



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

### Teacher Experience Transcript

**Odelia Younge (Digital Promise):** Micro-credentials allow us to tell really strong stories that are rooted in evidence where, if you think about education as living in these silos, we're tapping into and breaking that silo down so we can really see what's happening in that classroom that should be celebrated.

**Mara King (Adult Educator):** How is this experience different from other professional learning opportunities? I would say this one's much more hands-on. This is focused on producing a product instead of just passively listening in on some kind of seminar.

**Anthony Lementowicz (Westerly High School):** We always hear that term, job embedded, professional development. This was truly job embedded in that the work is truly relevant.

**Ann Barnhart (Westerly High School):** Getting told what to do is really difficult, and so having a choice in what you're doing and how you're able to get there is, I think, really important to being an adult learner because it's honoring who you are as an adult learner.

**Banner Text:** What were some of the challenges?

**Ann Barnhart:** I think the biggest challenge really was just breaking down the directions into manageable pieces, and then starting, and I guess following through. I'm the kind of person that puts everything out on the floor, tries to put it together, make mistakes, whatever. I'm not the kind of person, that diligently reads these instructions, and so that was very overwhelming for me.

**Anthony Lementowicz:** Timing was the most difficult thing for me. When you're doing it during a very busy school year, it is so much different from just registering for a fall course that meets 7:00 to 9:00 on Wednesdays. It's all your time. It's on your -- it's all about your calendar and it's about getting to it when you can get to it.

**Mark Cicerone (West Warwick High School):** I brought up the term, "grain size" to one of the teachers the other day, and she said, "This is more like a loaf." They were very frustrated with the process, but I think that's what the pilot is all about

**Banner Text:** What are the biggest benefits?

**Anthony Lementowicz:** I really don't care if I'm going to get a badge out of it, but I'm hoping that the work that I can do will lead me to the right resources and give me the feedback that I need to be a better person.

**Ann Barnhart:** I'm a big believer in teacher-driven, teacher-selected professional development. I'm not really a top-down person, so I liked the idea that I could make a choice. I also believe in collaboration, which is a big proponent, or not a big proponent, but like a big concept, I guess, with the micro-credentialing .

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

