



CCE Brings Performance Assessment Micro-credentials to Rhode Island, Kentucky, and Georgia

Boston, MA – The [Center for Collaborative Education](#) (CCE), in partnership with the [Center for Teaching Quality](#), is happy to announce the receipt of a \$575,000 grant from the [Assessment for Learning Project](#), a program led by the [Center for Innovation in Education](#) at the University of Kentucky in partnership with [Next Generation Learning Challenges](#) at EDUCAUSE. This award will support the second phase of CCE's Performance Assessment for Learning Micro-credentials project. Performance Assessment Micro-credentials are electronic “badges” that an educator earns by demonstrating growth in skills and knowledge around designing and implementing performance assessments, and leading a performance assessment learning team.

In this second phase, CCE will be partnering with Westerly Public Schools and West Warwick Public Schools in Rhode Island, Jefferson County Public Schools in Kentucky, and Henry County Schools in Georgia to elevate teacher capacity to design high quality performance assessments through the completion of these micro-credentials.

Micro-credentials provide a more accessible, customized approach to teacher learning that lets educators choose the skills they would like to build in order to strengthen their own professional practice. Through the Performance Assessment for Learning Micro-Credentials initiative, CCE seeks to embed micro-credentials in state and district professional learning systems to empower teachers to create proficiency-based assessment systems that better serve diverse student populations.

To accomplish this goal, this second phase will focus on three objectives throughout the next year:

- 1. Recruit & Support Cohorts in Project Districts to Engage in and Attain Performance Assessment Micro-Credentials.** CCE will collaborate with participating districts to recruit teachers who are ready to commit to attaining performance assessment endorsements to build faculty-wide performance assessment literacy within their schools.
- 2. Provide proof points of embedding performance assessment micro-credentials into district and state systems.** CCE has recruited two state departments of education and four urban school districts to work in partnership to embed the performance assessment micro-credentials process into their respective professional learning systems.
- 3. Connect micro-credentials to graduate credit.** CCE will partner with a higher education institution to provide graduate credits to educators who complete performance assessment micro-credentials, allowing districts to more easily systematize the adoption of micro-credentials.

Professional development is vital in making the shift to holistic, competency-based performance assessments that allow students to apply their knowledge and skills in authentic ways that reflect real-world experiences. Micro-credentials go hand-in-hand with CCE's Quality Performance Assessment (QPA) program, which works with educators to shift from high-stakes standardized testing to meaningful assessment projects that allow students to demonstrate what they know in a true-to-life

context. Micro-credentials ensure that teachers are well equipped with the knowledge they need to build school and district capacity for performance assessment design and implementation.

“We are excited to partner with four districts in three states to pilot performance assessment micro-credentials,” says Dan French, Executive Director of the Center for Collaborative Education. “They are transforming teacher learning, moving away from one-size-fits-all efforts to customized, timely learning that elevates personal and collective desires for professional growth.”

“We’ve learned a tremendous amount from CCE’s work so far about how micro-credentials can empower teachers to guide their own learning, and help them create assessments that provide the rich evidence of student learning necessary to personalize instruction,” explains Tony Siddall, Assessment for Learning Project partner and Program Officer for Next Generation Learning Challenges. “In Phase Two, we are looking forward to learning with CCE how micro-credentials can help districts scale up performance assessment, while making both student *and* adult learning more personalized.”

About the Center for Collaborative Education

The Center for Collaborative Education (CCE), established in 1994, works to transform schools to ensure that all students have the skills needed to succeed in the classroom and beyond. CCE works directly with educators and other professionals in schools, districts, and states to increase educational access and opportunity for every student, with particular attention to groups that have historically been underserved.

About the Center for Teaching Quality

The Center for Teaching Quality (CTQ) is a national non-profit organization that envisions a high-quality public education system that suits the needs of all students. CTQ seeks to prepare teachers to become leaders and effect change in their schools.

