



LESSONS LEARNED FROM A THREE-YEAR PILOT

One state's journey to learn about micro-credential implementation

PILOT DESIGN

Tennessee's Micro-credential Pilot Summarized



- Respond to teacher needs
- Ensure highest degree of relevance
- Learn about teacher perceptions of micro-credentials

- ▶ Build district capacity
- ▶ Expand choice
- ▶ Address teacher leadership

- ▶ Gradual release of responsibility: state to district
- ▶ Explore pathways
- ▶ Create customized content

YEAR ONE DESIGN

30 teacher pairs

14 micro-credentials

1 state-level coordinator

YEAR TWO DESIGN

200 individual teacher

25 micro-credentials

15 district coordinators

YEAR THREE DESIGN

800 individual teachers

25 micro-credentials

15 district coordinators

TEAM-ALIGNED

- Aligned to six indicators on teacher evaluation rubric
- Supported greatest areas of need across the state
- 27 MCs earned

STEM: SELECT

- 4 micro-credentials
- Co-written with TN STEM Innovation Network
- Aligned to STEM strategic plan
- Offered to STEM designated schools
- Micro-credentials supplemented pre-determined goals
- 150+ MCs earned



STEM: GENERAL

- Same 4 MCs offered in STEM Select pathway
- Offered to teachers in general pilot
- 15+ MCs earned



GIFTED

See Me!

Understand Me!

- Partnered with National Association for Gifted Children
- Supports identification of gifted students from underrepresented populations
- 20+ MCs earned

RTI²

- Supported state initiative for Response to Intervention and Instruction
- 4 Customized MCs
- 15+ earned MCs



SOCIAL AND PERSONAL COMPETENCIES

- Supplemented state initiative on social and personal competencies
- 2 customized MCs aligned to social and personal competency modules
- 3 earned MCs

KEY NUMBERS

- Goal: 280 MCs earned
- Actual: 235+ MCs earned
 - TEAM: 25+
 - Gifted: 20+
 - STEM select: 150+
 - RTI: 15+
 - STEM general: 15+
 - Social and Personal Competencies: 3



LESSONS LEARNED

- In-person training for personal connection
- Collaboration: pairs, teams, cohorts
- Content tied to existing school/district/state goals
- District and school support is critical

PARTNERSHIPS AT WORK

- BloomBoard: platform and MCs for districts
- Digital Promise: free and low-cost MCs for educators
- Teaching Matters: Teacher Leader MCs and Teacher Leader support
- Center for Teaching Quality (CTQ): Teacher Leader support, micro-credential support
- National Education Association (NEA): free MCs to educators
- Appalachian Regional Comprehensive Center
- Ayers Institute @ Lipscomb University: resource support for evaluation indicators

PARTNER CONTACTS

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- National Education Association (NEA):
<https://nea.certificationbank.com/>
- Ayers Institute @ Lipscomb University



POINTS TO NOTE

- Energized veteran educators
- Empowered novice educators
- Affirmed Teacher leaders
- Equipped Virtual facilitators
- Compelling story-tellers

NEXT CHAPTER

Options for the future of micro-credentials

- District-led micro-credentials: BloomBoard, Digital Promise
- Educator autonomy - Digital Promise and NEA
- Teacher Leader MCs – Teaching Matters, Center for Teaching Quality (CTQ)