

OEA Micro-Credential PLC Mini-Grant Guide

Apply for a mini-grant at: bit.ly/microplc

Before the first PLC - SELECT



- Create your criteria for your choice.** Before you even begin searching the database of micro-credentials, decide what your PLC wants from this experience. Do participants hope to grow in a new skill? Look for micro-credentials that inspire you to learn about something new and master that skill. Do participants want to demonstrate expertise in an area? These are the micro-credentials that cause you to nod a lot as you read them. Other criteria: Does your student data point toward a specific area? Does this effort need to be combined with other professional growth plans? What are your team, school or district goals? Write down your criteria. Once you start searching the database, you'll be glad you did!
- Gather enough choices, but no more.** There are many, many micro-credentials available. How many is a reasonable amount for the group to consider? Five? Fifteen? More?
- Once you narrow your choices to a reasonable list, let it sit a bit.** Sometimes quick decisions are good. Sometimes, upon reflection, it would have been better to think on the decision a bit. Take time to reflect as a team. What has been on your mind? Where has your professional focus been? Which micro-credential(s) match up? Which don't?
- Seek another perspective.** There are many who know you and your work well. Ask for their thoughts and input. A trusted colleague or instructional leader or mentor might have just the perspective to help you make your final decision.
- Make a choice.** Use a group decision making model to make the final choice. Majority rules, consensus, ranking -- there are several ways to make the final decision.

At the First PLC - PREPARE

- Read carefully.** Ignore the fact that you "read" this document when you were making your decision. It's a new ballgame. Now, you have to do this thing! So, make a conscious effort to thoroughly review the components.
- Print the submission guidelines.** Sometimes reading the guidelines on a computer screen doesn't allow the tactical interaction some need to process information.
- Use active reading strategies.** For example, circle the parts you need more clarification on. Underline the parts you understand. Highlight the parts you already have evidence to support or know exactly how you'd like to answer.
- Discussion.** What questions do participants have? What resources are familiar? What resources are new? Are the submission guidelines clear? What resources do participants need to meet the submission guidelines?
- Study the rubric.** Use active reading strategies on the rubric. Remember, your submission hinges on your ability to provide evidence according to the standards outlined in the rubric. Seek help if you are unclear about any part of it.

- ❑ **Set dates.** Schedule deadlines for each component: research, practicing the skill, drafting the context, gathering evidence, writing the reflection, gathering peer input, revision, etc.

Middle PLCs - COLLECT



Discuss or read research and resources, prepare artifacts, debrief how the instructional skill is working in classrooms, provide peer feedback, and work on all submission components.

Engagement strategies for these PLCs can include:

- ❑ Starting the PLC with a thoughtful discussion question.
- ❑ Asking a PLC participant to give a 5-minute demonstration of the instructional practice (like a mini-lesson).
- ❑ Share a personal experience from the classroom.
- ❑ Discuss what is working or not working about the instructional practice at the heart of the micro-credential.
- ❑ Reflect on how participant's instructional practices are changing.
- ❑ Review student artifacts.
- ❑ Create critique partners and provide peer feedback on the submission components.

Final PLC - SUBMIT



Discuss or read research and resources, prepare artifacts, debrief how the instructional skill is working in classrooms, provide peer feedback, and work on all submission components.

After PLC - SHARE



Schedule a time to reconvene the PLC after participants submissions have been reviewed. Use this time to celebrate submissions that were successful, and support participants who need to revise and resubmit. Also use this PLC to complete the OEA micro-credential PLC survey, and submit proof of successful completion to oealearn@oregoned.org to receive PDU certificates.

Learn more at www.oregoned.org/microcredentials