# Providing Advanced Professional Development through Microcredentials as Part of Induction Support
## University of St. Thomas (TQP)

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# Presenters

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# Annual Summit

2023

**Raising the Bar: Transforming Education through Equity in Action**

What is the impact of grantee efforts related to diversity, equity, and inclusion? What evidence-based practices are in use?

# Purpose

EED

- Focus on the impact of implementing a grant strategy focused on achieving equity.
- Disseminate best practices and findings across the EED grant community to support grantee participants in transferring best practices to their contexts

# 5 Point Scale

Rate your current knowledge of Microcredentials & Digital Badges

1    2    3    4    5

Novice    Some    Master

Knowledge

# Agenda

- Objectives

- Key Terms

- **Reflection**

- Microcredentials

- Reflection

# Objectives

- Share our experience creating microcredentials, based on identified needs, to provide advanced professional development [PD] focused on equity work.

- Understand the benefits of using microcredentials, awarded by digital badges, as a validated indicator of educator's competencies and ability to provide an equitable education to students.

# Microcredentials

As part of induction support, we offer competency-based microcredentials as PD to advance teachers' understanding of effective culturally and linguistically sustaining strategies to impact equitable student achievement.

# Key Terms

Microcredentials

Digital badge

Asynchronous vs. synchronous

Culturally and linguistically sustaining equity lens

# Microcredentials

A **microcredential** is a short, competency-based PD course that allows an educator to demonstrate mastery in a particular area. Once competency is demonstrated, educators can be awarded a digital badge.

Microcredentials provide the opportunity to dive deep into a topic from an equity lens.

# Digital Badge

A **digital badge** is an electronic, visual indicator that provides evidence of specialized knowledge, skills, and competencies gained from PD.

Badges allow individuals to share digitally their specialized competencies beyond the information provided on a traditional college transcript.

# Culturally and Linguistically Sustaining Equity (CLSE) Lens

- Microcredentials were created from a CLSE lens.

- We recognized & leveraged sociocultural and linguistic differences as assets when planning and implementing PD to help educators learn how to provide equitable learning opportunities for students.

# Reflection

What are some skills that your newly graduated educators struggle with in the areas of culturally & linguistically sustaining equitable practices?

Think about topics that you could provide professional development during induction support.

# Microcredential Steps

Research needs

Select topic and create

Offer course

Assess competency

Award badge

# Research

- Conduct an after-graduation survey with alumni and their administrators.
- Survey identifies CLSE practices that our new educators are struggling with.
- Example: Survey revealed graduates were not confident in meeting the needs of students with disabilities who experience challenging behaviors.

# Use Feedback

- Based on feedback, we select topics for PD to provide induction support.

- Goal is to see the areas identified as struggles improve on the survey results after PD.

# Select Microcredential Topics

■ Addressing Behavior from a Sociocultural and Trauma Informed Perspective

■ Focusing on Social and Emotional Mental Health of Students

■ Providing Trauma-Informed Care and Education

■ Engaging in Personal Self Care to Support Retention

**Did any of these topics show up on your list?**

# Create Microcredentials

After topics are selected, we work with our university's instructional design center to create microcredentials.

# Design Considerations

- Universal Design for Learning (UDL)
- Quality Matters Standards
- Diverse Sociocultural and Linguistical Sustaining Equity Lens
- Diverse Representation in Media & Materials

Do you use a specific process / approach / framework for your equitable course design?

# Target Objectives and Competencies

- Create objectives, which are based on the identified needs.

- Focus on the knowledge and skill competencies that educators are expected to learn and demonstrate at the end of the microcredentiall PD.

# Example Objectives

Understanding Behavior
- Articulate the 7 phases of escalating behaviors, occurring within an acting-out cycle, considering diverse sociocultural interpretations.
- Identify de-escalation principles to respond to different phases of the acting-out cycle and meet the function of the individual's challenging behaviors, utilizing socioculturally and linguistically sustaining trauma-informed practices.

# Microcredential Format

Think "Flexibility"

**Synchronous:** Learners participate face-to-face in real-time.

**Asynchronous:** Learners participate online not in real-time.

# Participant Engagement

- Look at your list of topics and select one that could be approached through a sociocultural and linguistic equity lens.

- Create one objective linked to a knowledge or skill competency you would like an educator to possess after PD on that topic that includes growth in sociocultural and linguistic equity.

# Create an Objective

Understanding Behavior
- Articulate the 7 phases of escalating behaviors, occurring within an acting-out cycle, considering diverse sociocultural interpretations.
- Identify de-escalation principles to respond to different phases of the acting-out cycle and meet the function of the individual's challenging behaviors, utilizing socioculturally and linguistically sustaining trauma-informed practices.

# Platform

- Our microcredentials are on Canvas.
  - Think "Accessibility"
  - Consider platforms that will ensure "equitable" access for your educators.

Dashboard

Published Courses

Understanding Behavior (SoED/S...
Understanding Behavior (SoE...

# Lessons

We organize the content into four lessons with consistent format.

- Think "equitable" access

Instructions

All the components you need for this lesson are contained on the subsequent pages and links.

The lessons in this course typically contain the following components:

- Overview with Objectives
- Key Vocabulary
- Activities
  - Instructional Videos
  - Narrated Lectures
  - Readings
  - Case Study Application and Reflection
- Spotlight on Resources
- Knowledge Check (Lesson 0 non-graded pre-assessment and Lesson 4 graded post-assessment0
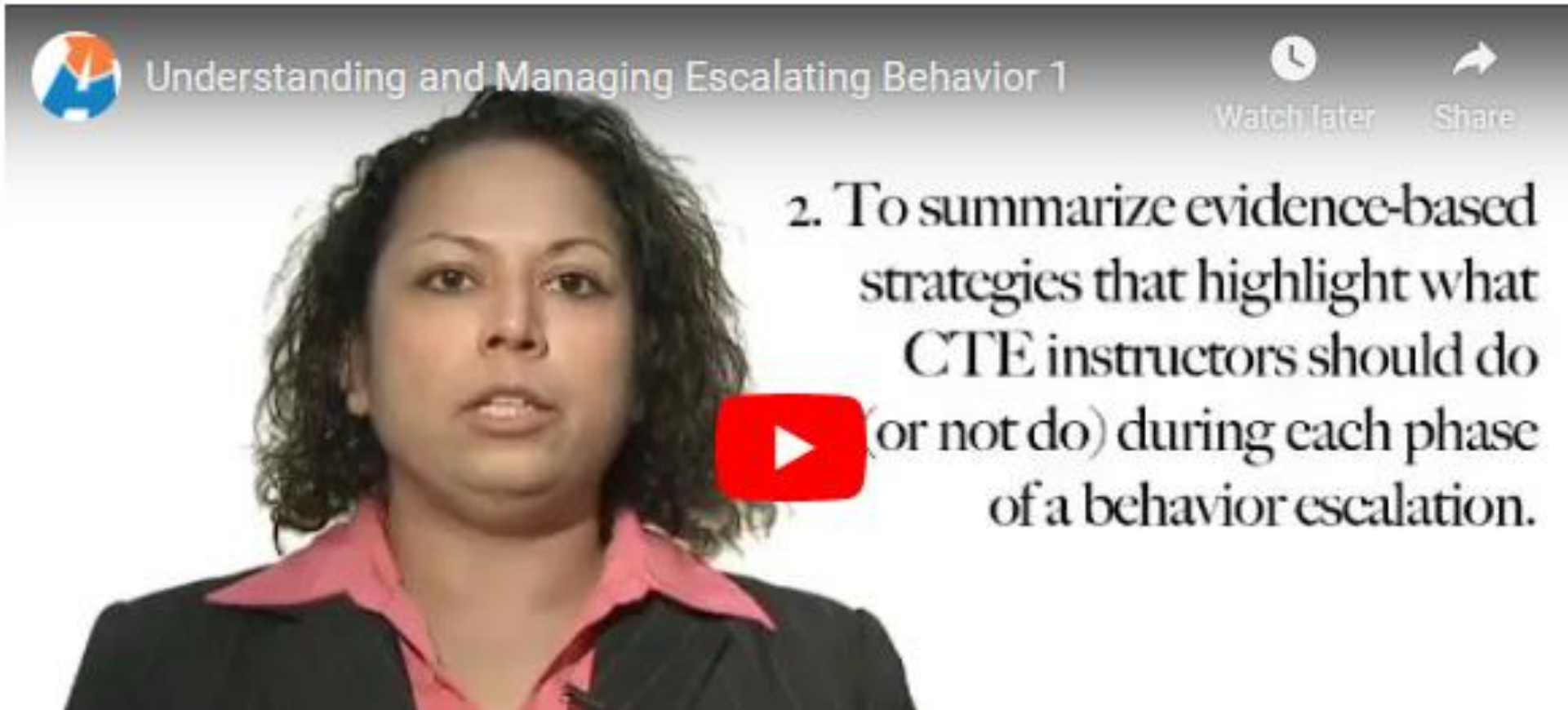
# Assessments

- We create a pre-assessment and post-assessment based on the knowledge and skills competencies we would like the learners to gain in the microcredential.

- At the end, we compare pre-assessment scores to post-assessment scores to monitor impact of content.

# Select Microcredential Contents: Videos & Recorded Lectures



We select videos that include a diverse representation of professionals.

# Select Microcredential Contents: Readings

**PREPARING SCHOOLS TO MEET THE NEEDS OF STUDENTS COPING WITH TRAUMA AND TOXIC STRESS**

EdResearch For Recovery

May 2021

Micere Keels, Sonya Dinizulu, and Shipra Parikh | University of Chicago
Tynisha Jointer | Chicago Public Schools

Brief No. 17

We select articles that are concise and address culturally and linguistically sustaining equitable practices.

**MENTAL HEALTH**

## Supporting Students With Chronic Trauma

De-escalation strategies can help prevent students' emotional outbursts, and aid them and their peers in finding calm after one.

By **Micere Keels**

March 23, 2018

# Select Microcredential Contents: Create Activities

We create activities that include a diverse representation of students.



**Sharita**

Mx. Rodriguez passes out materials for an activity. Sharita finishes the activity quickly. In most cases, even though this student works fast, the activity is completed correctly. After finishing the activity, the student is allowed to play a favorite **game** on a tablet for the rest of the class time.
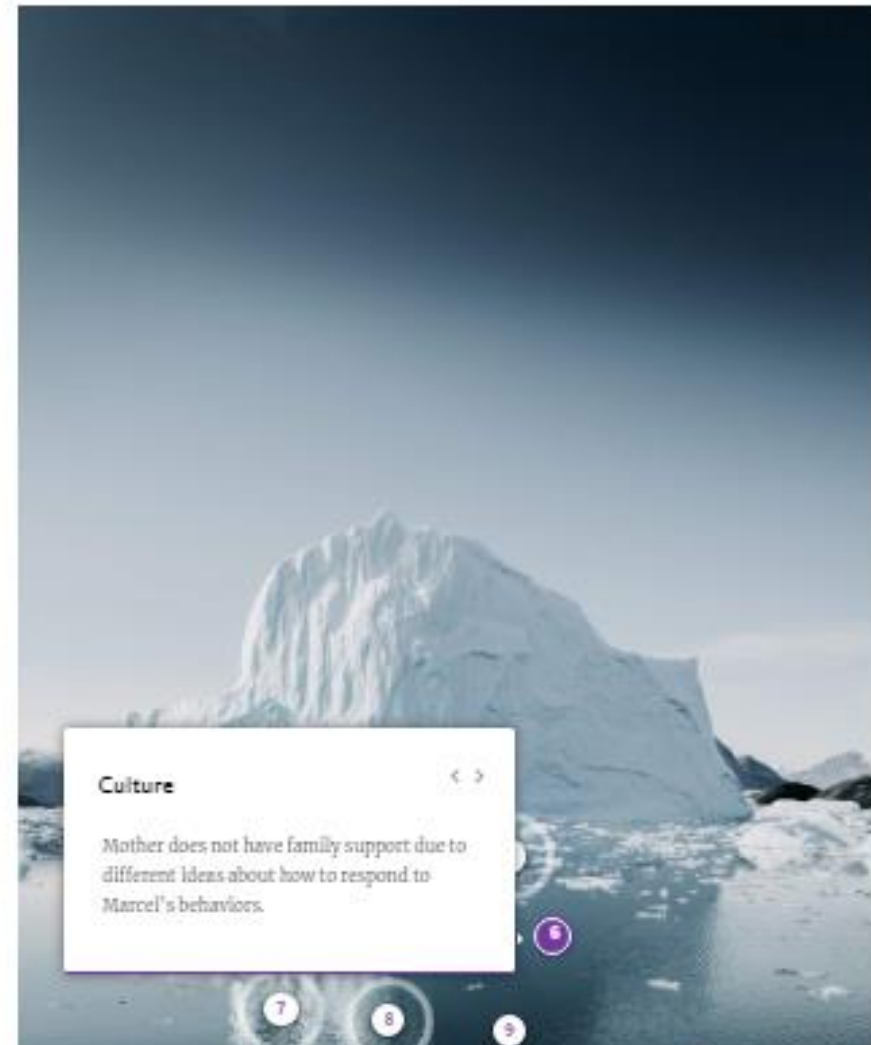


ANTECEDANTS

ABC's



BEHAVIOR

ABC's



CONSEQUENCES

ABC's

# Select Microcredential Contents: Create Activities

We embed cultural and linguistic considerations in the activities we create.

## Activity 3. ABC Iceberg

Reflect on how underlying factors associated with disability, culture, and trauma might be impacting this student's behavior.

Click on the underlying factors the team has identified as possibly contributing to this student's behavior.

### Culture

Mother does not have family support due to different ideas about how to respond to Marcel's behaviors.

# Case Studies:
# Highlight Teacher

We ensure a diverse representation of professionals in our case studies.

## Understanding Impact of Consequences on Behavior

The special education teacher, Mx. Rodriguez, has learned that an individual student's behavior can interfere with a teacher's ability to meet the educational needs of individual students as well as their peers. Mx. Rodriguez has implemented a variety of behavioral interventions to address behaviors but they have failed to work with every student. The reasons may be because Mx. Rodriguez did not understand what a student was getting from the behavior (i.e., the function of the behavior). It is important to know that behavior -- appropriate or otherwise—is learned. A student who engages in behavior learns that they receive a consequence after the behavior. In other words, behavior can be influenced by the consequences that follow it. Consequences serve to increase or decrease the probability that a behavior will occur in the future. Educators, like Mx. Rodriguez, are going to be more successful in modifying student's behavior once they understand the function or reasons behind it.

# Case Studies:
# Highlight Diverse Families



We ensure a diverse representation of families in our case studies.

# Remove Barriers

Our microcredentials are not attached to credits.

- Removes financial barriers.
- Removes the need to go through our university curriculum committee approval process.

# Post Assessment

- To receive the microcredential, teachers must complete content and demonstrate proficiency in selected knowledge and skill competencies.
- After successful completion of a course, skills demonstration, traditional assessment, or submission of a work product can be used to assess competency.

# Award Badge

- Award the microcredentials through a digital badge.
- Participants put badge on LinkedIn, email signature, resume, and other social media.
- Badges link digitally to a list of the competencies that this educator possesses.
- Badges allow holders to stand out from other applicants when trying to secure employment.

UNDERSTANDING BEHAVIOR

# Impact

- Quantitative pre- and post-assessment design helps us to measure if teachers are gaining the embedded competencies.

- Hope to see improvements in our surveys (after 1-year alumni and administrator's feedback) in targeted areas.

# Pair Share Reflection

Discuss how you might utilize microcredentials, based on areas of identified need, to provide advanced professional development during induction support utilizing a culturally and linguistically sustaining equity lens.

Questions?

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