

Illinois Educator Microcredential Framework

Purpose: To support and enhance professional learning through competency-based, job embedded experiences.

Process: Illinois State Board of Education-approved microcredentials will be integrated into the ISBE professional development system for **approved providers** who wish to offer ISBE-approved educator microcredentials. Providers who desire to offer microcredentials for recognition on an educator’s professional educator license (PEL) will submit course documentation aligned to the rubric below to ISBE for review. ISBE will respond within 45 calendar days of receipt with either approval or feedback and request for resubmission. Once approved, the course may be offered to educators. Educators who successfully complete an ISBE-approved microcredential will receive a designation on their PEL indicating the course was a microcredential.

Rubric: All indicators and sub-indicators must receive a rating of “Yes” for approval. Should a component of the proposed microcredential receive a rating of “No,” the applicant will receive feedback and may resubmit for approval.

Standard 1: Design Principles¹. The microcredential is job-embedded and aligns with the following indicators.

Indicator	Description	Evidence (Yes/No)
1.1	a. Content is relevant and aligned to standards as applicable.	
	b. The learning experiences are job-embedded and relevant to workplace context with a focus on improvement of educator practice(s) or disposition(s).	
	c. Asynchronous learning experiences are included and clearly outlined with expectations for participation and collaboration as applicable.	
1.2	Supports for participants, including communication with a facilitator are clearly outlined.	
1.3	Rubric(s) are presented that specifically outline the minimum expectations for achieving mastery and clearly provide a timeline for completion.	
1.4	a. Reflection on past action/practice is included in the microcredential.	
	b. Reflection for future action/practice is included in the microcredential.	
1.5	The timeline for completion and awarding of credit is clearly articulated with and in-line with an educator’s work.	

¹Council of Chief School Officers (CCSSO) Framework, (2020), [Design, assessment, and implementation Principles for Educator Microcredentials](#), page 2



Standard 2: Alignment. The microcredential is aligned to the appropriate teaching and learning standards for Illinois.

Indicator	Description	Evidence (Yes/No)
2.1	The content and learning experiences are supportive of the appropriate teacher leader, administrator, teaching, or teacher preparation standards for Illinois.	
2.2	The content, learning experiences, and assessments are supportive of the Illinois Learning Standards, as appropriate for the content area(s) addressed (e.g., Language Development, Early Learning, academic content areas).	

Standard 3: Evidence Submission and Evaluation. The microcredential evidence submission process is comprehensive in nature, being completed through evidence submission(s) utilizing the following indicators.

Indicator	Description	Evidence (Yes/No)
3.1	The evidence required for completion is job-embedded and aligns with appropriate individual educator competencies.	
3.2	a. Provider provides evidence of sufficient capacity to evaluate participant evidence submissions in accordance with timelines for completion.	
	b. Multiple evaluators assess or evaluate submissions to make determination for final achievement status.	
	c. Evaluators possess required expertise to evaluate evidence submissions.	
	d. Provider outlines a satisfactory plan for the review of all educators following each submission cycle.	
3.3	a. Evaluator rubric(s) addresses rigor and depth required for each component.	
	b. Evaluator rubric(s) is made available to participants prior to enrollment.	
3.4	Provider has a satisfactory plan for continuous improvement clearly outlined that includes check points following each submission cycle for a specific microcredential.	