

# ISBE-Approved Educator Microcredentials

## Purpose and Approval Process

### ISBE Standards & Instruction Department

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

**Process:** ISBE-approved microcredentials will be integrated into the ISBE professional development tracking Providers who wish to offer ISBE-approved educator microcredentials will submit documentation to ISBE for review. ISBE will respond within 45 calendar days of receipt with approval or feedback and request for resubmission. A specific designation will be applied to ISBE-approved microcredentials in the educator professional development tracking system (ELIS).

### Scoring 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.

Illinois Microcredential Framework		
Standard 1: DESIGN PRINCIPLES. <sup>1</sup> The micro-credential is job-embedded and aligns with the following indicators:		
Indicator	Description	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 <b>on past</b> action/practice is included in the microcredential.	
	b. Reflection <b>for future</b> action/practice is included in the microcredential.	
1.6	The timeline for completion and awarding of credit is clearly articulated with and in-line with an educator’s work.	

<sup>1</sup> Council of Chief School Officers (CCSSO) Framework, (2020), Design, assessment, and Implementation Principles for Educator Micro-credentials, pg. 2.

<b>Standard 2: ALIGNMENT.</b> <i>The microcredential is aligned to the appropriate teaching and learning standards for Illinois.</i>		
<b>Indicator</b>	<b>Description</b>	
2.1	The content and learning experiences are supportive of the appropriate 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.	
<b>Standard 3: EVIDENCE SUBMISSION and EVALUATION.</b> <i>The microcredential evidence submission process is comprehensive in nature, being completed through evidence submission(s) utilizing the following indicators:</i>		
<b>Indicator</b>	<b>Description</b>	
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.	
	c. Evaluators possess required expertise to evaluate evidence submissions.	
	d. Provider outlines a satisfactory plan for the review of all evaluators 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.	
3.5	Provider has a satisfactory plan for continuous improvement clearly outlined that includes check points following each submission cycle for a specific microcredential.	