

Getting the Most from MISIC's Micro-Credentials



Micro-credentials are . . .

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| <ul style="list-style-type: none"> • Based upon best practices in education • Focused on a specific instructional skill • Learning by doing | <ul style="list-style-type: none"> • Relatable and connected to other skills • Timely and practical, job-embedded • Filled with quality resources |
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As you are planning your professional learning program, MISIC's micro-credentials can be used in a variety of ways to provide content or to enhance the learning plan. Peruse our catalog and select the micro-credentials that seem most relevant to your learning goals. And then put them into action!

- Elements of the micro-credential can be implemented as resources, tasks, and/or reflections, whatever best fits in your professional development model.
- Micro-credentials can be broken down into sections for regular team meetings. Here's an example of how the micro-credential, [Start-Up Tips for Making the Shift to Online Learning](#), can be reconfigured for professional development at staff meetings or for a PLC.



IMPLEMENTING MICRO-CREDENTIALS IN VARIOUS WAYS


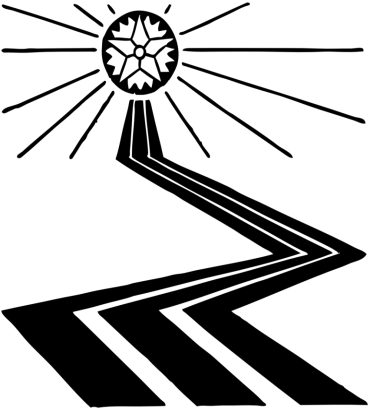


There are many ideas to incorporate micro credentials into job-embedded professional development. Some of these include:

- Staff meetings
- Individual Career Development Plans
- Improvement plans for teachers
- Administrative Team learning
- PLC learning
- Grade Level, Building-Wide, or District-Wide learning
- Content-area learning
- Problem Solving Team learning
- Professional Learning Plans: Building & District
- Use in coaching cycles by instructional coaches



LEARNING TARGETS

- These specifically state what your faculty would know and be able to do as a result of their learning with the tasks and resources in the micro-credential.
- The targets will help you determine how well the content of the micro-credential aligns with your needs.

	<p style="text-align: center;">TASKS</p>	<ul style="list-style-type: none"> • Individually or in teams, teachers can implement any of the tasks to learn a new skill or to enhance their instruction. • Instructional coaches can implement any of the tasks as a model for quality instruction.
	<p style="text-align: center;">LEARNING PATHWAYS</p>	<p>Use the opening overview and the resources in the learning pathways and additional tools sections to</p> <ul style="list-style-type: none"> • build background knowledge • create a common understanding among staff • learn the research that supports the specific skill • provide descriptions and examples of instructional skills, strategies, and learning activities
	<p style="text-align: center;">REFLECTION QUESTIONS</p>	<p>Reflection questions are presented in two ways, as a launch into the micro-credential and as a metacognitive exercise at the conclusion of the micro-credential.</p> <ul style="list-style-type: none"> • Thinking about Your Current Practice encourages participants to take stock in the what, why, how of their instructional beliefs and practices. It opens up their thinking and sets the stage for what is to come. • Reflection Questions at the close of the micro-credential ask participants to consider how their professional practice has been impacted by their learning, as well as what they will do in the future.
	<p style="text-align: center;">CONTACT YOUR MISIC TEAM</p>	<p>Jamie - jamie@misiciowa.org Becky - beckyhackerkluver@gmail.com Barb - barbkruthoff@gmail.com Ann - annbartelt0204@gmail.com Sue - suebeers@netins.net Website - www.misicimpact.org</p>