Program Guide Continuing Education Option Plan II: Foundations of Teaching and Learning







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SECTION I: PROGRAM OVERVIEW

Introduction

The Kentucky Education Professional Standards Board's <u>CEO Plan II</u> allows districts, groups of districts (such as educational cooperatives), and Kentucky institutions of higher education with EPSB-approved educator preparation programs to submit a continuing education option plan to the EPSB for approval. Satisfactory completion of these planned programs would allow educators to grow in their profession and achieve rank change through field-based experience, research, and approved professional development.

The Kentucky Educational Development Corporation (KEDC), in partnership with BloomBoard, is offering a new low-cost alternative to earning advanced degrees for rank change in Kentucky. Educators across the state can now earn rank change through a micro-credential-based program that provides opportunities for career and compensation advancement.

KEDC's CEO Plan

The KEDC CEO Plan II program is anchored in the <u>10 Kentucky Teacher Standards</u> specific to 16 KAR 8:030 and intended for educators who are looking to achieve a rank change through jobembedded professional learning experiences that target educators' unique professional growth needs in instructional practice, classroom management, assessment, and leadership skills.

Throughout the term of the program, each teacher will complete the 12 foundational micro-credentials, choose and complete an additional 6 personalized micro-credentials, and then complete a 3 micro-credential action-research-based, capstone project on a school and/or district-supported initiative (e.g., curriculum implementation, professional learning program, etc.). Throughout the program teachers will be working with other participants in learning cohorts and have the support of both BloomBoard coaches and a KEDC CEO Plan mentor.

The KEDC CEO Plan II program is designed to be completed at each educator's own pace, with milestones designed to support a 3-year timeline. Working at an accelerated pace is possible; however, the program may not be completed in fewer than 12 months or take longer than 4 years. Please see the section "sample timelines" for more information.

KEDC's program is EPSB approved and will be recognized by all public school districts in the state of Kentucky, and Rank change is permanent.

Program Benefits

KEDC's Continuing Education Option Plan II program offers educators the opportunity for career and compensation advancement. By completing this program, educators will be eligible for a rank change in the state of Kentucky (Rank III to Rank II or Rank II to Rank I). This program has four primary benefits:

Lower-Cost with Deferment

The program is a lower-cost alternative to graduate degrees. Subject to credit approval, payments can also be deferred for up to three years, which should provide ample time for educators to complete the program and receive their expected salary increases.

Salary Advancement

Completion of the program enables educators to be recommended to EPSB for a Rank Change and salary advancement. Check your local district's pay scale to see how a rank change will benefit you financially. To see how earning a rank change may impact educators' salaries, go to the KEDC/BB Program Site and use the Salary Calculator.

Job-Embedded Learning

Micro-credentials enable educators to demonstrate competence by building portfolios of their actual work. Thus, the majority of the effort to earn micro-credentials is completed by documenting actual classroom practice. There are no exams or tests in the traditional sense.

Personalized Pathways

After completing the required foundational micro-credentials, educators may select one or more specialized micro-endorsements to complete based on their personal interests and professional goals.

Program Requirements

To be eligible for a rank change through the KEDC CEO Plan II program, an educator is required to do all of the following:

- Provide ample evidence of demonstrated competency for each of the 10 Kentucky Teacher Standards, organized in the KEDC C.U.B.E. (Curating, Understanding and Building Evidence). Each of the micro-credentials earned will be automatically aligned to the Kentucky Standards and can provide sufficient evidence of demonstration, but teachers are encouraged to submit additional evidence and professional learning experiences.
- Earn a total of 21 micro-credentials (see section V for more details on each micro-credential), including:
 - 12 required foundation micro-credentials
 - o 6 personalized choice micro-credentials organized into key focus areas
 - o 3 micro-credentials that serve as a capstone for the program.
- Agree to regularly collaborate with an assigned KEDC mentor throughout the course of the program, (including synchronous and asynchronous support,) which will be documented by the mentor over the course of the program.

The **Capstone** is a culminating product derived from participating in the KEDC CEO Plan II Program. Over the course of the program, participants should identify an area for improvement within their grade level team, school, community, student body, etc. Upon identifying the area for improvement, participants will complete 3 micro-credentials designed to plan and then lead an effort aimed at creating positive change in the system to address the issue. See the Capstone micro-credential summaries in section V for additional details.

The **KEDC C.U.B.E** will serve as a digital transcript of evidence for CEO participants (see below for details). Upon completion of all of the KEDC CEO Plan II requirements outlined above including review of evidence in the C.U.B.E., KEDC will make a final recommendation to the Kentucky Education Professional Standards Board (EPSB) for Rank Change approval. Participants will then need to apply to EPSB for rank change.

The KEDC CEO Plan II program is designed to be completed at each educator's own pace, with milestones designed to support a 3-year timeline. Working at an accelerated pace is possible; however, the program may not be completed in fewer than 12 months or take longer than 4 years. Please see the section "sample timelines" for more information.

KEDC C.U.B.E. (Curating, Understanding, and Building Evidence)

The C.U.B.E will serve as a digital transcript of evidence for CEO participants. The CUBE will include a record of professional learning (earned micro-credentials and individual PD experiences) and enable the alignment of artifacts and professional learning opportunities to the 10 KY Teacher Standards as required by the KAR Regulation 16 KAR 8:030. The completed micro-credentials can provide sufficient evidence necessary to demonstrate competency of each of the 10 standards, but participants are encouraged to provide additional evidence and professional learning examples.

SECTION II: PROGRAM SUPPORTS

Program Support Staff

To ensure each educator has personalized access to support at every step of the Program, KEDC and BloomBoard provide the following staff for assistance:

KEDC Mentor

Each participant will be provided a program mentor who will help to guide progression through the program, provide feedback, support the capstone project, and ensure the participant has aligned evidence to the KY Teacher Standards. As a requirement of the program, mentors will support each mentee's experience over the course of the program, including hosting monthly program guidance meetings and spending time reviewing participant artifacts, CUBE evidence, and answering other program-related questions.

KEDC Mentor support includes:

- Help guide progress through the Program and answers program related questions
- Educate participant about the 10 KY Teacher performance standards
- Support on identifying and approving a capstone project
- Assist in alignment of all CEO evidence to the KY Teacher Standards

BloomBoard Micro-Credential Coaches

Professional coaches lead all BloomBoard learning community sessions. Each coach is an experienced educator additionally trained by the BloomBoard team. The coaches' primary objective is

to support and guide educators to earn micro-credentials. They use a combination of personal education experience, research from the field, and knowledge of best practices from BloomBoard to advise participants along the way. Coaches do not assess micro-credential submissions but rather preview artifacts upon request and coach participants toward the corresponding competency indicators.

BloomBoard Coach support includes:

- Facilitation of all BloomBoard Learning Community sessions (BLCs) within each microcredential
- Micro-credential specific office hours and 1-to-1 coaching, as requested
- Certified feedback and support for each micro-credential submission, as requested

KEDC Program Staff

KEDC staff support includes:

- Capstone project advising with mentors, if necessary
- Support of Participants by working with Mentors on program, materials, and agendas
- Meet other filing requirements and logistics, as required by EPSB for Rank Change

BloomBoard Support Team

BloomBoard's support team is highly rated by educators. With a rapid response time, our support professionals help educators work through technical problems such as uploading documents, as well as connect them with the information they need to better understand various features of the platform and program. Utilizing brief, easy-to-read articles and short video segments, educators can get timely assistance to overcome minor challenges. There are three convenient ways to access support:

- Email support at support@bloomboard.com
- Go to our Help Center at: https://support.bloomboard.com
- Click Info in the bottom left of any screen in BloomBoard to access our support site

BloomBoard Support Team support includes:

- Technical support through the BloomBoard Platform.
- Answers to micro-credential assessment-related questions
- Helpful articles at https://support.bloomboard.com

Success Academy Overview

Success Academy is required for all participants new to BloomBoard micro-credentials. It is designed to help participants submit and earn their first micro-credential and ensure a strong start to the program. Success Academy includes three parts:

- 1. **Pre-orientation micro-credential simulation** this simulation, *Reflecting on Portfolio Based Learning*, must be completed prior to orientation. This simulation will not be assessed and is a fun, low-stakes way for you to explore micro-credentials and the BloomBoard platform!
- 2. BloomBoard orientation
- 3. **BLCs** ("BloomBoard Learning Communities") a series of 4-6 meetings designed to help you earn your first micro-credential.

Success Academy is scheduled outside of school hours and all sessions are recorded for easy return to the content and to revisit key topics. Participants then have the opportunity to personalize their continued engagement based on their individual schedules, or continue to engage in a regularly scheduled learning community support model designed to support the process of earning the necessary micro-credentials and completing the other Program requirements.

Ongoing Support

Educators may find themselves needing additional or tailored support to find success. At these times coaches can be called upon for one-on-one or small group sessions beyond the learning community. To access this level of support, participants would contact the coach via Collaborate, BloomBoard's online discussion space, to schedule a time that works best for them.

In-Platform Learning Opportunities

Built into the platform are key learning resources and activities designed to specifically align with the demonstrated outcomes prescribed by the micro-credential. These activities expose educators to model videos, case studies, readings, and activities that align to research around the skill targeted by the micro-credential.

Micro-credential Assessment Feedback

Assessment of the micro-credential submission is an integral part of the micro-credential learning experience, and vital to the professional growth of an educator. At BloomBoard, we strive towards targeted, timely, and actionable assessments and feedback, increasing the likelihood of classroom application and student impact. BloomBoard assessors are trained, certified and calibrated to ensure consistency and accuracy. When necessary, the Assessors provide written feedback that is objective, consistent, and constructive to guide participants in revising their micro-credential submissions for resubmission. To ensure quality control and consistent feedback for participants, BloomBoard's assessment process also includes an Approver who conducts a second review of the evidence.

SECTION III: Enrollment Process

Enrollment Process Overview

Prior to signing up and committing to the program, KEDC and BloomBoard will provide a comprehensive pre-enrollment process. The purpose is to ensure there is clarity on the requirements of the program, the components of competency-based learning, the available supports, and timeline for completion.

The process steps are as follows:

BloomBoard Counseling Session (scheduled regularly)	Interested educators will attend a counseling session with BloomBoard to review the details of the program, including the micro-credentials, program requirements, costs and timelines. *both Counseling and Launch are required before admission
KEDC LAUNCH	Interested educators will attend a KEDC LAUNCH session with KEDC staff to review the details of the program, including the micro-credentials, program requirements, costs and timelines. *both Counseling and Launch are required before admission
Good Candidate Survey	The form will provide program staff with important information, including: grade levels and content areas of instruction, current Rank status, comfort level using online platforms and related technology, as well as confirmation of ability to access students, meet virtually with a Mentor, and feel comfortable receiving evidence-based feedback.
Review Program Guide	The Program Guide will provide all details and requirements of the KEDC CEO Plan II.
Contract of Understanding	Each interested educator will indicate a commitment to enroll in the Program by signing a contract of understanding reflecting the Program requirements described and discussed herein, as well as in the counseling and launch sessions.
Payment: financing exploration and approval, or via credit card	If applying for financing of the program, the educator will move forward and apply for financing via the BloomBoard platform and in partnership with an approved lender.
	Educators can also pay via credit/debit card. Read more about the payment process in the "payment options" section below.
Move on to Orientation	Once payment is completed, the educator is officially enrolled in the program and will move on to the orientation process outlined below.

Payment Options

The current cost of the entire KEDC Continuing Education Option program is \$6,050. The cost can be paid upfront or BloomBoard offers flexible financing options that (upon approval) provide educators with the opportunity to defer payment up to three years, which could be after your salary increase goes into effect.

Credit/Debit Card: You may use a credit card or a debit card to pay. We recommend checking your credit limit with your bank before attempting payment.

• Within five business days of payment, you will receive an email with instructions for accessing the platform and the micro-credentials where you can begin reviewing artifacts and outcomes.

You will also receive details on the official program start with Success Academy.

 Once you receive full access to the platform, you are provided four additional days to ensure it is the right program.

Deferred Financing via Climb: We are excited to be able to offer an opportunity to access a deferred loan option. Just like with any loan, you first complete an application with our partner at Climb to get pre-approved. Once approved, Climb will provide you with various financing options and you can select the one that best meets your needs.

If you apply for financing and are approved, the next steps are:

- Once you receive your approved offer for financing, you will need to accept and follow the process as provided by the lender. This can take 1-4 days to complete.
- Once you have accepted the terms of the loan and payment is confirmed, within five business
 days you will receive an email with instructions for accessing the platform and the microcredentials where you can begin reviewing artifacts and outcomes. You will also receive
 details on the official program start with Success Academy.
- Once you receive full access to the platform, you are provided four additional days to ensure it is the right program.

Refund Policy

After going through the pre-enrollment process where you can review all details, you have the option to complete financing or pay by credit.

Once you complete the transaction (accept your financing terms or pay by credit card) and receive full access to the platform, you are provided four additional days to ensure it is the right program. You will have the opportunity to access the micro-credentials, including the artifacts and outcomes, and ask any follow up questions during that time. This will help provide you all the necessary due diligence to ensure this is the right program for your growth.

Cohort Start Dates

Educators have the opportunity to enter the program two times a year to enable flexibility that best meets your timing needs, both professionally and personally. Below are the registration and start dates for the 2022-2023 school year.

Cohort	Registration Dates	Program Start Date (For EPSB timing purposes)
July 2022 cohort	May 1, 2022 - June 30, 2022	July 15, 2022
January 2023 cohort	November 1, 2022 - December 31, 2023	January 17, 2023

SECTION IV: COMPLETING THE PROGRAM

Program Requirements

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 Each of the micro-credentials earned will be automatically aligned to the Kentucky Standards and can provide sufficient evidence of demonstration, but teachers are encouraged to submit additional evidence and professional learning experiences.
- Earn a total of 21 micro-credentials, including:
 - o 12 required foundation micro-credentials,
 - 6 personalized choice micro-credentials organized into key focus areas (e.g., blended learning, computer science, etc.)
 - o 3 micro-credentials that serve as a capstone for the program.
- Agree to regularly collaborate with an assigned KEDC mentor throughout the course of the program, (including synchronous and asynchronous support,) which will be documented by the mentor over the course of the program.

The **Capstone** is a culminating product derived from participating in the KEDC CEO Plan II Program. Over the course of the program, participants should identify an area for improvement within their grade level team, school, community, student body, etc. Upon identifying the area for improvement, participants will complete 3 micro-credentials designed to plan and then lead an effort aimed at creating positive change in the system to address the issue. See the Capstone micro-credential summaries for additional details.

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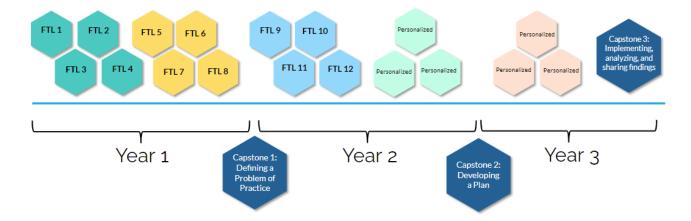
Sample Timelines

The program is flexible and allows you to work at your own pace. It is a micro-credential-based program and as such, much of the work is job-embedded and requires you to have access to students.

Per the requirements of CEO Option II regulation, the minimum amount of time you can complete the

program is 12 months while the maximum time to complete is four years. The most common pacing, however, is likely 2-3 years.

Below are some sample timelines and micro-credential sequencing.



Pacing	Action	Progress
Year 1 Semester 1	Complete 4 "Classroom Management" micro-credentials from Foundations of Teaching and Learning micro-endorsement .	4 Micros Completed 4/21 Total Completed
Year 1 Semester 2	Complete 4 "Assessment Literacy" micro-credentials from Foundations of Teaching and Learning micro-endorsement and begin CAPSTONE 1	4 Micros Completed 8/21 Total Completed
Year 2 Semester 3	Complete 4 "Instructional Strategies" micro-credentials from Foundations of Teaching and Learning micro-endorsement.	4 Micros Completed 12/21 Total Completed
Year 2 Semester 4	Complete 3 micro-credentials from personalized selections and begin CAPSTONE 2.	3 Micros Completed 16/21 Total Completed
Year 3 Semester 5	Complete 3 micro-credentials from personalized selections	3 Micros Completed 20/21Total Completed
Year 3 Semester 6	Capstone Project completion: Finish all the capstone micros which will be organized according to the same cycle of inquiry as the other micro-credentials and will represent the equivalent of 3 micro-credentials.	3 Micros Completed 21/21 Total Completed

Accelerated Micro-Credential Timeline Sample 2-year timeline			
Pacing	Action	Progress	
Year 1 semester 1	Complete 4 micro-credentials from Foundations of Teaching and Learning (FTL) micro-endorsement.	4 Micros Completed 4/21 Total Completed	
Year 1 semester 2	Complete 8 micro-credentials from Foundations of Teaching and Learning (FTL) micro-endorsement and begin Capstone 1.	8 Micros Completed 12/21Total Completed	
Year 2 semester 3	Complete 6 micro-credentials from personalized selections and begin Capstone 2	6 Micros Completed 18/21 Total Completed	
Year 2 semester 4	Capstone Project completion: Finish all the capstone micros which will be organized according to the same cycle of inquiry as other micro-credentials and will represent the equivalent of 3 micro-credentials.	3 Micros Completed 21/21 Total Completed	

SECTION V: MICRO-CREDENTIAL INFORMATION

What is a Micro-credential?

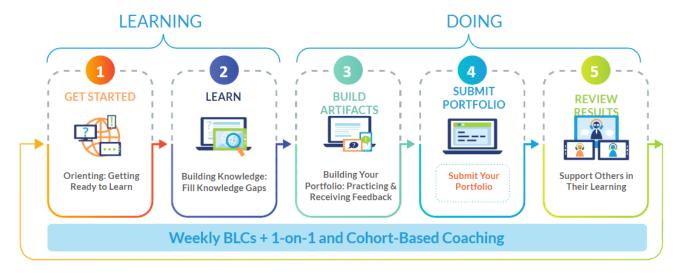
Micro-credentials ("MCs") are a digital form of micro-certification earned by demonstrating competency in a specific skill via classroom practice. To earn a micro-credential, an educator builds a portfolio of evidence that demonstrates their competency. The portfolio is evaluated by a certified assessor who assesses the submission against a set of competency indicators and provides feedback on the submitted evidence.

Competency-based learning is unlike traditional professional learning in many ways. It often requires practice in order to reach a point of full demonstration of a targeted skill. Putting knowledge and understanding into practice is at the center of this approach. It is a more in-depth approach that requires educators to capture evidence of their competence. This process may unfold over a number of days or weeks as opposed to a high-stakes single event. Because this mode of learning is new to most educators it provides an opportunity to lean into a growth mindset but often yields more relevant and meaningful learning. Many educators who engage in competency-based learning describe the outcomes as transformational.

While this may be a different way of learning for some (learning by doing), the support built into the program is there to help you along the way. The intuitive BloomBoard platform provides a flexible and fun way to engage with the material and submit your evidence for assessment.

Learning by Doing

The micro-credential framework is comprised of the following phases:



It is important to understand that a micro-credential is not a pass-fail test, but a reflective learning experience where you may not earn the micro-credential on the first try. That is ok, you will get feedback and have the opportunity to apply it and work with your coach and school teams.

Foundations of Teaching and Learning

Participants will begin working on 12 core micro-credentials upon entering the program - the KEDC CEO Foundations of Teaching and Learning Micro-Endorsement. The 12 Foundational micro-credentials are focused on Classroom Management, Assessment Literacy, and Instructional Strategies. *Detailed descriptions of each micro-credentials are below.*

Classroom Management set

Designing an Environment that Promotes Learning

An educator must make purposeful choices about how they utilize classroom space and organize classroom supplies. When an educator thoughtfully designs their classroom space, the physical environment allows for ease of movement, flexibility in organizing students, access to resources and materials, and support for the learning process through thoughtful curation of student work displays. In this micro-credential, participants will focus on designing their classroom so that the physical arrangement of furniture, displays, and resources creates safe and accessible space for both the teacher and students.

Overview of the demonstrated outcomes and artifacts that will be expected for *Designing an Environment that Promotes Learning*.

Maximizing Learning through Classroom Routines

Classroom routines are the foundation of classroom management. They are well-rehearsed processes and procedures that provide structure and maximize instructional time. Effective educators understand that developed routines are critical to student success. These educators consistently use evidence-based strategies including: 1) establishing appropriate expectations, 2) using effective classroom procedures, 3) reinforcing positive behavior, and 4) applying consistent and fair consequences to create the conditions for classroom engagement. In this micro-credential, participants will establish key routines to maximize learning time.

<u>Overview</u> of the demonstrated outcomes and artifacts that will be expected for *Maximizing Learning through Classroom Routines*.

Promoting Shared Values and Expectations

Norms are a set of principles that guide behavior. They come to exist over time regardless of whether the teacher actively facilitates a norming process; however, many students struggle in environments where they are expected to deduce unspoken expectations. Intentional norming provides a foundation from which students can hold themselves accountable and trust that they are in a safe and inclusive environment. Because norms evolve over time, they require frequent revisiting, revising, and re-agreement. In this micro-credential, participants will work collaboratively with their students to create and sustain a set of shared classroom norms.

Overview of the demonstrated outcomes and artifacts that will be expected for *Promoting Shared Values and Expectations*.

Developing a Climate of Respect and Rapport among Students

A climate of respect and rapport builds trust and promotes learning. Establishing healthy relationships is the cornerstone of creating a psychologically safe, needs-satisfying environment in the classroom. In this micro-credential, participants create and implement routines in the classroom that facilitate positive student-to-student interaction.

Overview of the demonstrated outcomes and artifacts that will be expected for *Developing a Climate* of *Respect and Rapport among Students*.

Assessment Literacy

Communicating Learning Outcomes with Students

By making learning outcomes clear to students at the beginning of the lesson, students can better prepare for the learning ahead, track their progress throughout the lesson, and assess their personal learning gains and gaps at the end of the lesson. In this micro-credential, participants deconstruct a learning outcome with students--by explicitly communicating the alignment of lesson activities to the knowledge and skills being developed--and then assess the extent to which students

achieved the intended outcome.

Overview of the demonstrated outcomes and artifacts that will be expected for *Communicating Learning Outcomes with Students*.

Monitoring and Responding to Student Learning

Formative assessments are used to inform instruction within and across lessons. When educators plan opportunities for formative assessment and prepare multiple pathways in advance, they are able to quickly adjust their teaching within a lesson to address learning gaps and misconceptions or accelerate the pace of instruction. In this micro-credential, participants determine assessment techniques, gather student performance data during the lesson, and adjust instruction based on real-time analysis of data within the lesson.

Overview of the demonstrated outcomes and artifacts that will be expected for *Monitoring and Responding to Student Learning during a Lesson.*

Structuring the Classroom to Support All Students

Students require varying levels of support to access grade-level work and achieve mastery of the standards; however, providing support while maintaining the required pace of content coverage can be challenging without appropriate systems and structures in place. In this micro-credential, participants assess student needs, establish structures to provide support flexibly and efficiently, and implement those structures to maximize instructional time for each student based on their needs.

Overview of the demonstrated outcomes and artifacts that will be expected for *Structuring the Classroom to Support All Students*.

Analyzing Student Work Samples

Analyzing work is the process by which teachers determine student needs to inform future instruction. In this micro-credential, participants analyze student work samples against learning outcomes, make a direct connection between instructional decisions and the evidence found in the student work samples, identify remaining student needs, and create a plan of action to meet those needs.

Overview of the demonstrated outcomes and artifacts that will be expected for *Analyzing Student Work Samples*.

Instructional Strategies

Implementing Collaborative Learning Structures

Collaborative learning provides opportunities for students to engage with peers as they access,

interpret, evaluate, or apply information. Collaborative learning involves students working in pairs or small groups to co-construct knowledge by discussing concepts, addressing misunderstandings, clarifying misconceptions, and finding solutions to problems. In this micro-credential, participants will establish structures for effective collaborative learning, implement a collaborative learning project, and evaluate the effectiveness against stated learning goals.

Overview of the demonstrated outcomes and artifacts that will be expected for *Implementing Collaborative Learning Structures*.

Deepening Understanding through Probing Questions

Probing questions help students to clarify their thinking, surface their reasoning, and explore alternative perspectives or solutions. Probing questions refer to the types of questions educators ask which require students to go beyond their initial response to deepen understanding of the content matter. When educators use a variety of probing questions throughout a lesson, students interact with content beyond a basic level, increasing their awareness of effective answers and creating higher expectations for classroom discussion. In this micro-credential, participants will plan and implement questioning techniques that facilitate deeper thinking, peer-to-peer probing, and higher expectations throughout multiple lessons.

Overview of the demonstrated outcomes and artifacts that will be expected for *Deepening Understanding through Probing Questions*.

Leveraging Effective Instructional Practices

The recent increase in brain science provides teachers opportunities to strategically analyze and implement learning models that align to research. Intentionally analyzing and selecting instructional design models through the lens of brain science can help educators maximize instructional time, student engagement, and learning. In this micro-credential, participants will analyze instructional design models, select models to maximize content learning, implement a sequence of learning aligned to the model, and reflect upon how those choices impacted student learning and growth.

Overview of the demonstrated outcomes and artifacts that will be expected for *Leveraging Effective Instructional Practices*.

Recognizing and Upholding Academic Rigor

Teachers need access to high-quality, aligned instructional materials to support their students. It is critical that materials align to state standards and provide meaningful instructional supports necessary for student success. In this micro-credential, participants will define their instructional vision, identify priorities based on available data, and develop a process for analyzing curriculum for quality.

Overview of the demonstrated outcomes and artifacts that will be expected for *Recognizing and Upholding Academic Rigor*.

Personalized Content

After making progress with the Foundations of Teaching and Learning micro-credentials, participants will select an individualized path as they engage in their next 6 micro-credentials. Participants will select two personalized micro-endorsements, each consisting of 3 micro-credentials.

Some micro-endorsements have a part 1 and part 2. Participants can select two different micro-endorsement topics, but should always complete "part 1" before moving into "part 2".

Current personalized micro-endorsement options are:

- Blended Learning 1 & Blended Learning 2
- Computer Science 1 & Computer Science 2
- Cyber Habits
- Early Literacy
- Foundations of Attending to Equity
- Foundations of Learning Recovery
- Math
- Social Emotional Learning
- STEM
- Student Centered Learning
- Students with Disabilities
- Foundations of Addressing Student Well-Being

Capstone

The Capstone is a culminating product derived from participating in the KEDC CEO Plan II Program. Over the course of the program, participants should identify an area for improvement within their grade level team, school, community, student body, etc. Upon identifying the area for improvement, participants will complete 3 micro-credentials designed to plan and then lead an effort aimed at creating positive change in the system to address the issue.

Capstone

Capstone 1: Defining a Problem of Practice

This micro-credential is the first in a three-part capstone project series. In this micro-credential, you will identify an area of focus that builds upon previously acquired competencies to unify your CEO program experience. After reviewing learning from previous micro-credentials and engaging with stakeholders, you will define a problem of practice to frame the capstone project. The problem of practice must align to the Kentucky Teacher Performance Standards and be reviewed by your Kentucky CEO II mentor prior to advancing to the second micro-credential in this series.

^{*}More content options may become available as they are developed.

Overview of the demonstrated outcomes and artifacts that will be expected for *Capstone 1: Defining a Problem of Practice*.

Capstone 2: Developing a Capstone Plan

This micro-credential is the second in a three-part capstone project series. In this micro-credential, you will develop a plan to study the problem of practice determined in Capstone 1. You must solicit and incorporate feedback on the proposal from your KEDC mentor prior to finalizing your capstone plan and advancing to the third micro-credential in this series.

Overview of the demonstrated outcomes and artifacts that will be expected for Capstone 2: Developing a Capstone Plan.

Capstone 3: Implementing, Analyzing, and Sharing Findings

This is the final micro-credential in the three-part capstone project series. In this micro-credential, you will implement the plan developed in Capstone 2, gather data to answer your inquiry question, analyze the results, and prepare a final report. You will then share your project with collaborators, colleagues, and other stakeholders.

Overview of the demonstrated outcomes and artifacts that will be expected for Capstone 3: Implementing, Analyzing, and Sharing Findings.