X Greater Learning and Retention
- 30%-50% Cheaper than Traditional Graduate Credit
- Cross-Department Alignment
- More Opportunities for Personalization

Lower-Cost Competency-Based Learning via Micro-Credentials
Career Pathways Linked to AR Licensure

Master Professional Educator

- Specialized Focus Area(s)

Lead Professional Educator

- PLC Leader
- Coach
- Content Leader
- Mentor Leader

Career Professional Educator

- Classroom Teacher
- Mentor Teacher

Early Career Educator

- Induction

In-classroom Instructional Leadership

- Traditional Credentialing
- Alternative Credentialing

Out-of-classroom Instructional Leadership

Traditional Credentialing

Alternative Credentialing
A New Ecosystem of Micro-credentials

- **In-classroom Instructional Leadership**
  - Master Professional Educator
  - Lead Professional Educator
  - Mentor Leader
  - Content Leader

- **Out-of-classroom Instructional Leadership**
  - Early Career Educator
  - InTASC Leader

- **Traditional Credentialing**
  - Developing Cultural Receptor Content
  - Applying Foundational Knowledge
  - Understanding the Context of the Community
  - Supporting Learning Collaborations
  - Using Results of Formative Assessment

- **Alternative Credentialing**
  - STEM School
  - Content Leader
  - STEM Leader

- **Specialized Focus Area(s)**
  - Computer Science
  - Special Education

- **InTASC**
  - Coaching Using the Cycle of Instructional Improvement
  - Setting and Achieving Growth Goals
  - Developing the School as a Resource for Families

- **NEA Teacher Leader**
  - Using a Culturally Responsive Curriculum
  - Providing Evidence of Student Learning
  - Integrating Technology in Support of Learning

- **PESL**
  - Aligning Federal/State/Local Policies
  - Developing and Supporting Diverse Faculty

- **Dean/Asst. Principal**
  - Evaluating Distinctive Evaluation and Support Systems

- **STEM**
  - Addressing STEM Partnerships
  - Fostering Student Learning Experiences
BloomBoard’s National Micro-Credentialing Landscape

- **KANSAS**: Computer Science & Cultural Competency
- **MINNESOTA**: CTE Alternative Certification
- **ILLINOIS**: Leadership for Equity
- **CONNECTICUT**: Teacher Induction and Principal Induction
- **ARKANSAS**: Teacher Induction, Teacher Leader, and Master Teacher Endorsements
- **TEXAS**: Micro-Credential Licensure Pathways (HB2424)
- **LOUISIANA**: Teacher Leader & Principal Licensure
- **UTAH**: Financial Literacy
- **WASHINGTON**: Computer Science & Cultural Responsiveness
- **RHODE ISLAND**: Computer Science Endorsements
- **KENTUCKY**: CTE Workforce Development
- **DELAWARE**: Teacher Induction
- **TEXAS**: Micro-Credential Licensure Pathways (HB2424)
- **ILLINOIS**: Leadership for Equity
- **CONNECTICUT**: Teacher Induction and Principal Induction
- **ARKANSAS**: Teacher Induction, Teacher Leader, and Master Teacher Endorsements
- **TEXAS**: Micro-Credential Licensure Pathways (HB2424)
- **LOUISIANA**: Teacher Leader & Principal Licensure
- **TENNESSEE**: Core Instruction, STEM, and SEL Practices
- **FLORIDA**: Growth Mindset & Clinical Educators
What are Micro-credentials?
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.”

Teacher analyzes Current Practice against defined competency

Teacher designs and develops plan to implement competency in classroom

Teacher implements plan to demonstrate competency in classroom

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.

**Job-Embedded Supports**
Teachers develop expertise as members of collaborative, interdisciplinary teams with common goals for student learning.

**Portfolio-based Learning**
Job-embedded professional development constitutes a powerful lever to advance student learning.

**Rigorous Evaluation and Assessment**
Feedback on classroom practice may lead to improvements in teacher performance and student achievement.

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

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

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

- **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

Let’s take a look!
2018-19 Pathway Pilots
Arkansas Early Career Educator Pathway

- Redirecting Student Behavior to Meet Classroom Expectations
- Maximizing Learning through Classroom Routines
- Creating Physical Environments for Learning
- Modifying Instruction through Formative Assessments in a lesson
- Promoting Shared Values and Expectations
- Developing a Climate of Respect and Rapport
- Aligning Learning Objectives and Assessments
- Applying Key Lesson Design Elements
- Communicating Learning Outcomes with Students
Arkansas Early Career Educator Pilots

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- Little Rock School District Year One and Year Two Induction (2)
- Northeast Arkansas ESC Novice Teacher Induction (1)
- Ozarks Unlimited Resource ESC Novice Teachers (2)
- Arkansas River ESC Novice Teachers (1)
Horatio School District

- Elementary Lead Teacher
- Selected 1
Lead Professional Educator Pilots

Depth of Knowledge and Science Practices

- In partnership with Southern Arkansas University
- Educators across districts in Arkansas
Lead Professional Educator Pilots

Lead Professional Educator Designation
- Districts throughout the state
- In partnership with Teaching Matters
Culturally Responsive Leaders
- Districts throughout the state
- In partnership with Teaching Matters

Building Foundations for Culturally Responsive Instruction
Lead Professional Educator Designation
Cultivating Community for Impact

- Recruitment and Retention Facilitators within each co-op
- In partnership with CTQ
- Teachers who complete all four get the Lead Teacher Educator designation on their license
Early Career Educator: Pre-service Teachers

- Henderson State University Pre-service Educators

- Redirecting Student Behavior to Meet Classroom Expectations (Pre-service educators)
- Exploring Planning and Preparation with Your Cooperating Teacher (Pre-service educators)
Early Career Educator: Pre-service Teachers

- Culturally Responsive Instruction Designation
- APPEL (Arkansas Professional Pathway to Educator Licensure)
Our VIPS: Implementation Principles

- Shared Vision
- Broad System of Supports
- Critical Implementation Success Principles
- Phased Approach
- Meaningful Incentives
Identifying Embedded Supports

YEAR 1
- Summer
  - 2-day Induction Academy
- Fall
  - In-service day
  - Mentorship Program
- Winter
  - Mentorship
  - PLCs
- Spring

YEAR 2
- Summer
  - In-service day
  - Mentorship Program
- Fall
  - Mentorship Program
- Winter
  - Mentorship
  - PLCs
- Spring
Identifying Embedded Supports

**YEAR 1**

**Summer**
- 2-day Induction Academy

**Fall**
- In-service day
- Mentorship Program

**Winter**
- Mentorship
- PLCs

**Spring**

**YEAR 2**

**Summer**
- In-service day
- Mentorship Program

**Fall**
- Redirection of Student Behavior

**Winter**

**Spring**

- Developing Respect and Rapport
- Redirecting Student Behavior
- Aligning Learning Objectives and Assessments
- Applying Key Lesson Design Elements
- Understanding Cultural Differences
- Maximizing Learning through Classroom Routines
- Modifying Instruction through Formative Assessments in a lesson
- Creating Physical Environments for Learning
What’s Next?
• Early Career Educator micro-credential programs will expand from 3 COOPs to 11 COOPs in 2019-20 school year

• A process is being put into place to:
  – Approve individual micro-credentials to be used for pathway designations
  – Approve role card aligned the Lead Teacher designation (i.e., coach, PLC Leader, Mentor Teacher, etc.)
REQUIRED MICRO-CREDENTIALS

Domain 1
- Aligning Learning Objectives and Assessments
- Applying Key Lesson Design Elements

Domain 2
- Promoting Shared Values and Expectations
- Redirecting Student Behavior
- Maximizing Learning through Classroom Routines
- Developing Respect and Rapport
- Creating Physical Environments for Learning

Domain 3
- Modifying Instruction through Formative Assessments
- Developing Culturally Relevant Curriculum

ELECTIVE MICRO-CREDENTIALS

- Your Choice
- Your Choice
- Your Choice

Other Incentives / Requirements
- [$X additional stipend / salary increase upon completion]
- [Successful completion of a educator preparation program (degree-granting or alternative educator preparation), passing scores on state-mandated licensing exams, and other requirements for a first-time standard license.]
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• Possible State-supported pilots for 2019-20
  – Deepen Career Pathway District work
  – Opportunity Culture School Role Cards (MCL, DR)
  – Leadership Quest work aligned to Master Principal

• Explore the Master Professional Educator Pathway
Specialized Focus Areas can be selected as district or school-wide initiatives to meet contextual needs or selected independently by teachers as they work toward Master Teacher status (achievement of at least four Specialized Focus Areas).

### Digital Literacy
- Accessing Digital Media
- Analyzing and Evaluating Digital Content
- Creating Digital Content
- Creatively Generating Digital Content
- Reflecting on Personal Responsibility and Ethical Principles with Digital Content
- Types of Digital Literacy

### Advanced Differentiation
- Differentiating the Curriculum Using Depth and Complexity
- Differentiating the Curriculum Using Novelty
- Differentiating the Curriculum Using Acceleration
- General Differentiation Strategies

### Project-based Learning
- Map the Project Using the PBL Process
- Managing the PBL Process
- Getting Students to High Quality Work during PBL
- Student Voice and Choice in the PBL Process
- Making PBL Projects Public

### Personalized Learning
- Creating Learner Profiles
- Using Technology to Manage and Document the Learning Process
- Developing Customized Learning Paths
- Focusing on Proficiency-based Progress
- Understanding a Learner Centered Experience
- Developing Learner as a Resource
- Developing Learner Independence

### Computer Science
- Fostering an Inclusive Computing Culture
- Collaborating Around Computing
- Recognizing and Defining Computational Problems
- Developing and Using Abstractions
- Creating Computational Artifacts
- Testing and Refining Computational Artifacts
- Communicating About Computing

### Meeting the Needs of ELL
- Vocabulary and Language Development
- Guided Interaction
- Explicit Instruction
- Real World Examples & Context-Based Learning:
  - Graphic Organizers & Modeling
- Using Authentic Assessments
- Activating Prior Knowledge

### Meeting the Needs of Students with Special Needs
- Implementing Universally Designed Curriculum
- Implementing Appropriate Accommodations
- Program Design for Students with Special Needs
- Instructional Organization for Students with Special Needs
- Presentation Techniques for Students with Special Needs

### Meeting the Needs of Gifted Students
- Understanding Types of Giftedness
- Using Ability Groups in the Classroom
- Differentiating the Curriculum Using Depth and Complexity
- Differentiating the Curriculum Using Novelty
- Differentiating the Curriculum Using Acceleration

### Trauma Informed Instruction
- Assessing for Trauma Exposure
- Creating an Environment of Respect and Rapport
- Providing Guided Opportunities for Positive Participation
- Building on the Strengths of Families and Students Impacted by Trauma
- Strategies for Self-Regulation

### Culturally Relevant Instruction
- Communicating high expectations
- Learning within the Context of Culture
- Culturally-responsive Curriculum
- Teachers as Facilitators
- Student-centered Instruction
- Positive perspectives on Parents and Families
- Supporting Students to Develop Empathy

### Social Emotional Learning
- Developing Self Awareness
- Using Self Management Strategies
- Developing Social Awareness
- Developing Relationship Management Skills
- Fostering Responsible Decision Making
- Bullying Prevention

### Numerous Other Clusters
- MC
- MC
- MC
Sample Master Teacher Pathway – “Synthetic” Master’s Degree

Foundations Endorsement
Aligned to Strategic Plan (10 MCs)

- Developing Culturally Relevant Curriculum
- Applying Foundational ENL Accommodations
- Using Results of Formative Assessment
- Collaborating to Meet the Needs of Diverse Learners
- Applying Foundational SPED Accommodations
- Modifying Instruction through Formative Assessments
- Strategic Grouping Based on Data
- Identifying Your Students Learning Needs
- Understanding Cultural Differences
- Utilizing Assessment Criteria with Students

Personalized Endorsements
Based on Teacher Choice (20 MCs)

- Personalized Endorsement #1
- Personalized Endorsement #1
- Personalized Endorsement #1
- Personalized Endorsement #1
- Personalized Endorsement #1
- Personalized Endorsement #2
- Personalized Endorsement #2
- Personalized Endorsement #2
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- Personalized Endorsement #2
- Personalized Endorsement #2
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• Explore the Master Professional Educator Pathway

• Bring a Team to the Career Pathways Workshop for District Teams
  – Wednesday from 1:10 – 4:30, Salon A Embassy Suites
Questions