



Transforming Educator Learning in North Carolina: Realizing the Potential of Micro-credentials

A report by G. Williamson McDiarmid,
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Our Agenda Today

- Understanding what MCs are and how they can be used to improve educator practice and student learning if integrated into the state's professional learning system.
- Recommendations for implementing a state supported system for MCs.
- Understanding of how *Transforming Educator Learning in North Carolina: Realizing the Potential of Micro-credentials* report informs the Pathways to Excellence for Teaching Professionals.



Why Does NC need Micro-credentials?



What is a micro-credential?

A high-quality micro-credential is a verification of proficiency in a job-embedded discrete skill or competency that an educator has demonstrated through the submission of evidence assessed via defined evaluation criteria.

Micro-credentials Partnership of States 2023



 LEARNING POLICY INSTITUTE RESEARCH BRIEF JAN. 2021

The Importance of Teaching and Learning Conditions

Influences on Teacher Retention and School Performance in North Carolina

Barnett Berry, Kevin C. Bastian, Linda Darling-Hammond, and Tara Kini

**How do
micro-credentials
improve teacher
retention and student
learning?**

**What makes micro-credentials different than
most professional development teachers
experience?**



**Lessons learned from North
Carolina school districts
implementing
micro-credentials.**

**What assets does North
Carolina already have
in place to implement
micro-credentials?**



Recommendations for a state-supported micro-credential system

- Begin with a focus on professional learning,
 - then apply lessons learned for a system of licensure and career pathways
- Do not directly convert MCs into seat-time CEUs – would perpetuate current “compliance” mentality
- Leverage technology for guidance, coaching, learning resources, virtual professional learning communities
- Independently evaluate implementation and research the impact
- Think Big. Start Small. Learn Fast.

Please reference pages 18-22 in the NC MC Report for details

Project Stages

Sept 23-Dec 23

Stage 1 Getting Prepared

- NCSBE authorizes
- Create NC-TEL
- Dev Workplan
- Define org roles
- Hire Point Person
- Adopt MC Quality Standards
- Process for Vetting MCs
- Clearinghouse Platform
- National Advisors

Jan 24-Dec 24

Stage 2 Launch

- RFP for R & D
- Recruit 10 DL LEAs
- Intro MCs & resources to 10 LEAs
- Visit every 2 weeks for feedback
- Train Assessors
- Monitoring system
- Data Collection
- Regular meetings with teachers & principals

Jan 25-Jun 25

Stage 3 Course Correction

- TEL-NC to review data w/ consult/DPI
- Adjust based on feedback
- Report to NCSBE on progress of MC Initiative and changes needed.

Please reference pages 23-30 in the NC MC Report for details

Project Stages

Sept-Dec 25

Stage 4 Expansion

- Recruit 20 more Districts
- Orientation for new schools
- Collect Evaluation data
- Preliminary research report
- Report to NCSBE on MC Initiative with recommendations for changes

Sept 25-Jun 26

Stage 5 Fully Merged

- Make MC system available to all NC Schools
- Continue monitoring all components
- Continue collecting evaluation & research
- Hire permanent DPI staff to oversee the MC Initiative
- Annual Report to NCSBE

Jun 26+

Moving Forward

- Continue evaluating MCs for impact on teacher practice and student learning for teacher effectiveness.



How do MCs inform the Pathways to Excellence for Teaching Professionals?

- **Tom Tomberlin, Senior Director, Educator Preparation, Licensure and Performance, NCDPI**
- **Ashley McBride, Digital Learning Consultant, NCDPI**

The North Carolina Partnership for Micro-Credentials is led by:



With generous support from:



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