



Assessment for Learning: Micro-credentials in Rhode Island

Policy and Professional Learning Transcript

Banner Text: On April 26, 2017, a group of around fifty educators gathered in Providence to celebrate their work in a year-long pilot, led by the Center for Collaborative Education, exploring micro-credentials.

Cali Cornell (Office of College and Career Readiness): Many people are dipping their toes into the water and saying, "What do micro-credentials mean for us and how can we think about them within our schools?" When the opportunity came forward for Rhode Island educators, we said, "We really want to truly pilot this across our state and understand what could this look like in the Rhode Island context?" We know that there's a great need for authentic professional learning for teachers, and the way that we've traditionally done PD, or professional development, or learning for teachers, has been a come-and-sit-and-get model.

Banner Text: How can micro-credentials for performance assessment work in a professional learning system?

Mark Cicerone (West Warwick High School): I think at this point in the process we are trying to sell teachers, for lack of a better term, on the idea of these micro credentials because as teachers we've been through so many things. You want to make it challenging so they learn and that they grow.

Phil Solomon (West Warwick High School): I think it has to intertwine with other things that are happening as much as possible.

Mary Ann Snider (Rhode Island Department of Education): One of the things that we're thinking about for our ESSA plan for Rhode Island is to really try to reclaim and redefine professional learning for adults. What we want to do is, we want to change our regulation, our certification regulations to make ongoing growth and development a part of how people renew their certificate. I think micro-credentialing is one way to help us think about that.

Lesley Fastovsky (Westerly High School): As a district, it would be great to use this as an opportunity to have choice with our professional development. Things that we think are important for us, whether it be a personal goal, a professional goal, a department goal, or a district goal can all be met by the micro-credentialing opportunities.

Phil Solomon: If it can be aligned at various levels, whether it's the Department of Education, the unions, definitely the teachers are the most important of all that. But then also embedded into our school improvement plans, our district strategic plans, our accreditation requirements, then I think it becomes a worthwhile thing that is most importantly, I want to stress, worthwhile in the classroom.

Ann Barnhart (Westerly High School): To me the power and the knowledge is in the room, in the schools and that is the potential where, if PLC's grow and if we work through these micro-credentialings and we do these validation processes, we're having the conversations that make teaching and learning better.

