From Inputs To Outputs:
The Great Migration To Competency-Based PD

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From Inputs to Outputs:

The Great Migration To Competency-Based PD

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@kcator
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<thead>
<tr>
<th>Moderator:</th>
<th>Michael Watson</th>
<th>Brian Dassler</th>
<th>Kathleen Airhart</th>
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</thead>
<tbody>
<tr>
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<td>Chief Academic Officer</td>
<td>Deputy Chancellor for Educator Quality</td>
<td>Chief Operating Officer and Deputy Commissioner</td>
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<td>Digital Promise</td>
<td>Delaware Department of Education</td>
<td>Florida Department of Education</td>
<td>Tennessee Department of Education</td>
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Competency Based Learning
Personalize Professional Learning

A competency based system

Desired Outcomes

Multiple Ways to Learn

Evidence of Learning

MICRO-CREDENTIALS
Anatomy of a Micro-credential

- Competency
- Key Method
- Method Components
- Research & Resources
- Evidence Required
- Scoring Rubric
…can be displayed as DIGITAL BADGES.

- **Specific**
  
  Support interests, goals and immediate needs

- **Transparent**
  
  Include data about the issuer, the earner, and the evidence.

- **Stackable**
  
  Can be combined to create greater meaning and coherence

- **Portable and shareable**
  
  Can be shared by the earner wherever and with whoever they prefer
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Michael Watson  
Chief Academic Officer  
Delaware Department of Education

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Professional Learning for Delaware Educators

March 23, 2016
Former Model
Former Model

- Department does not currently have a way to collect PD information.
  - What types of PD is available to educators?
  - What are the most commonly required PD activities for teachers?

- Each LEA approves and maintains its own list of providers.

- State policy mandates the Department requires educators have 90 clock hours of PD for Continuing License after Year 3 and every 5 years thereafter.

- At least one-half of the required hours - 45 hours every 5 years - must be in activities that relate to the educator's work with students or staff.
Proposed Model
Proposed Model

• Embedded, meaningful professional learning that:
  - Improves teacher practices in meaningful ways
  - Impacts student learning
  - Stimulates, recognizes, and rewards educator growth, learning, expertise, and impact

• Shared vision for professional learning

• Relies on collective responsibility

• Uses evidence to show that investments are tied to:
  - Improved educator effectiveness, and
  - Student outcomes
Brian Dassler
Deputy Chancellor for Educator Quality
Florida Department of Education

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Kathleen Airhart

Chief Operating Officer and Deputy Commissioner

Tennessee Department of Education

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Three-phase implementation

- Phase 1 – Introduce 8-10 existing Micro-credential options to select teachers associated with TEAM evaluation - questioning, thinking, and problem-solving

- Phase 2 – Open the opportunity to any teacher - encourage participation by “Practitioners” as a means of licensure advancement

- Phase 3 – Development and expansion of TN specific Micro-credentials to enhance and reinforce licensure advancement and licensure renewal
The Project

Side by side comparison of those teachers who choose to advance licensure through the Micro-credential option vs. teachers in traditional methods (district led PD, advanced coursework)

- Teacher evaluation scores (qualitative and quantitative)
- Student accountability results (where applicable)
- Retention
- Overall satisfaction with PD
Those teachers choosing the micro-credential option will improve in classroom instruction such that their evaluation scores and student test scores will be positively impacted as compared to peers utilizing traditional district led PD or advanced coursework for licensure advancement. Additionally, teachers will have higher satisfaction of their PD experiences and be more likely to stay in the classroom beyond the first 5 years.

Greatest challenges to the process: communication, sustainability, state capacity