



## Assessment for Learning: Micro-credentials in Rhode Island

### Adult Education Transcript

**Nancy Labonte (Rhode Island Department of Education):** We're here today, actually, as a culminating event for our adult education instructors that have been engaged in the micro-credentialing project and in partnership with the Center for Collaborative Education.

**Banner Text:** When you're thinking about micro-credentials, what comes to mind?

**Mara King (Adult Educator):** A method of professional development that is independent and rigor-based. Based in evidence, practice, and collaboration with a team to focus on a very specific area to develop your teaching and education.

**Donna Chambers (Adult Education Specialist):** Micro-credentials are small chunks of professional learning. It allows the teachers to be able to focus on something that will make their practice better and learn from people that are experts in the field on how to make sure that we are, in fact, sticking with the proficiency-based, or performance-based, and making sure that the standards are learned by the students.

**Mara King:** I would say this one's much more hands-on. This really gives you the opportunity to produce something and put it into action.

**Banner Text:** How did it feel to engage with micro-credentials?

**Nancy Labonte:** We really seized this opportunity to have our instructors engage in high-quality professional development through this micro-credentialing project to build capacity for instruction across the state.

**Donna Chambers:** I realized that I felt like a new learner in the process of making sure that the micro-credential requirements were met, and sometimes they weren't met. Sometimes we had to go back and revisit it and fill in the gaps and talk more about what formative assessment was, or what performance assessment actually looked like, or creating rubrics. As a learner in this process, I think it was important to feel that frustration, and then the sense of accomplishment when we finally got it right.

**Michael Deragon (Adult Educator):** A lot of what we were doing was kind of validated by the performance assessment stack of credentials. It was a nice way to work with other adult educators to kind of look at what we're doing and get some feedback around how we design rubrics, how we design performance assessments for our students.

**Donna Chambers:** We have students that have the same goals and aspirations as a kid graduating from high school, so we have to prepare them and make sure they're college and career-ready.

**Mike Deragon:** My grand hope is that the Department of Ed will see it as a way to get credentials for adult ed teachers and that they will set up some type of process that will allow more adult educators to do micro-credentials.

**Nancy Labonte:** This is an opportunity for us to build our adult education system and ensure that all instructors are qualified to be in our classrooms, and that there's a collaborative process in place at every program so that, ultimately, students would benefit.

