National Education Association (NEA)
Micro-Credentials
Catalog: https://nea.certificationbank.com/

Arts Integration (8)

Description

This stack of Micro-Credentials is designed to support all educators who wish to integrate the arts into classroom instruction. According to the Kennedy Center, Art integration is an approach to teaching in which students construct and demonstrate understanding through an art form. By earning these Micro-Credentials educators will develop skills to support true art integration and apply these strategies into their own classroom context.

Arts Integration in Literacy

Educator integrates an art form (or forms) into literacy instruction to increase student learning and engagement.

Arts Integration in Mathematics

Educator integrates an art form(s) into mathematics instruction to increase student learning and engagement.

Arts Integration in Science

Educator integrates an art form(s) into science instruction to increase student learning and engagement.

Arts Integration in Social Studies

Educator integrates an art form(s) into social studies instruction to increase student learning and engagement.

Classroom Management for Creative Learning

Educator creates a kinesthetic, cooperative, and culturally responsive classroom to maintain an engaging learning environment.

Culturally Responsive Art Instruction

Educator honors the presence of student diversity by incorporating culturally responsive arts instruction and/or integration.

Formative & Summative Assessment using Arts Integration

Educator demonstrates how using an art form can enhance traditional formative and/or summative assessment of student learning.

Partnerships & Community Engagement Integrate Art

Educator builds partnerships that bring local artists into the learning environment and/or takes students out into the community to share their artistic expression.

Assessment Literacy (6)

Description

Quality classroom assessment practices renew a focus on day-to-day, minute-by-minute learning that improves student outcomes. Through formative assessment practices, students know where they are in their learning, where they need to go and how to get there. Teachers have information they need to inform their next instructional steps. And families have more useful information to know how their student is doing in school.

Classroom Embedded Performance Assessment

The educator creates or revises a quality performance assessment, implements it in the classroom, and reflects on the process to inform further instruction.

Descriptive Feedback for Student Learning

Educator demonstrates an understanding of the characteristics of effective feedback, as well as how learners will access and use descriptive feedback to improve their learning.

Eliciting Accurate Evidence of Student Learning

Educator designs sound assessments that generate accurate evidence of student learning. The educator's rubrics meet quality criteria that provide accurate feedback regarding student learning.

Formative Assessment in the Teaching/Learning Cycle

Educator recognizes assessment as an integral part of the teaching and learning cycle and regularly uses it to plan or revise instruction and to help students set goals for learning.

Foundational Principles of Quality Assessment

Educator uses the foundational principles of quality assessment practices to design classroom assessments and assessment practices to provide all important stakeholders (educators, students, families, policymakers, etc.) with useful information about student learning.

Learning Targets to Establish Success Criteria

Educator uses learning targets to create a shared vision for learning expectations, to establish success criteria, and to engage students in the intended learning.

Building Winning Teams: Effective Paraeducator-Teacher Teams (7)

Description

The micro-credentials in this stack are meant to be completed by paraeducator-teacher teams. Teams can be any configuration of paraeducators and teachers who work together regularly to support students. They can also include other related service providers (e.g., speech-language pathologists, school nurses, transition specialists, school psychologists), although the design of some of the micro-credentials and related artifacts are specific to the partnership between paraeducators and teachers. Each member of the team must submit for the micro-credential independently. The majority of the work requires the involvement of at least two team members (at least one paraeducator and one teacher/related service provider) but, all team members are not required to submit a micro-credential for review. Certain artifacts must be completed independently, while others can be completed as a team (i.e., team members can submit the same artifact). This will be specified for each artifact in Part 2: Work Examples/Artifacts/ Evidence of the Submission Guidelines & Evaluation Criteria section.

Defining and Delineating Roles and Responsibilities for Team Success

Paraeducators and teachers define and delineate roles and responsibilities to improve the effectiveness of their team.

Understanding and Applying Communication Styles for Team Success

Paraeducators and teachers understand and apply the four basic communication styles to improve the effectiveness of their team.

Understanding and Applying Conflict Management Styles for Team Success

Paraeducators and teachers understand and apply conflict management styles to improve the effectiveness of their team.

Understanding and Applying Conflict Resolution Strategies for Team Success

Paraeducators and teachers understand and apply conflict resolution strategies to improve the effectiveness of their team.

Understanding and Applying the 7-Step Problem Solving Process for Team Success

Paraeducators and teachers understand and apply the 7-step problem solving process to improve the effectiveness of their team.

Understanding and Applying the Characteristics of Effective Teams for Success

Paraeducators and teachers understand and apply the characteristics of effective teams to improve the effectiveness of their team.

Understanding and Applying the Five "Knows" of Collaborative Teaming for Success

Paraeducators and teachers understand and apply the five "knows" of collaborative teaming to improve the effectiveness of their team.

Bully Free (7)

Description

This stack is designed to help educators develop skills and build understandings that support a Bully Free Environment for our schools. In this stack you will learn how to create a bully free environment for your students by recognizing the signs of bullying and intervening in appropriate way. You may also explore local, State or Federal policies as they apply to bullying in schools and use this knowledge to influence best practices in your own school.

Cyberbullying/Cyber Safety

Educator recognizes cyberbullying and teaches students how to stay safe online.

Education Support Professionals: First Responders

Education Support Professional (ESP) demonstrates an understanding of how to recognize, intervene, and prevent bullying and harassment between students in unstructured settings.

Empowering Students to Find Their Voices

Educator demonstrates an understanding of how to empower students to avoid or appropriately deal with bullying situations.

Federal, State, and Local Policy Related to Bully

Educator demonstrates an understanding of federal, state, and local law and policy regarding student bullying and what their responsibilities are regarding reporting and intervention.

Intervention Strategies for Educators

Educator demonstrates an understanding of how they can intervene appropriately in student-to-student bullying situations.

School Connectedness

Educator demonstrates an understanding of the relationship between school connectedness and school climate and the role they play in creating a positive learning and teaching environment.

Structured Spaces

Educator successfully creates safe, bully-free environments within structured settings.

Classroom Management (6)

Description

This stack is designed to help classroom educators the develop skills to successfully build a community of learners. You will have an opportunity to explore classroom organization and routines as well as discover new ways to support students who have behavioral challenges due to trauma or other circumstances.

Trauma-Informed Pedagogy

Educator demonstrates an understanding of how trauma can affect student behaviors and responses within the school context and promotes students' abilities to self-monitor and maintain positive engagement in all aspects of learning and interactions.

Addressing Challenging Behaviors

Educator demonstrates an understanding and application of multiple strategies when addressing challenging classroom behaviors to meet the needs of all learners.

Aspects of an Engaged Classroom

Educator demonstrates an understanding of the value of student engagement in classroom management to promote an environment that is conducive to learning.

Classroom Expectations and Routines
Educator demonstrates an understanding of successful use of classroom expectations and routines to promote an environment that is conducive to learning.

Creating A Classroom Community
Educator understands the importance of building key relationships for a positive classroom community.

Organizing the Physical Layout of the Classroom
Educator demonstrates an understanding of how organizing the physical layout of his or her classroom can contribute to a positive learning environment.

Classroom Practice (InTasc): Learner and Learning (2)

Description
This stack is aligned with the InTASC Core Teaching Standards and designed to support ongoing teacher effectiveness to ensure students reach college and career ready standards. The Micro-Credentials in this stack fall under these four categories: The Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility.

Fostering A Growth Mindset
Educator explores growth mindset with students to support student understanding of various modes of learning to understand new concepts and acquire new knowledge and skills.

Linking Families and Communities to Schools for Student Success
Educator demonstrates an understanding of the important role that families and communities play in students' academic and social success.

Classroom Practice (InTasc): Understanding Content (5)

Description
This stack is aligned with the InTASC Core Teaching Standards and designed to support ongoing teacher effectiveness to ensure students reach college and career ready standards. The Micro-Credentials in this stack fall under these four categories: The Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility.

Collaboration between Colleagues
Educator collaborates with others to expand their content knowledge to keep up with changes in the discipline, make academic language accessible to students, and develop learners' abilities to independently engage in and evaluate their work.

Evaluating Digital Sources
Educator supports students in evaluating digital sources to develop students' critical thinking skills.

Interdisciplinary Themes
Educator identifies and utilizes interdisciplinary themes to enhance student learning.

Promote Ownership of Learning
Educator creates opportunities for student choice in educational activities to promote ownership of learning.

Teaching Global Competence
Educator facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues.

Classroom Practice (InTasc): Instructional Practice (6)

Description
This stack is aligned with the InTASC Core Teaching Standards and designed to support ongoing teacher effectiveness to ensure students reach college and career ready standards. The Micro-Credentials in this stack fall under these four categories: The Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility.

Cooperative Learning
Educator creates a plan that uses a variety of instructional strategies to facilitate cooperative learning in the classroom.

Engaging Classroom Discourse
Educator creates a plan that uses a variety of instructional strategies to encourage student discourse that supports student learning.

Setting Objectives and Providing Feedback
Educator reflects on objectives and provides timely and specific feedback to students.

Teaching Note-Taking and Summarizing Skills
Educator demonstrates an understanding of how note-taking and summarizing skills contribute to curricular mastery by empowering learnings to efficaciously distinguish, organize and summarize important information.

Using an Inquiry Based Learning Cycle
Educator uses an inquiry-based learning cycle to support student acquisition of content knowledge.

Using Student Evaluations to Improve Instruction and Student Learning
Educator uses student-completed evaluations to improve instructional practice and meet student needs.

Classroom Practice (InTasc): Professional Responsibility (4)

Description
This stack is aligned with the InTASC Core Teaching Standards and designed to support ongoing teacher effectiveness to ensure students reach college and career ready standards. The Micro-Credentials in this stack fall under these four categories: The Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility.

Communicating with Stakeholders
Educator delivers an effective message to learners, families, and colleagues.

Teaching the Teacher: The Importance of Continuous Learning
Educator demonstrates the impact of continuous professional development and its application on their own teaching practice and student success.

Reflective Practice to Improve Personal Effectiveness in the Classroom
Educator reflects on their practice to improve personal effectiveness in the classroom.

Technology Integration 101
Educator integrates digital tools effectively into their classroom lessons.

Community Schools Improvement Science (8)

Description
The 8-part Community School Micro-Credential is designed give participants, typically Community School Coordinators, the strongest skills available to implement a best practice version of the Community School strategy at any school. This course is specifically made for those who are leading the implementation of the Community School strategy on a school level. Participants will have the ability to ask experts questions during the course and many will have the opportunity to work with other participants during the course. We suggest starting the course at the beginning of your school year and reading through all 8 parts to best understand where the course will be taking you, and then jump into the first MC and do them in order -- each part builds upon the preceding part.

Mapping Campus and Community Assets
This micro-credential is the first of eight in the Community Schools stack. The Micro-Credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Planning for Needs Asset Assessment
This micro-credential is the second of eight in the Community Schools stack. The Micro-Credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Executing a Needs Asset Assessment
This micro-credential is the third of eight in the Community Schools stack. The Micro-Credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Using Diagrams and Charts to Analyze Data
This micro-credential is the fourth of eight in the Community Schools stack. The Micro-Credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Creating a Findings Report
This micro-credential is the fifth of eight in the Community Schools stack. The Micro-Credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Using Fishbone Diagrams to Represent Data
This micro-credential is the sixth of eight in the Community Schools stack. The Micro-Credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Using Driver Diagrams to Map Drivers
This micro-credential is the seventh of eight in the Community Schools stack. The Micro-Credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Using PDSA Cycles to Test Solutions to Problems
This micro-credential is the eighth and final micro-credential in the Community Schools stack. The Micro-Credentials in this stack follow a sequence to best support educators in developing their capacity to support community schools.

Cooperating/Mentor Teacher (7)

Description
This stack is designed to help cooperating teachers develop the necessary skills to successfully support student teachers or early career educators. In this stack you will hone your communication skills and develop strategies for working with adult learners. You will learn about observations and effective ways to provide feedback to your student teacher. You may also explore ways to build positive professional relationships and manage difficult conversations.

Equity Literacy
The cooperating (mentor) teacher demonstrates an understanding of how to create and sustain a bias-free and equitable learning environment for teacher candidates through increased equity literacy.

Andragogy Adult Learning
Cooperating (mentor) teacher demonstrates an understanding and application of the six principles of adult learning.

Listening and Non-Verbal Communication
The cooperating (mentor) teacher will demonstrate deliberate communication techniques to enhance positive student teacher/intern interactions.

Managing Difficult Conversations
Educator demonstrates the understanding and skills necessary to effectively handle difficult conversations with a student teacher candidate (student practitioner) that will result in a positive outcome.

Positive Professional Relationships
Cooperating (mentor) teacher demonstrates the ability to establish and maintain positive professional relationships.

Post-Observation Feedback
Cooperating teacher demonstrates understanding of how to engage in the feedback process with a student teacher/intern (student practitioner).

Teaching About Teaching
Cooperating (mentor) teacher provides a rationale for planning and preparation, classroom environment, and instruction (metacognitive skills).

Education Support Professionals: Professional Growth Continuum (8)

Description
This stack provides states, local education agencies, and individuals the ability to choose different routes that meet the specific needs and interests of their school community. In this way, the full benefit of the time and skills of ESP can be realized for the students and educators with whom they serve.

Communication Standard
The Education Support Professional (ESP) effectively listens and communicates (written and verbal) with a diverse audience, including students, parents/guardians, staff, visitors, and community.

Cultural Competence Standard
The Education Support Professional (ESP) examines their own cultural context, understands the cultural contexts of others, and interacts across cultural contexts with sensitivity to difference (e.g., economics, race, gender,

Ethics Standard
The Education Support Professional (ESP) maintains a high level of ethical behavior, confidentiality, and privacy regarding any information relating to students, staff, and all career-related matters.

Health and Safety Standard
The Education Support Professional (ESP) protects the health and safety of oneself and others by knowing and executing health, safety, and emergency protocols/procedures with fidelity.

Organization Standard
The Education Support Professional (ESP) prioritizes, plans, and executes tasks efficiently and effectively.

Professionalism Standard
The Education Support Professional (ESP) presents and conducts oneself with skill around career roles while maintaining high expectations and responsibility to one's students, colleagues, and profession.

Reporting Standard
The Education Support Professional (ESP) understands the responsibilities of a mandated reporter, including what, when, how, and to whom reports should be filed.

Technology Standard
The Education Support Professional (ESP) uses electronic devices to problem-solve and complete work-related duties.

English Language Learners (8)
Description
This stack is designed to help educators understand the complexities of teaching students who are learning English as a second language. This stack covers multiple topics that will support you in understanding language acquisition theories and then applying this knowledge to design effective assessment and instruction to support student's learning English. You will also have an opportunity to explore ways in which to advocate for you English Language Learners and their families.

Advocating for ELL students and their families at the school level
Educator advocates in their schools for English Language Learner (ELL) students and families using a five-step action plan.

Advocating for ELL Friendly Local, State, and Federal Policies
Educator advocates at the local, state, and/or federal level for policies that support English Language Learners and their families.

Understanding Academic Language
Educator knows, uses, and shares strategies that enable students to use and understand academic language within the context of the classroom.

Using Formative Assessments to Support ELL Learning
Educator designs formative assessments to support student growth in the understanding and application of language and/or content skills.

Analyzing Assessments to Support ELL Learning
Educator analyzes district, state, and national assessment data as a basis for creating instructional supports for ELL learners.

Understanding Second Language Acquisition (SLA) Stages
Educator applies appropriate instructional strategies for ELL students' Second Language Acquisition (SLA)

Using ELL Strategies in the Classroom
Educator demonstrates understanding of how to implement research-based ELL strategies to support ELL learning and achievement within a standards-based curriculum framework.

Using Standards to Plan for ELL Students
Educator uses knowledge of their state and national English Learner Standards in lesson plans and instructional practice.

Every Student Succeeds Act (ESSA) (5)

Description
This stack is designed to help educators and leaders who wish to be more involved in fostering equity in education. You will learn how to build stake holder teams that can work together to leverage ESSA for school improvement. You will learn how to advocate for on non-academic indicators.

Advocacy with ESSA
Educator demonstrates an understanding of the needs of their students and leverages the opportunities provided by the ESSA to meet those needs.

Building Awareness: The Non-Academic Indicators
Educator demonstrates how non-academic indicators provide equitable opportunities for students' success.

Getting Involved with ESSA
Educator develops an understanding of the opportunities ESSA provides to foster equity in education.

Using Data For Change
Educator uses state/local data to drive ESSA implementation to meet the needs of their students.

Working Together for Student Success
Educator demonstrates an understanding of how stakeholder engagements leads to student success and contributes to the implementation of ESSA.

Exceptional Learners (6)

Description
This stack is meant to help all educators support exceptional students in their classroom. The focus of this stack is collaboration with stakeholders, understanding federal policies and providing support to students with exceptional needs.

Functional Behavior Assessments and Intervention
Educator understands the purpose and utilization of Functional Behavioral Assessments and Behavior Intervention Plans.

IDEA- Determining Eligibility
Educator demonstrates an understanding of the connection between laws, regulations, policies, and procedures at the federal, state, and local levels and the process used to determine eligibility for special education and related services.

IEP Implementation: Communication & Collaboration
Educator, as a member of the Individual Education Program (IEP) implementation team, uses communication and collaboration strategies to increase the supports for student attainment of established goals.

Introduction to Universal Design for Learning
Educator uses the Universal Design for Learning (UDL) guidelines and checkpoints to enhance their unit of study planning to reduce barriers to learning and support all students to become expert learners.

Understanding the IEP Process
Educator uses district policy, state regulations, and federal law to understand Individualized Educational Programs (IEP), goal writing, and implementing instructional supports for learners with IEPs.

Working with Students with Autism Spectrum Disorder
Educator addresses the needs of students identified with Autism Spectrum Disorder and works collaboratively with stakeholders to provide quality instruction and support transition needs.

Five Core Propositions (NBCT) (5)

Description
This stack was developed in partnership with Nevada Education Association and is intended to give educators an understanding of the 5 Core Propositions that were developed by National Board. Educators who would like to learn a little bit more about what National Board is about or start to get ready for applying for a National Board Certification would benefit from these Micro-Credentials.

Know Your Students
Teachers know about the students they instruct in order to respond to individual student learning differences and provide every student with a high-quality educational setting.

Knowing Your Content & How to Teach It to Students
Educator possesses a firm command of their subject area(s), understands factual information as well as major themes, and has the pedagogical insight to communicate their subject knowledge and impact student learning.

Managing & Monitoring Student Learning
Educator works collaboratively with their students to plan instruction, motivate and challenge students during instruction, and monitor student learning over time.

Teachers are Members of Learning Communities
Educator works collaboratively with colleagues, families, and the community to support students and their learning.

Thinking Systematically About Your Practice
Educator expands their repertoire and deepens their pedagogical content knowledge to remain inventive and welcoming to new findings that extend their professional learning.

Leadership in Organizing (6)

Description
This stack was developed to support educators who are interested in developing leadership skills need to support their local association.

Building a Meaningful Partnership
The leader develops a plan for creating community partnerships that engage a diverse variety of stakeholders in advocacy for public education issues. The educator understands that community partnerships are critical to advancing education policy and initiatives at the local, state, and national level that give students the greatest opportunities to succeed.

Identifying Leaders through One-on-One
Leader engages in identifying leaders by building relationships and conducting one-on-ones.

Organizing and Developing a Leadership Team
Leader demonstrates an understanding of core conditions of successful leadership teams.

Story of Self
Leader effectively uses their story of self as an organizing skill.

Using Data to Identify Problems and Issues
Leader compiles and analyzes data to identify their constituency's problems and issues.

Using Worksite Mapping to Identify Leaders
Leader engages in identifying leaders by employing mapping skills and engaging in one-on-one conversations.

Restorative Practices (5)

Description
With the adverse effect of zero tolerance discipline policy and the development of the school to prison pipeline, school districts across the country have looked for different ways to improve school climate and alternative ways for addressing misbehaviors. Restorative Practice is a set of practices and values that holistically prevents and repairs harm, builds community, and relationships resulting in a positive supportive school climate. Each micro-credential in this stack can stand alone but it is recommended that if you want to gain the skills needed to fully implement restorative practices in your classroom or school you should do these micro-credentials sequentially, as the skills do build on each other.

1. Exploring Restorative Practices
Educator explores restorative practices to strengthen relationships and build a community where harm can be addressed and repaired.

2. Building A Positive Classroom Community with Affective Language
Educator models and supports students to use affective language to build a positive classroom community that is founded on mutual respect and caring.

3. Restorative Circles: Building Relationships in the Classroom
Educator models and implements Restorative Circles to build authentic relationships with students.

4. Restorative Conferencing
Educator uses conferencing to facilitate and promote healthy relationships among students and colleagues.

5. Implementing Restorative Practices
Educator implements a restorative practice plan.

Supporting LGBTQ Students (6)
Description
This stack is designed to help educators understand how to create a safe and inclusive classroom environment for LGBTQ students. You also explore how to advocate for LGBTQ policies for students and co-workers. You will have the opportunity to learn and use proper and respectful terminology as well as design lesson plans that are inclusive of LGBTQ students. You will also have the opportunity to learn about intersections of race, gender and sexual orientation and use this knowledge to create a positive classroom community of learners.

Advocating for LGBTQ – Inclusive Policy
Educator effectively consults Lesbian, Gay, Bisexual, Transgender, and (LGBTQ) students and family members about what their needs are and then advocates for LGBTQ-inclusive policies to support these needs.

Advocating for LGBTQ – Inclusive Workplaces
Educator advocates for Lesbian, Gay Bisexual, Transgender, and Questioning (LGBTQ)-inclusive policy and protections for adults in the workplace.

Creating Safe Spaces Inclusive of LGBTQ
Educator creates a safe space for Lesbian, Gay, Bisexual, Transgender, and Questioning/Queer (LGBTQ) youth in their school(s).

Developing LGBTQ Anti-Bias Curriculum
Educator uses anti-bias curriculum resources that are inclusive of Lesbian, Gay, Bisexual, Transgender, and Questioning/Queer (LGBTQ) issues.

Intersections of Race, Gender, and Sexual Orientation
Educator demonstrates an understanding of the intersections of race, gender, and sexual orientation and how they connect with classroom culture, pedagogy, and student and staff relationships.

Utilizing Proper Terminology to Talk about LGBTQ Topics
Educator expands their instructional understanding of Lesbian, Gay, Bisexual, Transgender and Queer/ Questioning (LGBTQ) terminology.

Teacher Leadership: Overarching Competencies (8)

Description

This stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards and Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, association and educational policy. The Overarching and the Diversity, Equity and Cultural competence Micro-Credentials focus on competencies that all teacher leaders need to have.

Adult Learning

The educator applies an understanding of adult learning theory to address a need.

Communication

The educator will demonstrate understanding of needs to deliver an effective message to pursue positive change.

Continuing Education and Learning

The educator demonstrates an awareness of the need for continuing education by planning and facilitating an activity.

Group Processes

Educator demonstrates awareness and understanding of group processes and how they relate to teacher leadership and goal achievement.

Interpersonal Effectiveness

The educator supports colleagues in work on a shared vision through trust and effective communication.

Personal Effectiveness

Educator depends understanding and application of his or her leadership strengths.

Reflective Practice

Educator thinks deeply and carefully about who they are and how they lead.

Technology Facility

The educator demonstrates effective utilization of technology in leadership work.

Teacher Leadership: Diversity, Equity and Cultural Competence Pathway (3)

Description

This stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards and Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, association and educational policy. The Overarching and the Diversity, Equity and Cultural competence Micro-Credentials focus on competencies that all teacher leaders need to have.

Challenging Inequity

Educator understands and participates in situations challenging inequity and promotes equity, diversity, and cultural competency in education.

Cultivate Social Just Environments
Educator deepens understanding of cultivating socially just educational environments.

Purposeful Collaboration
Educator leads and facilitates diverse groups in situations which challenge inequity and promote equity, diversity, and cultural competency in education.

Teacher Leadership: Association Pathway (5)

Description
This stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards and Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, association and educational policy. The Association Pathway Micro-Credentials focus on skills needed to be engaged in association leadership.

Building Capacity in Others
Educator demonstrates leadership skills and uses personal interactions to implement training for others who wish to take more Association responsibility.

Leading Vision
Educator grows as a leader with vision for themselves and the vision, mission, and values for their association on a local, state, and/or national level.

Leading With Skill
Educator demonstrates the ability to perform one or more administrative leadership tasks to maintain/enhance an organization's effective operation.

Learning Community and Workshop
Educator deepens their understanding around improvements and around community and workplace culture.

Organizing and Advocacy
The educator/teacher leader will learn the needed leadership skills to organize and advocate for a needed researched cause or policy.

Teacher Leadership: Instructional Pathway (3)

Description
This stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards and Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, association and educational policy. The instructional pathways focus on teacher leadership for classroom practice.

Coaching and Mentoring
Educator deepens understanding and application of coaching techniques.

Community Awareness, Engagement, and Advocacy
Educator deepens involvement in community issues.

Facilitating Collaborative Relationships
Educator deepens their understanding and application of their abilities to facilitate collaborative relationships.

Teacher Leadership: Policy Pathway (4)

Description
This stack is based on the Teacher Leadership Competencies that were developed in partnership by National Education Association, National Board for Professional Teaching Standards and Center for Teaching Quality. They are designed to help teachers develop leadership skills in instruction, association and educational policy. The Policy Pathway Micro-Credentials focus on skills needed to advocate for education equity and funding at the local state and federal levels.

Engagement and Relationships
Educator deepens understanding of how their strengths in teacher leadership impact the policy engagement and relationships process.

Policy Advocacy
Educator deepens understanding of how their strengths in teacher leadership impact the policy advocacy process.

Policy Implementation
Educator deepens their understanding of how their strengths in teacher leadership impact the policy implementation process.

Policy Making
Educator deepens understanding of how their strengths in teacher leadership impact the policy making process.

Technology for Educational Leaders (9)

Description
Instructional Coaching is linked to successful classroom practice. As we move into the 21st Century and the world becomes flatter it is important for instructional coaches to develop the skills needed to mentor, coach and teach in virtual environments. This stack will help coaches hone their skills for working online in both synchronous and asynchronous online environments. This stack is tool agnostic and focuses on skills rather than technology.

Building Relationships Online
Facilitator uses multiple strategies to support the formation of safe, productive, and professional relationships in online settings.

Connected Educator- Growing Your Professional Network
Educator shares and learns in the global community as a means to develop professionally.

Curating Content
Educator uses a variety of curation tools to collect meaningful content for other educators.

Facilitating A Virtual PLC
Educator uses online collaborative tools to facilitate a virtual (online) professional learning community.

Introduction to Online Netiquette Educator creates guidelines for educators on the topic of online etiquette ("netiquette").
Providing Asynchronous Feedback to Learners Educator provides effective feedback and encourages peer-to-peer collaboration in an asynchronous environment.
Troubleshooting and Providing IT Support to Educators Educator uses technology tools to create a system of supports for other educators.
Virtual Engagement Strategies for Asynchronous Learning Facilitator uses a variety of strategies and digital tools to engage learners in asynchronous learning.
Virtual Engagement Strategies for Synchronous Learning Educator uses a variety of strategies to engage their learners in a synchronous setting.

Technology Integration (7)

Description
This stack of Micro-Credentials is based off of the new ISTE Standards for Educators. The ISTE standards were created to support educators in preparing students for their futures. These Micro-Credentials focus on critical thinking and knowledge students need to thrive in a global and digital world.

Technology Integration: Analyst
Educator understands and uses data to drive their instruction and support students in achieving their learning goals.

Technology Integration: Citizen
Educator inspires students to positively contribute to and responsibly participate in the digital world.

Technology Integration: Collaborator
Educator dedicates time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Technology Integration: Designer
Educator designs authentic personalized learning experiences that empower students, are aligned to content area standards, and integrate purposeful use of digital tools to accommodate learner preferences and needs.

Technology Integration: Facilitator
Educator uses technology to facilitate learning.

Technology Integration: Leader
Educator seeks out leadership opportunities to improve teaching and learning using technology.

Technology Integration: Learner
Educator improves their practice by learning from and with others through the exploration of best practices that leverage technology to improve student learning.