



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

### The Project Transcript

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

**Odelia Younge (Digital Promise):** We're here in Rhode Island because they've been participating in this amazing pilot around creating performance assessment communities.

**Gary Chapin (Center for Collaborative Education):** The point was, answer the question, "How can micro-credentials improve professional learning in Rhode Island?"

**Cali Cornell (Office of College and Career Readiness):** We've really come through a year-long journey of exploring micro-credentials. We had educators from several districts across the state pilot stacks of micro-credentials, to explore micro-credentials' role in professional learning. In my own words, micro-credentials are many badges of expertise, or proficiency, that teachers have on a particular topic that's relevant to their professional learning. I sometimes talk about them in terms of Boy Scout or Girl Scout badges.

**Banner Text:** "The pilot was funded by a grant from EDUCAUSE through the Assessment for Learning Project, which supported twelve projects throughout the country focusing on the improvement of assessment in schools."

**Tony Siddal (Next Generation Learning Challenges):** The Assessment for Learning Project is a nation-wide initiative that's focused on, at the highest level, it's an invitation to the field of educators to rethink assessment. We're really excited about the concept of teacher learning, that is, that mirrors the kind of student learning that we want to see, so specifically, micro-credentials as performance assessments and micro-credentials as a radically teacher-directed way for adults to learn.

**Gary Chapin:** We believe that assessment should demonstrate competence and allow you to reach it in multiple ways, and we should be collaborative, and for this project we took that a step back, and we said, "Professional learning should be all of those things too."

**Tony Lomentowicz (Westerly High School):** It provides for autonomy, but it also provides for opportunities for collaboration. I think, most importantly, it allows teachers to identify their own needs, even their own needs in the context of the needs of their district or their school and pursue those. It opens it up to a lot more authenticity, in terms of identifying needs and then meeting them through this process. I think as an educator, this opportunity just fits hand in glove with what we do and what we're asking students to do. We're able to model that through this process.

**Tony Siddal:** The importance of feedback, the importance of revision, the importance of growth

mindset, we now have more evidence than ever of how important those things are, and assessment for learning is really oriented around those concepts.

**Odelia Younge:** Micro-credentials allow us to tell really strong stories that are rooted in evidence. I hope for Rhode Island, specifically, that the educators who are part of that pilot can now move forward as ambassadors. I hope they shape professional learning by being something that is meaningful and relevant.

