

## Ready to Plan

### Study available micro-credentials

There are over a hundred micro-credentials sorted into different stacks on the NEA micro-credential platform ([nea.certificationbank.com](http://nea.certificationbank.com)). To begin selecting the micro-credentials for your implementation project, start by answering the following questions:

**Identify your target.** Micro-credentials demonstrate competence. Do you imagine educators demonstrating competence of skills already mastered or will they first develop these skills, then gather evidence to demonstrate this new skill? Time, commitment, and support are essential in skill development. **Decide if this matters.**

**What are your micro-credential implementation goals?** Do you have other initiatives in place to align the work with existing goals?

Decide on your strategy for selecting micro-credentials. **Identify THREE important criteria.**

1.
2.
3.

### Micro-credential implementation models

When developing an appropriate micro-credential implementation for your context, consider the following: supports, location, and currency. Carefully study each chart below. Mix and match these supports, location, and currency components to build your optimal micro-credential implementation model. Be certain to align your model to the goals and objectives for micro-credentials implementation.

**Affiliate Name:**

**Goals and objectives for your micro-credential implementation:**

Supports	Description of supports to be provided
Independent	Educators engage in micro-credentials independently with little or no support provided. Participants study guidelines, prepare evidence, and submit portfolios on their own.
Basic Support	<p>Educators engage in micro-credentials with light-touch support. Basic support generally includes ONE of the following categories:</p> <ul style="list-style-type: none"> <li>▶ Face-to-face (F2F) meeting</li> <li>▶ Weekly/bi-monthly email reminders with tips and strategies for micro-credential submission success</li> <li>▶ One or two sessions of open office hours (virtual or F2F) to answer questions and provide support</li> <li>▶ Release time for participants to prepare submissions (independent work time or group work time)</li> </ul>
Standard Support	<p>Educators engage in micro-credentials with light-touch support. Standard support generally includes TWO of the following categories:</p> <ul style="list-style-type: none"> <li>▶ Face-to-face meeting</li> <li>▶ Weekly/bi-monthly email reminders with tips and strategies for micro-credential submission success</li> <li>▶ One or two sessions of open office hours (virtual or F2F) to answer questions and provide support</li> <li>▶ Individual coaching sessions (phone, email, video conference, F2F)</li> <li>▶ Release time for participants to prepare submissions</li> </ul>
Ultimate Support	<p>Educators engage in micro-credentials with light touch support. Ultimate Support generally includes <b>ALL or MOST</b> of the following categories:</p> <ul style="list-style-type: none"> <li>▶ Face-to-face meeting</li> <li>▶ Weekly/bi-monthly email reminders with tips and strategies for micro-credential submission success</li> <li>▶ One or two sessions of open office hours (virtual or F2F) to answer questions and provide support</li> <li>▶ Individual coaching sessions (phone, email, video conference, F2F)</li> <li>▶ Release time for participants to prepare submissions</li> </ul>
Online Learning Lab/Professional Learning Community	Educators participate in an online professional learning community (PLC) available 24/7 to participants (e.g., edCommunities). The lab or community is facilitated by experienced online facilitators or coaches who consistently provide a high level of support and encouragement throughout the micro-credential process. (Some of the bullets above may be used in virtual space in addition to the threaded discussions in the online space.)
Support reallocation	Professional learning time reallocated for the micro-credential implementation (e.g., PLC time during school day, embedded professional development (PD) days or time, common planning time, etc.)
Support allocated	Professional learning time created for the pilot (e.g., PLC time during school day, embedded professional development days or time, common planning time, etc.)
Other	

Location	Description of micro-credential participants' location
No location specified	Educators are recruited from general affiliate membership and opt into the pilot based on individual interest.
Rural	Pilot participants teach/work in rural schools.
Suburban	Pilot participants teach/work in suburban schools.
Urban	Pilot participants teach/work in urban schools.
Rural and Urban/Suburban	Pilot participants teach/work in both rural and urban or suburban schools.
Other	

Other info	Description of the micro-credential participants
Grade level	
Subject area	
Years of service	
Type of educator	

Currency	Description of the currency, or incentives, for engaging with micro-credentials
State affiliate recognition	The state affiliate recognizes the participant in a unique manner.
District professional development credit	The local school district recognizes the participant's effort by awarding professional development credit.
State continuing professional development credit	Depending on the state certification and licensure requirements, educators may receive continuing professional development credit to be used toward licensure renewal.
Graduate credit	In partnership with a local university or college, graduate credit may be awarded for completion of micro-credentials IF the state and/or district professional development regulations allow it.
Pay increase or stipend	An affiliate may be able to include compensation provisions within collective bargaining agreements or district/affiliate memorandums of understanding.
Advisory role	The participant is asked to reflect on his or her experience and provide an affiliate or district with advice and perspective.
In lieu of district/school led PD	Participants can opt out of some or all of the district or school led PD and use the time to work on a NEA micro-credential. Participants may also be able to use NEA micro-credentials in lieu of other professional learning activities designated by the district.
Other	