

Going Big With Micros!

Scaling Competency Based Micro-Credentials
for Career Pathways in Education



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Agenda

1. **Understand how** micro-credentials have the potential to transform the way we prepare, certify, and retain teacher leaders at **SCALE**.
2. Discuss a specific case example of microcredentials at SCALE in NYC Schools
3. Share early results of NYC use of micro-credentials to support teacher career pathways.
 - a. **retention of effective teachers,**
 - b. **more qualified teacher leaders,**
 - c. **improved teacher practice,**
 - d. **and greater satisfaction/retention.**

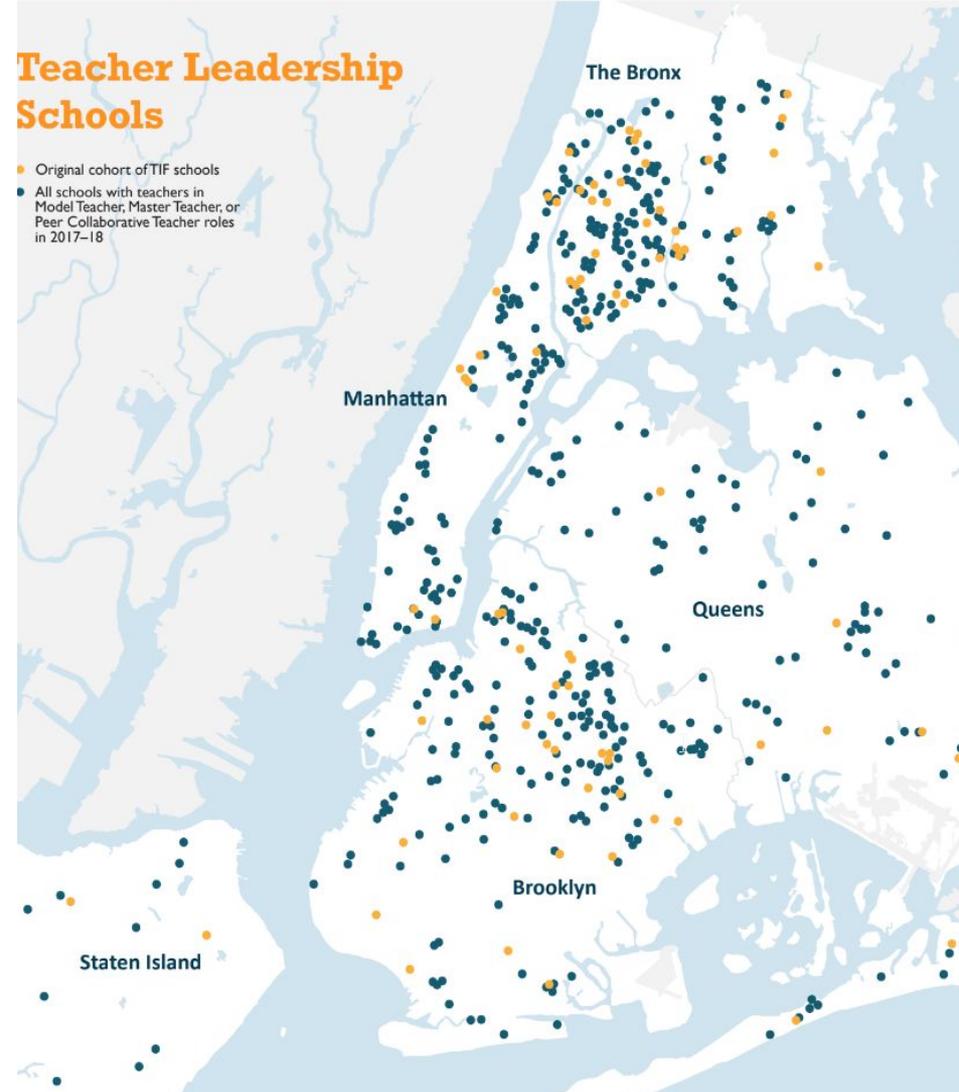
Welcome To New York!

Schools with teacher leaders.

How did we get here?

Teacher Leadership Schools

- Original cohort of TIF schools
- All schools with teachers in Model Teacher, Master Teacher, or Peer Collaborative Teacher roles in 2017-18



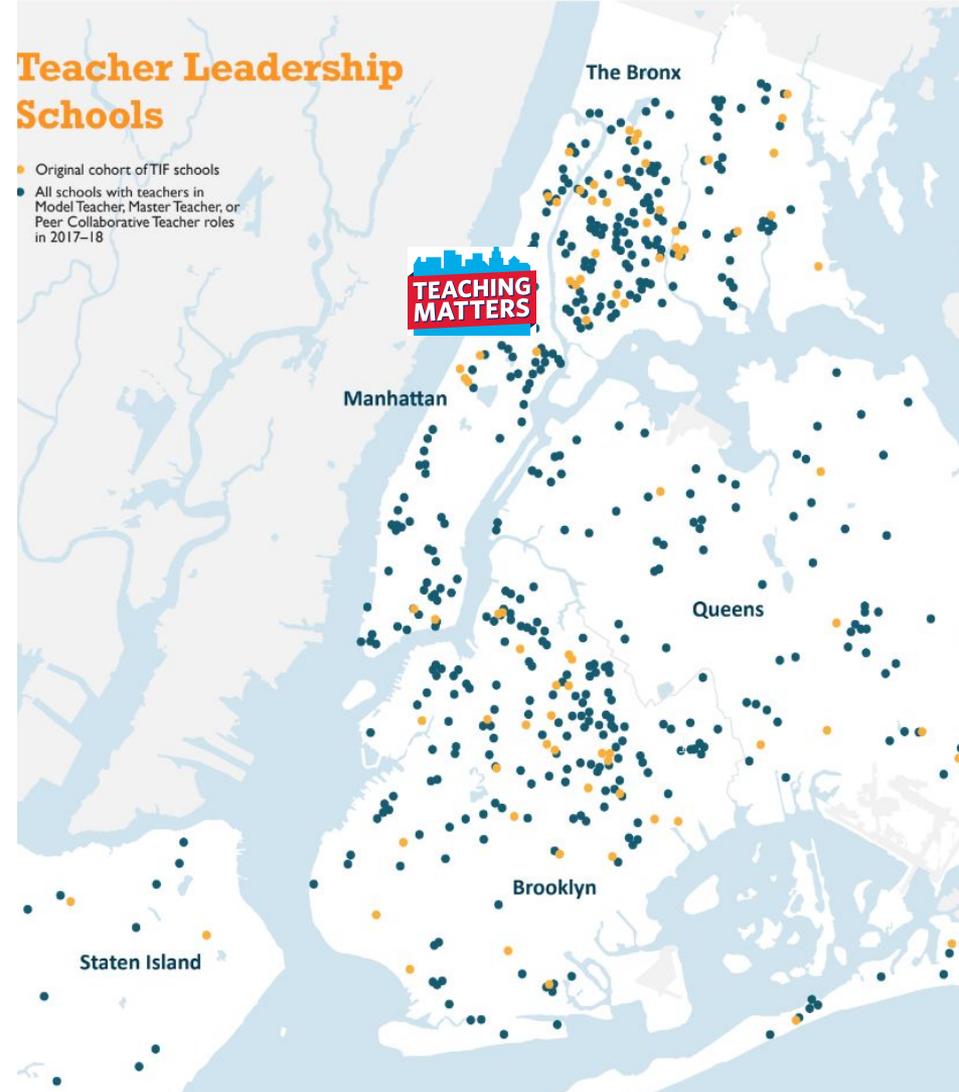
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Over the last five years, the
Office of Teacher Recruitment
and Quality has recruited,
staffed and developed
1282 teacher leaders

This Work is About Equity and Excellence at Scale

Putting the right people in the right
roles in the largest school system in
the country:

- 1,800 schools
- 78,000 teachers
- 1.1 million students

What is the Problem NYC is trying to solve?

Our highest need students
are disproportionately in
schools impacted by high
teacher turnover rates.

Too often the children that
need the most support are
less likely to have access to
experienced teachers.

Why Teacher Leadership?

Research and initial piloting demonstrated that critical mass of teacher leaders in a school is correlated to measurable increases in teacher retention, improved teacher practice, and strong collaborative practices.

TEACHER LEADERSHIP



IF YOU HAVE: CRITICAL MASS

Schools with a critical mass of Teacher Leaders (at least two)

YOU GET: STRENGTHENED COLLABORATION

Over 5 years there was a 28% increase in reported positive school culture.



YOU ALSO GET: INCREASED COMMITMENT AND RETENTION

Teacher Leaders had over 2X the odds of being retained in their schools than matched teachers.

RESULTING IN: IMPROVED TEACHER PRACTICE

Schools rated Developing on Teacher Pedagogy were more likely than comparison schools to improve



IMPROVED STUDENT OUTCOMES

Challenges:

- The target population of higher needs schools were producing significantly fewer applicants for the TL role.
- Not enough teachers who did apply made it through the selective application process.

We needed to
develop a pipeline of
Emerging Teacher
Leaders in high
needs schools.

How does
Competency Based
Micro-Credentialing
solve the challenge
of building a
pipeline?



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Micro-Credentialing
solve the challenge
of building a
pipeline?

The *right*
Success = teachers in the
right role

- Needed to “build the bench” and **DEVELOP** teachers in missing skills.
- Needed to ensure we were **SELECTIVE**
- Ensure teachers could **DEMONSTRATE** “bridge” skills before entering the role.
- Needed to do this for hundreds of teachers quickly.

Emerging Teacher Leader Program

Strategizing
for
Assessment



Analyzing
Student
Work



Leading from
the Lab
Classroom



Engaging
with Teacher
Leadership in
Practice



Key Components



Competencies
Aligned to
Goals and
Pathways



Practice-
based
coaching



Recognition
with micro-
credentials

Emerging Teacher Leader Program



**What is the Value
of Competency
Based
Micro-credentials?**

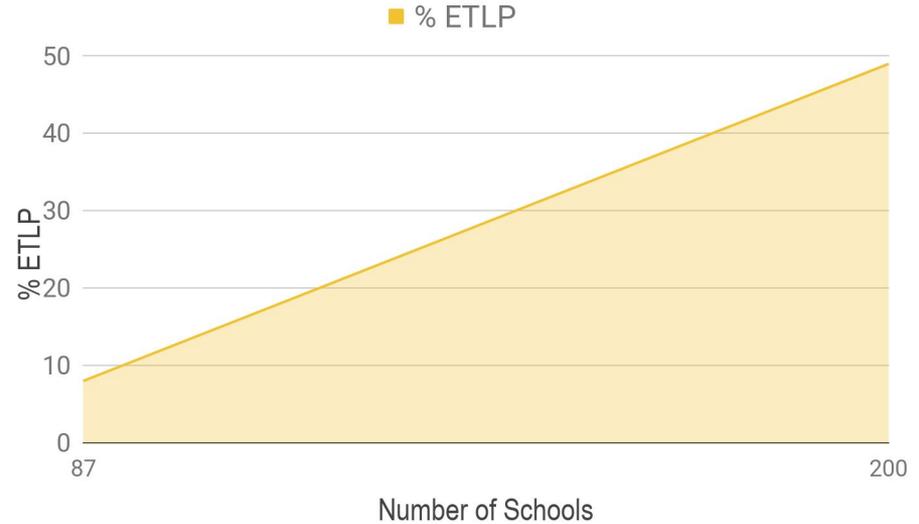
Benefits for Teachers

- Better way for educators to learn and improve (Application to their teaching vs just seat-time)
- Clear pathway towards career advancement
- Clear picture of what good looks like
- Ownership over learning
- A portable digital history of their learning

Benefits for Systems

- Align learning to the system priorities
- Lower cost of support
- “Codify the knowledge”
- Able to monitor and support large number of teachers at scale
- Clear ways to measure impact

Impact: A 136% Increase in the number of Schools with a Critical Mass of Teacher Leader Teams





Impact: Teacher Leader Teams Lead to Increased Retention

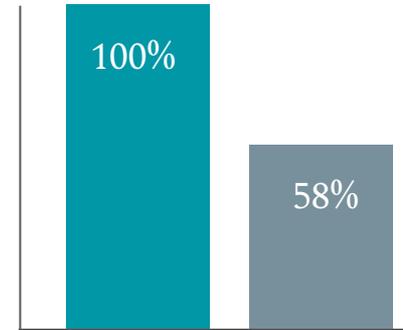
“ *Analysis of human resources data shows that teacher leaders were significantly more likely than other teachers with similar attributes to be retained in their schools...*

*For example, teacher leaders who participated in the first cohort of TIF had **over two times the odds of being retained in their schools** for two years than matched teachers. ”*



Impact: Teacher Leader Teams Lead to Increased Collaboration

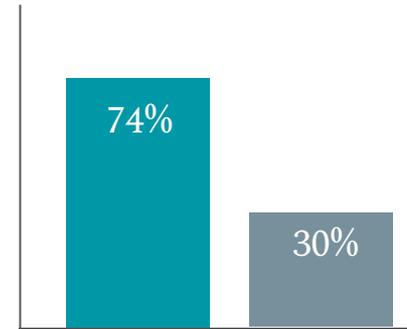
“...schools that had been rated Developing on this indicator [professional collaboration] prior to participating in the program were **more likely than comparison schools to improve** their score on this indicator (100% vs. 58% of comparison schools). ”





Impact: Teacher Leader Teams Lead to Improved Teacher Practice

“ Quality Review indicator 1.2 assesses the extent to which schools “develop teacher pedagogy...” ...schools that had been rated Developing on this indicator prior to participating in the program were **more likely than comparison schools to improve their score** (74% to 30%) ”



What's Next?

Creating a system of micro-credentials for current Teacher Leaders

Codifies knowledge, and creates a map for the city to know what knowledge is at scale and what needs more support.

Potential for specialized roles and partnership with other offices within the system (Math, ELA, ELL).

Recent DOE UFT contract will allow for microcredentials to qualify for the salary schedule +30.

Questions?

Does this speak to a system problem you may be trying to solve?

Is there something you want to know more about?