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Illinois Principals Association
ELN Microcredentials Review Project
Final Report
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EXECUTIVE SUMMARY

The Illinois Principals Association (IPA) engaged edBridge Partners, LLC to conduct a review and evaluation of a set of microcredentials developed for IPA by the Ed Leaders Network (ELN) for endorsement of rigor; and for their alignment to the *Building Ranks Framework for Effective School Leaders*, developed by the National Association of Secondary School Principals (NASSP). edBridge Partners has extensive experience in managing and reviewing the creation and implementation of microcredential and digital badging programs in both K-12 and higher education.

This report describes the review process and methodology, the findings for endorsement for rigor and alignment to the *Building Ranks* framework. It provides recommendations and suggestions for microcredentials that might need to be revised to better meet the criteria for endorsement.

ELN began as a collaboration of multiple state principal associations that partnered together to provide high quality, on-demand professional development to enhance educational leadership. Its affiliates include principal associations in Illinois, Indiana, Kentucky, Michigan, Minnesota, Missouri, Ohio, Pennsylvania, Vermont, Washington, and Wisconsin. Several years ago, the ELN state principal associations began to create a new system of microcredentials and digital badges to develop and recognize sets of skills and educational competencies for school leaders. The ELN microcredentials were developed by content experts and trained professionals with experience in school leadership. As of 2022, there are currently nearly sixty microcredentials available through the Illinois Principals Association, which has been leading this effort. IPA is an Illinois State Department of Education approved provider of professional development for ELN microcredentials.

edBridge Partners reviewed and analyzed fifty-eight microcredentials offered through ELN in partnership with the Illinois Principals Association in a multi-phased approach (see Appendix A for the complete list of microcredentials reviewed).¹

Each microcredential was reviewed against a comprehensive rubric developed by edBridge Partners and based on best practice principles for the design of microcredentials, as recommended by the Council of Chief State School Officers in their 2020 publication, *Design, Assessment, and Implementation Principles for Educator Microcredentials*.²

¹ A total of fifty-eight microcredentials were reviewed for this project. Thirty-two microcredentials were reviewed in Phase 1 in Fall 2021, and twenty-six microcredentials were reviewed in Phase 2 in Spring 2022.

² *Design, Assessment, and Implementation Principles for Educator Microcredentials* (2020) by the Council of Chief State School Officers, except where otherwise noted, is licensed under a Creative Commons Attribution 4.0 International License <http://creativecommons.org/licenses/by/4.0> it is available at www.ccsso.org.

The microcredentials represented the following dimensions, or stacks, within ELN's framework:

- Assessment
- Coaching
- Collaborative Leadership
- Communications
- Curriculum
- Data Literacy
- Ethics
- Equity
- Global-Mindedness
- Human Capital Management
- Innovation
- Instruction
- Operations
- Reflection & Growth
- Relationships
- Results-Oriented
- Safety
- Strategic Management
- Student Centeredness
- Tradition and Celebrations
- Vision & Mission
- Wellness

All the 58 microcredentials reviewed against the rubric were scored as “*Fully Meets the Criteria for Endorsement*” for most of the criteria in the rubric. There were two microcredentials that were scored as “*Partially Meets the Criteria for Endorsement*” for a single criterion in the rubric: These microcredentials are Growth Through Personal Reflection and Managing System Logistics. Recommendations were provided to strengthen those microcredentials for one criterion. Overall, the substance and content of all the microcredentials aligned to best practice principles and demonstrated sufficient and thorough evidence of meeting the requirements outlined in the rubric.

The comprehensive review found strong alignment to the National Association of Secondary School Principals *Building Ranks* framework. As part of the review, edBridge Partners identified both the dimensions to which the microcredentials are best aligned, and which specific strategies within those dimensions correlate to the essential outcomes listed within the microcredential. For most of the microcredentials, there was both a primary and secondary alignment to the dimensions. In some cases, there was just a primary alignment.

Three microcredentials could not be reviewed for full alignment, to *Building Ranks*, as their topic areas are not included in the *Building Ranks* framework. These microcredentials are: Assessing Threats and Managing Crises, Emergency Planning, and Managing System Logistics microcredentials.

Based on both the review of the microcredentials for rigor against the rubric, and the review for alignment to the *Building Ranks* framework, it is recommended that NASSP provide its endorsement for the 58 Ed Leaders Network (ELN) microcredentials that were reviewed in this project.

Recommendations to IPA based on the review are as follows:

1. Adjust the Growth Through Personal Reflection and Manage System Logistics microcredentials per the report's recommendation for the one criterion where each is partially aligned. However, it should be noted that both of these microcredentials unchanged align to best practice principles and demonstrate sufficient and thorough evidence of meeting the requirements outlined in the rubric.
2. IPA should review each microcredential for copyediting before they are released publicly to correct any formatting and grammatical issues.
3. Following copyediting, the microcredentials can be presented in the Microcredential Library on the ELN site.

There is a special set of recommendations for NASSP to consider:

1. NASSP may consider expanding its *Building Ranks* framework to specifically address the need for, and skills required to develop effective crisis management and emergency preparedness plans. Law enforcement agencies and emergency responders' input is critical if incorporating effective crisis management and emergency preparedness plans into *Building Ranks*.
2. NASSP may consider expanding its *Building Ranks* framework to incorporate the skills required for school leaders to effectively understand how to manage the physical assets of a school.
3. Endorse the 58 Ed Leaders Network (ELN) microcredentials that were reviewed in this project based on both the review of the microcredentials for rigor against the rubric, and the review for alignment to the *Building Ranks* framework.

OVERVIEW

The Illinois Principals Association (IPA) engaged edBridge Partners, LLC to conduct a review, evaluation, and analysis of a set of microcredentials developed for IPA by the Ed Leaders Network (ELN). As part of the evaluation, IPA also asked edBridge to review each microcredential for endorsement of rigor and alignment to the *Building Ranks Framework for Effective School Leaders*, developed by the National Association of Secondary School Principals (NASSP).

edBridge Partners reviewed and analyzed fifty-eight microcredentials offered through ELN in partnership with the Illinois Principals Association in a multi-phased approach. Thirty-two microcredentials were reviewed in Phase 1 in Fall 2021, and twenty-six microcredentials were reviewed in Phase 2 in Spring 2022.

METHODOLOGY

Since 2016, edBridge has supported the University System of Maryland (USM) with several alternative credential and microcredential initiatives, including the [Badging Essential Skills for Transitions \(B.E.S.T.\)](#) initiative, which is designed to more clearly communicate graduates' career-ready skills to employers through digital badging. B.E.S.T. focuses on eight essential career-ready skills—Collaboration, Communication, Critical Thinking, Globalism, Interculturalism, Leadership, Problem Solving, and Professionalism—and is a system-wide, scalable approach to career preparation that maximizes the value of curricular and co-curricular opportunities already available to students. edBridge supported the involvement of the USM in the Greater Washington Partnership's Capital CoLAB initiative, which has developed a set of microcredentials aligned to in demand digital skills to diversify the workforce and scale educational opportunities to meet regional workforce demands. Finally, edBridge is currently supporting teams across USM and one community college in exploring the creation of a badge to recognize students' skills in Interprofessional Education (IPE) within their schools of health professions.

edBridge also works with Frostburg State University and their innovative teacher-residency program, *Maryland Accelerates*, to design and implement a series of microcredentials for both new and experienced K-12 teachers that focus on cultural diversity and growth mindset, computational thinking, social-emotional learning, classroom management, academic behavior plans, coaching and mentoring, and teacher leadership. The program, a collaboration between the Frostburg State University's College of Education and several local school districts has successfully launched multiple cohorts of new teacher and teacher coaches who have completed these microcredentials as part of their training.

Finally, edBridge provides program management for an Ascendium-funded project at the Midwestern Higher Education Compact in collaboration with Credential Engine to organize and support a twelve-state regional Midwest Credential Transparency Alliance. This regional alliance is focused on advancing credential transparency in service of learners, workers, educators,

employers and policymakers across the Midwest.

All microcredentials were provided electronically by IPA. The assessor template was provided as a single template that could be used across all microcredentials. edBridge Partners developed a comprehensive rubric based on best practice principles for the design of microcredentials, as recommended by the Council of Chief State School Officers in their 2020 publication, *Design, Assessment, and Implementation Principles for Educator Microcredentials* (see **Appendix B** for the full rubric).³

Rubric Criteria for Rigor:

- Consistent
- Evidence-Based
- Contextual
- Right-Sized and Labeled
- Resourced
- Demonstrable
- Reflection-Oriented
- Clear and Transparent
- Validity-Minded Construction
- Shareable

Each microcredential was evaluated against each criterion to determine if it fully met the criteria for endorsement, partially met the criteria for endorsement, or did not meet the criteria for endorsement. The rubric was transferred into a SurveyMonkey link to collect responses from the two external reviewers from edBridge Partners.

The microcredentials were also reviewed for alignment to the dimensions of the NASSP *Building Ranks Framework for Effective School Leaders*. Each microcredential was reviewed for primary, and in some cases secondary alignment, to the dimensions within the *Building Ranks* framework:



³ Design, Assessment, and Implementation Principles for Educator Microcredentials (2020) by the Council of Chief State School Officers, except where otherwise noted, is licensed under a Creative Commons Attribution 4.0 International License <http://creativecommons.org/licenses/by/4.0> it is available at www.ccsso.org.

Each microcredential was independently reviewed by two reviewers and their scores were entered into a SurveyMonkey form for analysis. edBridge Partners reviewed and analyzed 58 microcredentials across two phases of the project. Findings of the microcredential review are reported below.

FINDINGS

Endorsement for Rigor

All the 58 microcredentials reviewed against the rubric were scored as “*Fully Meets the Criteria for Endorsement*” for most of the criteria in the rubric. Both reviewers agreed in their evaluation of each microcredential against each of the criteria in the rubric. While in some cases there were typos or grammatical errors in the language within the microcredential, overall, the substance and content of the microcredential aligned to best practice principles and demonstrated sufficient and thorough evidence of meeting the requirements outlined in the rubric.

There were two instances where microcredentials were scored as “*Partially Meets the Criteria for Endorsement*” for a single criterion in the rubric. The reviewers’ rationale and the recommendations for strengthening the microcredentials in the specific criterion are below:

- Growing Through Personal Reflection – Reflection-Oriented: The reviewers felt that the *Reflection and Application* section as described did not seem to align with the strategies for growing through personal reflection as outlined in the microcredential. We recommend that this section be reviewed and modified to more closely align to the strategies outlined in the microcredential. Doing so would increase the rating of this to “*Fully Meets the Criteria for Endorsement*”.
- Managing System Logistics – Validity-Minded Construction: The reviewers felt that the Part 1 – Overview Questions section did not address Essential Outcomes 1,2 and 5 and how an educational leader is effective within these areas. We recommend revising this microcredential to include questions to address these essential outcomes. Doing so would increase the rating of this to “*Fully Meets the Criteria for Endorsement*”.

Phase 1

Endorsement Criteria	Evidence-Based			Contextual			Right-Sized and Labeled			Resourced			Demonstrable			Reflection-Oriented			Clear and Transparent			Validity-Minded Construction			Shareable		
	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria			
1 Assessing Threats			✓			✓			✓			✓			✓			✓			✓			✓			
2 Building External Relationships			✓			✓			✓			✓			✓			✓			✓			✓			
3 Building Internal Relationships			✓			✓			✓			✓			✓			✓			✓			✓			
4 Building Personal Relationships			✓			✓			✓			✓			✓			✓			✓			✓			
5 Collaborative Leadership Coaching			✓			✓			✓			✓			✓			✓			✓			✓			
6 Communication Advocacy			✓			✓			✓			✓			✓			✓			✓			✓			
7 Communication Structures			✓			✓			✓			✓			✓			✓			✓			✓			
8 Communications Standards			✓			✓			✓			✓			✓			✓			✓			✓			
9 Constructing and Growing Equity			✓			✓			✓			✓			✓			✓			✓			✓			
10 Creating a Learning Focused Curriculum			✓			✓			✓			✓			✓			✓			✓			✓			
11 Creating a Results Oriented Learning Culture			✓			✓			✓			✓			✓			✓			✓			✓			
12 Directive Leadership Coaching			✓			✓			✓			✓			✓			✓			✓			✓			
13 Driving a Culture of Service			✓			✓			✓			✓			✓			✓			✓			✓			
14 Driving Vision & Mission			✓			✓			✓			✓			✓			✓			✓			✓			
15 Ensuring Curriculum Alignment			✓			✓			✓			✓			✓			✓			✓			✓			
16 Ensuring Instructional Alignment			✓			✓			✓			✓			✓			✓			✓			✓			
17 Exemplifying Equitable Behavior			✓			✓			✓			✓			✓			✓			✓			✓			
18 Fostering a Culture of Data Literacy			✓			✓			✓			✓			✓			✓			✓			✓			
19 Implementing DDDM			✓			✓			✓			✓			✓			✓			✓			✓			
20 Leading a Culture of Safety			✓			✓			✓			✓			✓			✓			✓			✓			
21 Leading an Equitable Learning Culture			✓			✓			✓			✓			✓			✓			✓			✓			
22 Leading and Promoting Tolerance			✓			✓			✓			✓			✓			✓			✓			✓			
23 Leading Data Literacy			✓			✓			✓			✓			✓			✓			✓			✓			
24 Leading Vision & Mission			✓			✓			✓			✓			✓			✓			✓			✓			
25 Managing Crises and Emergency Planning			✓			✓			✓			✓			✓			✓			✓			✓			
26 Managing Data Literacy Systems			✓			✓			✓			✓			✓			✓			✓			✓			
27 Meeting All Academic Needs			✓			✓			✓			✓			✓			✓			✓			✓			
28 Personal Communication Skills			✓			✓			✓			✓			✓			✓			✓			✓			
29 Promoting Collaborative Instruction			✓			✓			✓			✓			✓			✓			✓			✓			
30 Providing Effective Instruction			✓			✓			✓			✓			✓			✓			✓			✓			
31 Reflective Coaching			✓			✓			✓			✓			✓			✓			✓			✓			
32 Valuing and Celebrating Traditions			✓			✓			✓			✓			✓			✓			✓			✓			

Phase 2

Endorsement Criteria	Consistent	Evidence-Based			Contextual			Right-Sized and Labeled			Resourced			Demonstrable			Reflection-Oriented			Clear and Transparent			Validity-Minded Construction			Shareable		
	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Fully Meets Criteria				
1 Advocating Personal Wellness			✓			✓			✓			✓			✓			✓			✓			✓				
2 Allocating and Assigning Personnel			✓			✓			✓			✓			✓			✓			✓			✓				
3 Assessing Student Learning and Growth			✓			✓			✓			✓			✓			✓			✓			✓				
4 Assessing the Learning Environment			✓			✓			✓			✓			✓			✓			✓			✓				
5 Creating a Culture of Self Reflection			✓			✓			✓			✓			✓			✓			✓			✓				
6 Creating and Sustaining Innovation			✓			✓			✓			✓			✓			✓			✓			✓				
7 Embedding a Culture of Student Centeredness			✓			✓			✓			✓			✓			✓			✓			✓				
8 Embedding a Global-Minded Culture			✓			✓			✓			✓			✓			✓			✓			✓				
9 Embedding an Ethical Work Culture			✓			✓			✓			✓			✓			✓			✓			✓				
10 Empowering a Collaborative Leadership Culture			✓			✓			✓			✓			✓			✓			✓			✓				
11 Ensuring Accountability			✓			✓			✓			✓			✓			✓			✓			✓				
12 Evaluating Assessment Alignment			✓			✓			✓			✓			✓			✓			✓			✓				
13 Evaluating Operational Systems Effectiveness			✓			✓			✓			✓			✓			✓			✓			✓				
14 Exemplifying a Global-Minded Culture			✓			✓			✓			✓			✓			✓			✓			✓				
15 Exemplifying Collaborative Leadership			✓			✓			✓			✓			✓			✓			✓			✓				
16 Exemplifying Ethical Behavior			✓			✓			✓			✓			✓			✓			✓			✓				
17 Exemplifying Student Centeredness			✓			✓			✓			✓			✓			✓			✓			✓				
18 Growing Through Personal Reflection			✓			✓			✓			✓			✓			✓			✓			✓				
19 Implementing Social Emotional Wellness			✓			✓			✓			✓			✓			✓			✓			✓				
20 Leading Strategic Management			✓			✓			✓			✓			✓			✓			✓			✓				
21 Managing Change and Uncertainty			✓			✓			✓			✓			✓			✓			✓			✓				
22 Managing Systems Logistics			✓			✓			✓			✓			✓			✓			✓			✓				
23 Nurturing a Culture of Wellness			✓			✓			✓			✓			✓			✓			✓			✓				
24 Recruiting High-Quality Staff			✓			✓			✓			✓			✓			✓			✓			✓				
25 Retaining and Developing Staff			✓			✓			✓			✓			✓			✓			✓			✓				
26 Structuring Systems for Strategic Management			✓			✓			✓			✓			✓			✓			✓			✓				

Alignment to *Building Ranks*

In 2019, the National Association of Secondary School Principals (NASSP) released *Building Ranks*, an actionable leadership framework that defines the “what” and “why” of effective school leadership by focusing on two domains: Building Culture and Leading Learning. These domains target 15 leadership dimensions such as equity, relationships, innovation, collaborative leadership, global-mindedness, and many more to guide principals in tailoring their practice to achieve a dynamic community of care and learning.

The *Building Ranks* framework:

- Helps school leaders develop supportive learning environments that ensure the success and well-being of each student and adult in their school communities;
- Aligns with the National Policy Board for Educational Administration’s (NPBEA) Professional Standards for Educational Leaders (PSEL) and the National Educational Leadership Preparation (NELP) standards;
- Translates the standards into day-to-day practice across all grade levels; and
- Is validated by *What the Research Shows: Building Ranks in Action*, an annotated literature review of research.

As part of this project, edBridge Partners reviewed each of the microcredentials for alignment to the dimensions of *Building Ranks*. Thirty-two microcredentials were reviewed in Phase 1 in Fall 2021, and twenty-six microcredentials were reviewed in Phase 2 in Spring 2022. The details of the alignment to the *Building Ranks* framework are outlined below.

Phase 1 Microcredentials

Assessing Threats

The Assessing Threats microcredential requires practitioners to demonstrate the ability to develop and implement policies and procedures to ensure effective and timely threat identification; develop and implement a collaborative process to identify, train, and support internal and external safety/threat assessment teams; develop a formalized system of assessing reported threats and support for students; implement a comprehensive student threat/safety assessment system; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best-practices in detecting and assessing threats to student safety.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Strategic Management Strategy 3: Creating a plan and aligning resources.
- Wellness Strategy 1: Leading the school community to focus on wellness in all its aspects- social, emotional, physical, and safety.

There is tangential alignment to these dimensions because this microcredential specifically focuses on student safety as it relates to immediate threats, and threat assessments. This is a critical skill for school leaders to have, so it may be helpful to determine ways to incorporate school safety as a specific dimension within the framework.

Building External Relationships

The Building External Relationships microcredential requires practitioners to demonstrate the ability to institute structures and strategies that initiate connection, relationships and partnerships with external stakeholders; utilization of procedures and implement practices that ensure positive relationships are being developed and strengthened externally; ensuring procedures and practices are being implemented that strengthen positive relationships with learning partners; and providing a comprehensive plan that implements, evaluates, and monitors progress to establish best practice in building external relationships.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Relationships Strategy 1: Being approachable, accessible, and welcoming to students, staff members, families, and community members.
- Relationships Strategy 4: Directly building relationships with families and community organizations to identify their interests and assets.
- Relationships Strategy 5: Connecting with feeder schools and district offices.
- Communication Strategy 2: Advocating for school needs.

Building Internal Relationships

The Building Internal Relationships microcredential requires practitioners to institute structures and strategies for building rapport and establishing high expectations for behavior and learning with students; institute structures and strategies for being visible, accessible and approachable to ensure positive and professional interactions with staff; create and foster an environment where a diversity of ideas and opinions can be shared, appreciated, and respected; and provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in internal relationship building.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Relationships Strategy 1: Being approachable, accessible, and welcoming to students, staff members, families, and community members.
- Relationships Strategy 2: Instituting structures and strategies that enable all students to have strong relationships with each other and with staff members.
- Relationships Strategy 3: Instituting structures and strategies that foster and maintain strong relationships among staff members.
- Communication Strategy 3: Creating structures to facilitate information flow.

Building Personal Relationships

The Building Personal Relationships microcredential requires practitioners to demonstrate the following: ability to implement protocols and practices that ensure educational leader is approachable, accessible, and welcoming; exhibit social awareness when building relationships through interpersonal activities that connect and build rapport; practice self-awareness and personal management when making connections and building rapport with all stakeholders; and provide a comprehensive plan that implements, evaluates, and monitors process to establish best practice in building personal relationships.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Relationships Strategy 1: Being approachable, accessible, and welcoming to students, staff members, families, and community members.
- Relationships Strategy 2: Instituting structures and strategies that enable all students to have strong relationships with each other and with staff members.
- Relationships Strategy 3: Instituting structures and strategies that foster and maintain strong relationships among staff members.
- Relationships Strategy 4: Directly building relationships with families and community organizations to identify their interests and assets.
- Relationships Strategy 5: Connecting with feeder schools and district offices.
- Communication Strategy 4: Enhancing and exemplifying your own communication skills.

Collaborative Leadership Coaching

The Collaborative Leadership Coaching microcredential requires that the practitioner demonstrates proficiency of all essential outcomes and research-based subskills. These include facilitating collegial, partnership coaching skills in which the coach and educational leader are focused on jointly working together to raise and improve the level of educational leadership skills. These two-way conversations, will demonstrate the coach engaging the educational leader in collegial, collaborative conversations to address leadership issues or initiatives and while developing a plan of action, directing, and guiding the conversation while ensuring shared analysis and decision-making. The practitioner demonstrates their ability to provide support while working with the educational leader collaboratively to jointly develop plans to improve performance and work with the educational leader to strategize in co-developing plans to improve performance.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Human Capital Management Strategy 2: Retaining staff members and developing their skills.
- Human Capital Management Strategy 4: Ensuring Accountability.
- Collaborative Leadership Strategy 1: Encouraging staff members and students to step into leadership roles.

- Collaborative Leadership Strategy 3: Creating structures for staff members to work together.

Communication Advocacy

The Communication Advocacy microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include demonstrating facilitating, modeling, and involving multi-faceted strategic, evidence-based outcomes while collecting stakeholder feedback, monitoring, building buy-in, and collaboratively planning for next steps. Further, the practitioner will demonstrate how they not only have the skills; but ensure stakeholders understand and have the ability to communicate and advocate for schools' needs and continuous improvement of student learning while maintaining a focus on students' and school's needs with members of the community and other stakeholders.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Communication Strategy 2: Advocating for school needs.
- Relationships Strategy 1: Being approachable, accessible, and welcoming to students, staff members, families, and community members.
- Relationships Strategy 4: Directly building relationships with families and community organizations to identify their interests and assets.
- Relationships Strategy 5: Connecting with feeder schools and district offices.

Communication Standards

The Communication Standards microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include demonstrating a collaborative, strategic process that leads stakeholders' conversations to set communication expectations, norms, and standard while modeling and providing the necessary supports and resources for all stakeholders to communicate effectively as part of the plan for improvement. In addition, demonstrating the ability to support stakeholders to communicate and advocate for their school.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Communication Strategy 1: Promoting norms and skills that enable effective communication.
- Communication Strategy 2: Advocating for school needs.
- Communication Strategy 3: Creating structures to facilitate information flow.
- Communication Strategy 4: Enhancing and exemplifying your own communication skills.

Communication Structures

The Communication Structures microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details.

These include demonstrating modeling, and involving stakeholders in creating strategic, evidence-based outcomes, collecting stakeholder feedback, monitoring, and next steps which ensure engagement and communication with different stakeholder groups. Further, the practitioner will demonstrate skills in ensuring equitable, safe, proficient utilization of social media and other communication structures to communicate directly and provide a collective voice for all stakeholders. The practitioner will demonstrate the ability to collaboratively develop specific processes and protocols to ensure continuous improvement of communications structures that support all stakeholders' voices.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Communication Strategy 1: Promoting norms and skills that enable effective communication.
- Communication Strategy 2: Advocating for school needs.
- Communication Strategy 3: Creating structures to facilitate information flow.
- Relationships Strategy 1: Being approachable, accessible, and welcoming to students, staff members, families, and community members.
- Relationships Strategy 4: Directly building relationships with families and community organizations to identify their interests and assets.
- Relationships Strategy 5: Connecting with feeder schools and district offices.

Constructing and Growing Equity

The Constructing and Growing Equity microcredential requires that the practitioner demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to engage in the implementation process for collaboratively developing a clear vision of equity for all stakeholders; leading stakeholders in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning; diagnosing practices and structures of inequities; and providing a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in constructing and growing equity for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Equity Strategy 2: Diagnosing inequitable practices or structures.
- Equity Strategy 3: Inspiring staff members, students, and parents to understand and resolve issues of equity.
- Equity Strategy 4: Leading members of your learning community in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning.
- Vision & Mission Strategy 1: Leading collaborative processes to define the vision and mission.

Creating a Learning-Focused Curriculum

The Creating a Learning-Focused Curriculum microcredential requires the following from the practitioner: ability to facilitate teacher analysis of the curriculum selection and development process, provide curriculum related feedback and drive professional development to meet identified needs of teachers and students, implement processes and procedures that support effective curricular practices to promote student learning, and provide a plan with strategies, implementation timelines, a monitoring process, and evaluation to establish best practices in leading a learning-focused curriculum.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Curriculum, Instruction, and Assessment Strategy 2: Aligning curriculum, instruction, and assessments.
- Curriculum, Instruction, and Assessment Strategy 4: Providing quality assessments and data systems.
- Curriculum, Instruction, and Assessment Strategy 5: Leading improvement of collective practice.
- Results-Orientation Strategy 1: Setting and encouraging others to set clear, ambitious goals for the whole child, and by setting, communicating, and facilitating clear expectations.
- Results-Orientation Strategy 3: Using data to drive decision-making that focuses on results.

Creating a Results-Oriented Learning Culture

The Creating a Results-Oriented Learning Culture microcredential requires that the practitioner demonstrate skills necessary to: create trusting and collaboration relationships; develop and communicate expectations for student and stakeholders attainment of goals for personal and collective growth; develop and implement of practice that motivate and empower learners to be actively participate in their learning and personal growth; and facilitate a plan with strategies, implementation timelines, evaluation, and monitoring processes to establish a results-oriented environment where everyone is results oriented and accountable for the personal and collective growth of all members of the learning organization.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Results-Orientation Strategy 1: Setting and encouraging others to set clear, ambitious goals for the whole child.
- Results-Orientation Strategy 2: Maintaining focus on those goals.
- Results-Orientation Strategy 4: Celebrating success.
- Relationships Strategy 2: Instituting structures and strategies that enable all students to have strong relationships with each other and with staff members.
- Relationships Strategy 3: Instituting structures and strategies that foster and maintain strong relationships among staff members.

Directive Leadership Coaching

The Directive Leadership Coaching microcredential requires that the practitioner demonstrates proficiency of all essential outcomes and research-based subskills. These include facilitating very specific and directive conversations with the educational leader to develop necessary or critical actions or behaviors and involves strategic and specific directions, evidence-based outcomes, consequences, and next steps. The practitioner further demonstrates processes for support, monitoring and follow-up to the directive coaching process; including how to provide specific strategies for the conversations to ensure sequential steps are implemented in a timely manner to make necessary or mandated improvements in the educational leader's performance.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Communication Strategy 1: Promoting norms and skills that enable effective communication.
- Communication Strategy 4: Enhancing and exemplifying your own communication skills.
- Relationships Strategy 3: Instituting structures and strategies that foster and maintain strong relationships among staff members.
- Relationships Strategy 4: Directly building relationships with families and community organizations to identify their interests and assets.

Driving a Culture of Service

The Driving a Culture of Service microcredential requires that the practitioner demonstrates the ability to: work collaboratively to build and promote a culture of service to others; support increased engagement for all stakeholders in service experiences; provide processes and policies that ensure quality of service projects; and provide a collaborative plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain an on-going commitment to a culture of service.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Global-Mindedness Strategy 1: Instilling and modeling core values that support a global society.
- Global-Mindedness Strategy 2: Supporting curricular connections to the global society and leveraging students' diversity.
- Global-Mindedness Strategy 3: Pursuing partnerships and community connections that promote a global perspective.
- Ethics Strategy 1: Making values explicit.
- Ethics Strategy 3: Leading ethically by example.

Driving Vision and Mission

The Driving Vision and Mission microcredential requires that the practitioner demonstrates their skills to: establish, clearly convey, and support a culture of ownership and responsibility that grow

and sustain the vision and mission by all stakeholders; reinforce and anchor the school vision and mission in ongoing processes and practices related to decision-making; and provide a plan with immediate and long-term strategies, implementation timelines, evaluation, and monitoring process for growing and sustaining a vision and mission so stakeholders can visualize their school at peak performance. Within the school, and all aspects of leadership, the practitioner demonstrates methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Vision and Mission Strategy 1: Leading collaborative processes to define the vision and mission.
- Vision and Mission Strategy 2: Anchoring decisions in the vision and mission.
- Vision and Mission Strategy 3: Bringing the vision and mission to life.
- Strategic Management Strategy 1: Setting priorities.
- Strategic Management Strategy 3: Creating a plan and aligning resources.
- Strategic Management Strategy 4: Monitoring progress and making adjustments.

Ensuring Curriculum Alignment

The Ensuring Curriculum Alignment microcredential requires that the practitioner demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: provide structures and processes that ensure congruency between curriculum content, instructional methods, and assessment, utilize multiple means to effectively communicate to all stakeholders a clear understanding of the curriculum alignment process, its importance, and its effect on student learning, create a school environment that is supportive and encouraging to the process of teaching and learning, develop a plan that ensures alignment of assessment and instruction with the curriculum, and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in curriculum alignment for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Curriculum, Instruction, and Assessment Strategy 1: Building awareness about expectations for student success.
- Curriculum, Instruction, and Assessment Strategy 2: Aligning curriculum, instruction, and assessments.
- Curriculum, Instruction, and Assessment Strategy 3: Ensuring strong culturally responsive instructional practice.
- Curriculum, Instruction, and Assessment Strategy 4: Providing high-quality assessments and data systems.
- Curriculum, Instruction, and Assessment Strategy 5: Leading improvement of collective practice.

Ensuring Instructional Alignment

The Ensuring Instructional Alignment microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to provide structures and processes that ensure congruency between content, assessment and instruction; utilization of effective communication to ensure instructional alignment; create a supportive and encouraging learning environment; and provide a detailed, collaborative plan for monitoring and establishing best practices for instructional alignment.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Curriculum, Instruction, and Assessment Strategy 1: Building awareness about expectations for student success.
- Curriculum, Instruction, and Assessment Strategy 2: Aligning curriculum, instruction, and assessments.
- Curriculum, Instruction, and Assessment Strategy 3: Ensuring strong culturally responsive instructional practice.
- Curriculum, Instruction, and Assessment Strategy 4: Providing high-quality assessments and data systems.
- Curriculum, Instruction, and Assessment Strategy 5: Leading improvement of collective practice.
- Student-Centeredness Strategy 1: Committing to – and ensuring that your staff members are committed to – meeting the needs of each student.
- Student-Centeredness Strategy 2: Targeting supports for each student – academically, socially, emotionally, and physically.

Exemplifying Equitable Behavior

The Exemplifying Equitable Behavior microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner ability to engage in a critical analysis of personal beliefs and professional behaviors that raise equity self-awareness; analyze and evaluate effectiveness of communication protocols and tools to address all stakeholder groups in an equitable manner; and establish a continuous self-improvement plan with strategies, implementation timelines, self-evaluation, and monitoring process to ensure the practitioner is exemplifying equitable behavior which enhance learning and organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Equity Strategy 2: Diagnosing inequitable practices or structures.
- Equity Strategy 3: Inspiring staff members, students, and parents to understand and resolve issues of equity.

- Equity Strategy 4: Leading members of your learning community in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning.
- Communication Strategy 1: Promoting norms and skills that enable effective communication.
- Communication Strategy 3: Creating structures to facilitate information flow.

Fostering a Culture of Data Literacy

The Fostering a Culture of Data Literacy microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include creating and supporting a culture of data use for continuous improvement, building a safe, trusting environment for stakeholder review, analysis, and use of data, establishing a culture of tolerance for data-driven change, supporting a cultural shift from specialized to system-level thinking, and providing a plan with strategies, implementation timelines, evaluation, and monitoring process to establish and facilitate best practice in fostering a data literacy culture.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Results-Orientation Strategy 1: Setting and encouraging others to set clear, ambitious goals for the whole child.
- Results-Orientation Strategy 2: Maintaining focus on those goals.
- Results-Orientation Strategy 3: Using data to drive decision-making that focuses on results.
- Strategic Management Strategy 2: Establishing concrete and measurable goals.

Implementing Data-Driven Decision Making

The Implementing Data-Driven Decision Making microcredential requires that the practitioner demonstrates their skills and commitment to: continually investigating and analyzing data to make decisions; coach and mentor stakeholders to utilize and make effective data-driven decisions; create a culture of high-expectations for data-driven results; develop and implement policy and procedures to support DDDM; provide system-wide tools for ongoing monitoring, analysis, and implementation of DDDM; and provide a comprehensive plan for moving the learning community toward continuous improvement, ongoing assess of goal attainment, and achievement of effective, focused results.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Results-Orientation Strategy 1: Setting and encouraging others to set clear, ambitious goals for the whole child.
- Results-Orientation Strategy 2: Maintaining focus on those goals.
- Results-Orientation Strategy 3: Using data to drive decision-making that focuses on results.
- Strategic Management Strategy 2: Establishing concrete and measurable goals.

Leading a Culture of Safety

The Leading a Culture of Safety microcredential requires that the practitioner demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the abilities to: foster respectful, trusting, and caring relationships throughout the school community; ensures all stakeholders a safe environment free of violence, bullying, and harassment; provide supportive educational settings that address social, emotional, and behavioral needs; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish a culture focused on the safety of all stakeholders.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Wellness Strategy 1: Leading the school community to focus on wellness in all its aspects – social, emotional, physical and safety.
- Wellness Strategy 2: Increasing wellness programming and strategies.
- Relationships Strategy 2: Instituting structures and strategies that enable all students to have strong relationships with each other and with staff members.

Leading an Equitable Learning Culture

The Leading an Equitable Learning Culture microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to cultivate the importance of equity to support a strong positive learning opportunity; create a system that ensures each student is known and valued: inspire staff members, students, and parents to recognize and resolve issues of inequities establish a continuous self-improvement plan with strategies, implementation timelines, self-evaluation, and a monitoring process to ensure the practitioner is leading an equitable learning culture which enhances learning and organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Equity Strategy 1: Ensuring that each student is known and valued.
- Equity Strategy 2: Diagnosing inequitable practices or structures.
- Equity Strategy 3: Inspiring staff members, students, and parents to understand and resolve issues of equity.
- Equity Strategy 4: Leading members of your learning community in identifying and implementing strategies that promote equity, including culturally responsive teaching and learning.
- Global-Mindedness Strategy 1: Instilling and modeling core values that support a global society.
- Global-Mindedness Strategy 2: Supporting curricular connections to the global society and leveraging students’ diversity.

Leading and Promoting Tolerance

The Leading and Promoting Tolerance microcredential requires that the practitioner demonstrates the ability to: model and build a culture of tolerance; facilitate a collaborative process with stakeholders that promotes and values individual differences; and provide a plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain a culture of tolerance that values individual differences. The practitioner will demonstrate the use of evidence, reasoning and inquiry to analyze situations; develop constructive plans for continuous implementation and model a culture of tolerance; and provide appropriate mechanisms to achieve the organization's goal.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Global-Mindedness Strategy 1: Instilling and modeling core values that support a global society.
- Global-Mindedness Strategy 2: Supporting curricular connections to the global society and leveraging students' diversity.
- Global-Mindedness Strategy 3: Pursuing partnerships and community connections that promote a global perspective.
- Communication Strategy 1: Promoting norms and skills that enable effective communication.
- Communication Strategy 3: Creating structures to facilitate information flow.

Leading Data Literacy

The Leading Data Literacy microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include a collaborative process and a commitment to continuous improvement at all organizational levels based on informal and formal data; provide support, resources, and on-going training for all stakeholders to build personal skills in effective and meaningful data use; and provide for a collaborative, detailed for ongoing monitoring, analysis, and use of data for continuous organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Results-Orientation Strategy 1: Setting and encouraging others to set clear, ambitious goals for the whole child.
- Results-Orientation Strategy 2: Maintaining focus on those goals.
- Results-Orientation Strategy 3: Using data to drive decision-making that focuses on results.
- Strategic Management Strategy 2: Establishing concrete and measurable goals.
- Strategic Management Strategy 3: Creating a plan and aligning resources.

Leading Vision and Mission

The Leading Vision and Mission microcredential requires that the practitioner demonstrates their skills to: utilize inquiry and research to evaluate and develop vision and mission to ensure peak performance within a school; Facilitate a collaborative process with stakeholders to define and articulate vision and mission; and provides a plan with strategies, implementation timelines, responsibilities, monitoring process, and evaluation for leading stakeholders in the creation of a sustainable vision and mission.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Vision & Mission Strategy 1: Leading collaborative processes to define the vision and mission.
- Vision & Mission Strategy 2: Anchoring decisions in the vision and mission.
- Vision & Mission Strategy 3: Bringing the vision and mission to life.
- Strategic Management Strategy 3: Creating a plan and aligning resources.
- Strategic Management Strategy 4: Monitoring progress and making adjustments.

Managing Crises and Emergency Planning

The Managing Crises and Emergency Planning microcredential requires that the practitioner demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include: using a collaborative process to develop and implement a crisis management and emergency plan; developing and implement an emergency and crisis management communication plan; ensuring compliance with all state emergency preparedness laws; provide access and training to stakeholders to develop proficiency in the use of emergency preparedness supplies and necessary equipment; and providing a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish an environment in which everyone is accountable for the crisis and emergency planning and preparedness.

This microcredential is not strongly aligned to any of the dimensions of the *Building Ranks* framework. At best, there is tangential alignment to the following dimension and strategy:

- Student-Centeredness Strategy 1: Committing to – and ensuring that your staff members are committed to – meeting the needs of each student.

This is another area where NASSP could consider expanding the *Building Ranks* framework to specifically address the need for and skills required to develop effective crisis management and emergency plans. Given the current climate, it has become increasingly important for school leaders to have protocols and plans that addresses the different types of school crises that occur. Having a dimension and a set of research-based strategies to guide the process would be beneficial to the field.

Managing Data Literacy Systems

The Managing Data Literacy Systems microcredential requires that the practitioner demonstrates the skills necessary to provide tools and processes for the ongoing monitoring, analysis, and ease of use of data; ensure system capacity meets identified and future needs for effective flow and ease of data use; facilitate needs assessment for current and future system requirement; implement a risk analysis process to identify, prioritize, and manage potential data security threats; and provide strategies, implementation timelines, evaluation, and monitoring process to establish best practice in managing data systems for organizational improvement and continuous growth..

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Results-Orientation Strategy 1: Setting and encouraging others to set clear, ambitious goals for the whole child.
- Results-Orientation Strategy 2: Maintaining focus on those goals.
- Results-Orientation Strategy 3: Using data to drive decision-making that focuses on results.
- Strategic Management Strategy 2: Establishing concrete and measurable goals.
- Strategic Management Strategy 3: Creating a plan and aligning resources.
- Strategic Management Strategy 4: Monitoring progress and making adjustments.

Meeting all Academic Needs

The Meeting all Academic Needs microcredential requires that the practitioner demonstrates the ability to collaboratively facilitate and provide structures and processes which ensure implementation of a comprehensive, rigorous, and aligned curriculum; the practitioner demonstrates the ability to establish a collaborative, trusting environment and high-quality, rigorous curriculum focused on individual student growth, achievement, and continuous improvement; and the practitioner demonstrates the ability to facilitate and collaboratively implement a plan that aligns assessment and instruction with the curriculum, while also monitoring continuous student improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Curriculum, Instruction, and Assessment Strategy 2: Aligning curriculum, instruction, and assessments.
- Curriculum, Instruction, and Assessment Strategy 3: Ensuring strong culturally responsive instructional practice.
- Curriculum, Instruction, and Assessment Strategy 4: Providing quality assessments and data systems.
- Curriculum, Instruction, and Assessment Strategy 5: Leading improvement of collective practice.
- Student-Centeredness Strategy 1: Committing to – and ensuring that your staff members are committed to – meeting the needs of each student.

- Student-Centeredness Strategy 2: Targeting supports for each student – academically, socially, emotionally, and physically.

Personal Communication Skills

The Personal Communication Skills microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include demonstrating the practitioner engaging in self-development to enhance communication abilities in conducting self-evaluations of oral and written communication skills, soliciting feedback, reflecting on enhancing and exemplifying communication for school, district staff and stakeholder groups. The practitioner further demonstrates engaging in self-development to enhance communication abilities, by reflecting on personal strengths and weaknesses on inspiring others, and by building a common understanding of establishing clear channels of communication while establishing a continuous improvement plan with strategies, implementation timelines, self- evaluation, and monitoring process to ensure effective communication skills and continuous improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Communication Strategy 1: Promoting norms and skills that enable effective communication.
- Communication Strategy 3: Creating structures to facilitate information flow.
- Communication Strategy 4: Enhancing and exemplifying your own communication skills.

Promoting Collaborative Instruction

The Promoting Collaborative Instruction microcredential requires that the practitioner demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include a collaborative process and a commitment to continuous improvement at all organizational levels based on informal and formal data; provide support, resources, and on-going training for all stakeholders to build personal skills in effective and meaningful instruction; and provide for a collaborative, detailed plan for ongoing monitoring, analysis, and use of data for continuous organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Curriculum, Instruction, and Assessment Strategy 1: Building awareness and expectations for student success.
- Curriculum, Instruction, and Assessment Strategy 2: Aligning curriculum, instruction, and assessments.
- Collaborative Leadership Strategy 2: Trusting and supporting staff members, students, and parents when they take calculated risks and initiate ideas aligned with the school's vision, mission, and values.
- Collaborative Leadership Strategy 3: Creating structure for staff members to work together.

Providing Effective Instruction

The Providing Effective Instruction microcredential requires that the practitioner demonstrate research-based instructional practices, resources and support that enable teachers' implementation of effective, excellent instructional strategies which establish an exemplar classroom instructional and cultural environment for students to learn. Further the participant will demonstrate a collaborative classroom observation process that provides a data-informed, timely feedback which supports teacher strengths and identifies areas for growth; develop a plan that ensures alignment of instruction, assessments, and curriculum; and provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practices in providing and monitoring effective instruction.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Curriculum, Instruction, and Assessment Strategy 2: Aligning curriculum, instruction, and assessments.
- Curriculum, Instruction, and Assessment Strategy 4: Providing quality assessments and data systems.
- Curriculum, Instruction, and Assessment Strategy 5: Leading improvement of collective practice.
- Results-Oriented Strategy 3: Using data to drive decision-making that focuses on results.

Reflective Leadership Coaching

The Reflective Leadership Coaching microcredential requires that the practitioner demonstrates proficiency of all essential outcomes and research-based subskills. These include facilitating collegial, coaching conversations in which the practitioner leads the educational leader through a process cycle of reflecting and analyzing his or her leadership practices, decision-making, problem-solving, professional context, knowledge, skills, and planning skills. The practitioner while coaching will further demonstrate the use of probing, high-level, self-reflective questions to challenge the educational leader's thinking, stimulate growth, and lead to actionable improvements.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Reflection & Growth Strategy 1: Engaging in self-reflection.
- Reflection & Growth Strategy 2: Modeling reflection through your explanations, language, and actions.
- Reflection & Growth Strategy 3: Encouraging self-understanding and self-driven improvement among staff members and students.
- Reflection & Growth Strategy 4: Supporting staff members and students in reflecting on practice and feedback.
- Collaborative Leadership Strategy 3: Creating structures allowing staff members to work together.

Valuing and Celebrating Traditions

The Valuing and Celebrating Traditions microcredential requires that the practitioner demonstrate the ability to strategically collaborate with stakeholders to ensure inclusive, meaningful recognition and celebration of student achievement; guarantee inclusive, meaningful recognition and celebration of staff achievement; provide meaningful community involvement in the recognition, honoring, and celebrating of student and staff achievements; and provide a collaborative plan with strategies, implementation timelines, evaluation, and progress monitoring to establish, promote, and sustain a culture that values and celebrates traditions and achievements of students, staff, and community. Throughout the process, the practitioner will collect methods for developing meaningful celebrations, strategies for inclusion of all stakeholders, and resources to honor and celebrate student, staff, and community achievements and diversity.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Global-Mindedness Strategy 1: Instilling and modeling core values that support a global society.
- Global-Mindedness Strategy 2: Supporting curricular connections to the global society and leveraging students' diversity.
- Global-Mindedness Strategy 3: Pursuing partnerships and community connections that promote a global perspective.
- Results-Oriented Strategy 4: Celebrating success.

Phase 2 Microcredentials

Advocating Personal Wellness

The Advocating Personal Wellness microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: demonstrate an understanding of fitness concepts, principles, strategies, and individual differences needed to maintain a health-enhancing level of fitness; implement a dynamic process of change and growth that leads to a balanced state overall well-being; establish self-assessment and data collection concerning personal wellness behaviors; and provide a plan with strategies, implementation timelines, and a monitoring process to advocating personal wellness.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Wellness Strategy 1: Leading the school community to focus on wellness in all its aspects – social, emotional, physical, and safety.
- Reflection and Growth Strategy 1: Engaging in self-reflection.
- Reflection and Growth Strategy 3: Encouraging self-understanding and self-driven improvement among staff members and students.

Allocating and Assigning Personnel

The Allocating and Assigning Personnel microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to ensure appropriate assignment of personnel; ensure effective allocation of personnel; implement evaluation processes, procedures and systems that ensure accountability for teachers and staff members; efficiently maintain personnel records and reports that comply with state rules and regulations and local policy; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practices in personnel management and assignments.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Human Capital Management Strategy 3: Assigning roles and responsibilities.
- Human Capital Management Strategy 2: Retaining staff members and developing their skills.
- Human Capital Management Strategy 4: Ensuring accountability.
- Ethics Strategy 2: Establishing routines and processes that reinforce and hold people accountable for their professional and ethical behavior.

Assessing Student Learning and Growth

The Assessing Student Learning and Growth microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in

the details. These include the ability to: facilitate teacher analysis of student data appropriately within technical limitations to monitor student progress, improve the instructional process, and ensure student growth; collaboratively develop and implement a research-based, effective assessment framework aligned to curriculum and instruction to ensure learning and provide evidence of student progress; provide an understandable vision of the learning targets for assessment literacy; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in assessing student achievement for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Curriculum, Instruction, and Assessments Strategy 4: Providing quality assessments and data systems.
- Curriculum, Instruction, and Assessments Strategy 5: Leading improvement of collective practice.
- Student-Centeredness Strategy 2: Targeting supports for each student-academically, socially, emotionally, and physically.

Assessing the Learning Environment

The Assessing the Learning Environment microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to implement an ongoing process for assessing the use and management of space and physical resources to achieve maximum output in terms of student and teacher outcomes; assess and monitor the effect of leadership's practices and policies on teaching and learning; monitor, assess, and adjust the elements of the school culture that affect learning; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in assessing the learning environment for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Strategic Management Strategy 4: Monitoring progress and making adjustments.
- Result-Orientation Strategy 2: Maintaining focus on goals.
- Result-Orientation Strategy 3: Using data to drive decision making that focuses on results.
- Reflection and Growth Strategy 3: Encouraging self-understanding and self-driven improvement among staff members and students.

Creating a Culture of Self-Reflection

The Creating a Culture of Self-Reflection microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to facilitate, support, and sustain processes which increases stakeholders' capacity to self-reflect, recognize, and reflect on strengths and areas of improvement vital for personal and professional growth. Further, the practitioner will: provide

proof of the ability to create and implement processes and structures to assess and evaluate self-reflection and growth of all stakeholders; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish and sustain best practices in self-reflection that allow each stakeholder and the school to achieve peak performance.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Reflection and Growth Strategy 1: Engaging in self-reflection.
- Reflection and Growth Strategy 3: Encouraging self-understanding and self-driven improvement among staff members and students.
- Reflection and Growth Strategy 4: Supporting staff members and students in reflecting on practice and feedback.

Creating and Sustaining Innovation

The Creating and Sustaining Innovation microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: establish and support participation to implement a new vision to promote organizational excellence and transformation; develop deep mindfulness of others' viewpoints and perspectives; provide organizational structures to create and support an innovative culture; generate knowledge and insight through nontraditional ways; and provide a plan with strategies, implementation, and a monitoring process to create and sustain innovation for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Innovation Strategy 1: Creating time and a safe space for innovation.
- Vision and Mission Strategy 1: Leading collaborative processes to define the vision and mission.
- Communication Strategy 3: Creating structures to facilitate information flow.

Embedding a Culture of Student Centeredness

The Embedding a Culture of Student Centeredness microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to: ensure targeted support for each student academically, socially, emotionally, and physically; commit and ensure that all staff members understand their responsibilities and are entrusted in meeting each student's needs; celebrate and recognize students' achievement and emphasize positive behavior; and provide a collaborative plan with strategies, timelines, evaluation, and a monitoring process for embedding an exemplary student-centered culture that conveys high expectations, support, and mutual respect among all stakeholders.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Student-Centeredness Strategy 2: Targeting supports for each student—academically, socially, emotionally, and physically.
- Student-Centeredness Strategy 1: Committing to—and ensuring that you staff members are committed to—meeting the needs of each student.
- Student-Centeredness Strategy 4: Celebrating and recognizing students' achievement and reinforcing positive behavior.

Embedding a Global-Minded Culture

The Embedding a Global-Minded Culture microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to support a global perspective in learning; pursue partnerships and community connections that promote a global-minded perspective; analyze current stakeholder attitudes, knowledge, and awareness of global perspectives among stakeholders; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in establishing global curricular connections and partnerships for students, staff, and organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Global Mindedness Strategy 1: Instilling and modeling core values that support a global society.
- Global Mindedness Strategy 3: Pursuing partnerships and community connections that promote a global perspective.

Embedding an Ethical Work Culture

The Embedding an Ethical Work Culture microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: establish norms and expectations for ethical behavior; establish routines and processes for the ethical and responsible use of data, materials, research, and assessment; ensure ethical treatment for all stakeholders; and provide a plan with goals, strategies, implementation timelines, evaluation, and a monitoring process to establish best practices to institutionalize an ethical work culture for students, staff, and organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Ethics Strategy 1: Making values explicit.
- Ethics Strategy 2: Establishing routines and processes that reinforce and hold people accountable for their professional and ethical behavior.
- Ethics Strategy 3: Leading ethically by example.

Empowering a Collaborative Leadership Culture

The Empowering a Collaborative Leadership Culture microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to: provide support and resources for establishment and maintenance of a collaborative leadership culture focused on improvement; successfully facilitate and deploy a dynamic process of change and growth that embeds a shared, collaborative leadership culture where all stakeholders are committed to collaborative leadership practices; monitor and assess stakeholder growth within the scope of collaborative leadership skills; and provide a plan with strategies, timelines, evaluation, and a monitoring process aimed at embedding, expanding, and sustaining best practices for a collaborative leadership culture.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Collaborative Leadership Strategy 1: Encouraging staff members and students to step into leadership roles.
- Collaborative Leadership Strategy 2: Trusting and supporting staff members, students, and parents when they take calculated risks and initiate ideas aligned with the school's vision, mission, and values.
- Collaborative Leadership Strategy 3: Creating structures for staff members to work together.

Ensuring Accountability

The Ensuring Accountability microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to collaboratively establish clear organizational performance expectations; facilitate development of specific, measurable professional goals; ensure and articulate accountability for achieving performance goals; create a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in ensuring accountability for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Human Capital Management Strategy 4: Ensuring accountability.
- Human Capital Management Strategy 2: Retaining staff members and developing their skills.
- Result-Oriented Strategy 3: Using data to drive decision making that focuses on results.

Evaluating Assessment Alignment

The Evaluating Assessment Alignment microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to provide structures and processes that ensure congruency between assessment, curricular content, and instructional methods; utilize multiple means to effectively communicate to stakeholders a clear understanding of the assessment alignment process, and effect

on student learning; create a school environment that is supportive and encouraging to the process of teaching and learning; and provide a plan with strategies, implementation timelines, evaluation and a monitoring process to establish best practices in assessment alignment for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Curriculum, Instruction, and Assessments Strategy 2: Aligning curriculum, instruction, and assessments.
- Curriculum, Instruction, and Assessments Strategy 4: Providing quality assessments and data systems.
- Curriculum, Instruction, and Assessments Strategy 5: Leading improvement of collective practice.

Evaluating Operational Systems Effectiveness

The Evaluating Operational Systems Effectiveness microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner ability to: assess and monitor physical plant/ building/ school operations; assess and monitor non-fiscal resources; assess and audit fiscal resource allocation; audit and evaluate compliance federal, state, local reporting systems; and provide a plan with strategies, implementation timelines, evaluation, and monitoring processes to establish best practices in operational systems.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Strategic Management Strategy 3: Creating a plan and aligning resources.
- Strategic Management Strategy 4: Monitoring progress and making adjustments.

Exemplifying a Global-Minded Culture

The Exemplifying a Global-Minded Culture microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to model practices and attitudes that support global mindedness; build and promote a global-minded awareness for students and staff; promote culture diversity; and develop and implement a personal growth plan with strategies, implementation timelines, evaluation, and monitoring process based on cycle of inquiry and continuous improvement of global mindedness skills and behaviors.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Global-Mindedness Strategy 1: Instilling and modeling core values that support a global society.
- Global-Mindedness Strategy 2: Supporting curricular connections to the global society and leveraging student's diversity.

- Collaborative Leadership Strategy 3: Creating structures for staff members to work together.

Exemplifying Collaborative Leadership

The Exemplifying Collaborative Leadership Culture microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to: demonstrate collaborative leadership skills in interactions and decision-making with stakeholders; model conflict resolution and problem-solving skills; empower others as leaders; monitor and assess personal growth in the scope of collaborative leadership skills; and develop and implement a personal growth plan with strategies, implementation timelines, evaluation, and a monitoring process focused on best practices for improving collaborative leadership skills.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Collaborative Leadership Strategy 1: Encouraging staff members and students to step into leadership roles.
- Collaborative Leadership Strategy 3: Creating structures for staff members to work together.
- Communication Strategy 4: Enhancing and exemplifying your own communication skills.

Exemplifying Ethical Behavior

The Exemplifying a Global-Minded Culture microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: demonstrate ethical behavior and lead by example; exemplify respect for all stakeholders; utilize professional and ethical communication; and develop and implement a personal growth plan with strategies, implementation timelines, evaluation, and a monitoring process based on the cycle of inquiry and continuous improvement of ethical skills and behaviors.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Ethics Strategy 2: Establishing routines and processes that reinforce and hold people accountable for their professional and ethical behavior.
- Ethics Strategy 3: Leading ethically by example.
- Communication Strategy 4: Enhancing and exemplifying your own communication skills.

Exemplifying Student Centeredness

The Exemplifying Student Centeredness microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to: demonstrate best practices, behaviors, and abilities to guide and implement effective student-centeredness approaches and policies; engage in self-assessment to identify personal leadership strengths and growth areas essential to facilitate,

support, and sustain student centeredness; exemplify and support self-reflection, self-assessment, and professional growth among stakeholders to improve student centeredness behaviors and best practices; and provide a personal, professional growth plan that utilizes self-assessment, self-reflection feedback and data to develop strategies, implement timelines, evaluate and monitor processes, and modify procedures focused on achieving an exemplary student centeredness environment.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Student-Centeredness Strategy 1: Committing to – and ensuring that your staff members are committed to – meeting the needs of each student.
- Student-Centeredness Strategy 2: Targeting supports for each student – academically, socially, emotionally, and physically.
- Student-Centeredness Strategy 3: Intentionally providing opportunities for student voice and leadership to shape decisions.
- Reflection and Growth Strategy 1: Engaging in self-reflection.

Growing Through Personal Reflection

The Growing Through Personal Reflection microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner’s ability to: demonstrate best practices, behaviors, and abilities to implement significant, meaningful self-reflection; engage in formal self-reflection assessment identifying strengths and areas for improvement to promote personal and professional growth; exemplify self-reflection and professional growth best practices for all stakeholders; and provide a personal, professional growth plan which utilizes self-reflection focused on achieving peak performance.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Reflection and Growth Strategy 1: Engaging in self-reflection.
- Reflection and Growth Strategy 2: Modeling reflection through your explanations, language, and actions
- Reflection and Growth Strategy 4: Supporting staff members and students in reflecting on practice and feedback.
- Collaborative Leadership Strategy 3: Creating structures for staff members to work together.

Implementing Social Emotional Wellness

The Implementing Social Emotional Wellness microcredential requires the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include proficiency in the following: the ability to cultivate a commitment and support to social and emotional wellness; establish systems for self-assessment and data collection

on student, staff, and community wellness to identify needs and wellness resources; establish classroom, school-wide and community social and emotional (SEL) programs; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in implementing social and emotional wellness.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Wellness Strategy 1: Leading the school community to focus on wellness in all its aspects – social, emotional, physical, and safety.
- Wellness Strategy 2: Increasing wellness programs and strategies.
- Student-Centeredness Strategy 2: Targeting supports for each student – academically, socially, emotionally, and physically.

Leading Strategic Management

The *Leading Strategic Management* microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: demonstrate moral, ethical, and confident strategic leadership; delegate and capitalize on the leadership strengths of personnel; ensure effective communication and implementation of strategic management processes and results; and provide a personal growth plan with strategies, timelines, evaluation, and a monitoring process to improve strategic management skills.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Strategic Management Strategy 1: Setting priorities.
- Strategic Management Strategy 3: Creating a plan and aligning resources.
- Strategic Management Strategy 4: Monitoring progress and making adjustments.
- Vision and Mission Strategy 2: Anchoring decisions in the vision and mission.

Managing Change and Uncertainty

The *Managing Change and Uncertainty* microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to generate a vision that begins the process of change in a sustainable, meaningful, and human-centered way; develop stakeholder acceptance of change; identify priorities to begin building organizational change capacity; and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to establish best practice in creating and sustaining innovation for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Innovation Strategy 1: Creating time and a safe space for innovation.
- Innovation Strategy 2: Managing change and uncertainty.
- Vision and Mission Strategy 2: Anchoring decisions in the vision and mission.

Managing Systems Logistics

The *Managing Systems Logistics* microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner ability to provide structures and processes that support and ensure the facilitation of efficient and effective oversight of the physical plant operations; collaboratively establish routines, procedures, and schedules for operational staff that aligns and leverages system processes to drive organizational excellence; allocate and manage fiscal and non-fiscal resources to support school and district goals and priorities; monitor and ensure compliance with operational requirements at the federal, state, and local level; and provide a plan with strategies, timelines, evaluation, and monitoring processes to establish efficient use of resources and systems to maintain operations and ensure a safe, operational learning environment.

This microcredential is not strongly aligned to any of the dimensions of the *Building Ranks* framework. At best, there is tangential alignment to the following dimension and strategy:

- Strategic Management Strategy 3: Creating a plan and aligning resources.

Management of system logistics such as facilities and physical plant is not specifically addressed in the *Building Ranks* framework, and this is yet another area where NASSP could consider expanding the framework to incorporate the skills required to manage the physical assets of a school or district. This could be incorporated with resource management microcredentials and has been highlighted as an area that is not addressed in principal preparation programs.

Nurturing a Culture of Wellness

The Nurturing a Culture of Wellness microcredential requires that the practitioner demonstrates proficiency of all the essential outcomes and the research-based subskills defined in the details. These include proficiency in the following: the ability to develop a collaborative framework to create, nurture, and support a culture of wellness; foster a culture of wellness through school vision, mission, and values conversations and activities; embed a culture that supports overall wellness for all stakeholders (social emotional, physical, safety); and provide a plan with strategies, implementation timelines, evaluation, and a monitoring process to drive best practices for nurturing a culture of wellness.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Wellness Strategy 1: Leading the school community to focus on wellness in all its aspects – social, emotional, physical, and safety.
- Wellness Strategy 2: Increasing wellness programs and strategies.
- Student-Centeredness Strategy 2: Targeting supports for each student – academically, socially, emotionally, and physically.

Recruiting High-Quality Staff

The Recruiting High-Quality Staff microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to establish effective local partnerships; identify and recruit high quality staff; utilize a collaborative, research-based process for selecting, interviewing and evaluating candidates; develop and implement a collaborative process to monitor, evaluate, and improve macro conditions that impact staff recruitment; and provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in recruiting high quality staff for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Human Capital Management Strategy 1: Recruiting and hiring high-quality staff members.
- Human Capital Management Strategy 2: Retaining staff members and developing their skills.
- Human Capital Management Strategy 3: Assigning roles and responsibilities.
- Human Capital Management Strategy 4: Ensuring accountability.

Retaining and Developing Staff

The Retaining and Developing Staff microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the practitioner's ability to foster a professional culture that creates trust and promotes adult learning, risk taking, and collaboration; engage teachers to collaboratively design and implement a program of professional learning; ensure teachers and staff continually develop and deepen the knowledge and skills needed to address the continually changing needs of the school community; and provide a plan with strategies, implementation timelines, evaluation, and monitoring process to establish best practice in retaining and developing staff for organizational improvement.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Human Capital Management Strategy 2: Retaining staff members and developing their skills.
- Human Capital Management Strategy 3: Assigning roles and responsibilities.
- Human Capital Management Strategy 4: Ensuring accountability.
- Collaborative Leadership Strategy 2: Trusting and supporting staff members, students, and parents when they take calculated risks and initiate ideas aligned with the school's vision, mission, and values.

Structuring Systems for Strategic Management

The Structuring Systems for Strategic Management microcredential requires the practitioner to demonstrate proficiency of all the essential outcomes and the research-based subskills defined in the details. These include the ability to: establish and validate a collaborative strategic management approach and system process; ensure and implement system components that support the strategic

management approach; ensure accountability to achieve strategic management alignment; monitor current strategic management trends and issues in ever-evolving local contexts; and implement a plan with strategies, timelines, evaluation, and a monitoring process to embed, expand, and sustain effective systems to support strategic management.

This microcredential is aligned to the following dimensions of the *Building Ranks* framework:

- Strategic Management Strategy 2: Establishing concrete and measurable goals.
- Strategic Management Strategy 3: Creating a plan and aligning resources.
- Strategic Management Strategy 4: Monitoring progress and making adjustments.
- Collaborative Leadership Strategy 3: Creating structures for staff members to work together.

SUMMARY

Findings

Endorsement for Rigor

All the 58 microcredentials reviewed against the rubric were scored as “*Fully Meets the Criteria for Endorsement*” for the majority of the criteria in the rubric. Both reviewers agreed in their evaluation of each microcredential against each of the criteria in the rubric. While in some cases there were formatting issues, typos, or grammatical errors in the language within the microcredential, overall, the substance and content of the microcredential aligned to best practice principles and demonstrated sufficient and thorough evidence of meeting the requirements outlined in the rubric.

There were two instances where microcredentials were scored as “*Partially Meets the Criteria for Endorsement*” for a single criterion in the rubric. The reviewers’ rationale and recommendations to strengthen these microcredentials are as follows:

- Growing Through Personal Reflection – Reflection-Oriented: The reviewers felt that the *Reflection and Application* section as described did not seem to align with the strategies for growing through personal reflection as outlined in the microcredential. We recommend that this section be reviewed and modified to more closely align to the strategies outlined in the microcredential. Doing so would increase the rating of this to “*Fully Meets the Criteria for Endorsement*”.
- Managing System Logistics – Validity-Minded Construction: The reviewers felt that the Part 1 – Overview Questions section did not address Essential Outcomes 1,2 and 5 and how an educational leader is effective within these areas. We recommend revising this microcredential to include questions to address these essential outcomes. Doing so would increase the rating of this to “*Fully Meets the Criteria for Endorsement*”.

We would recommend that IPA review each microcredential for copyediting before they are released publicly to correct any formatting and grammatical issues.

Alignment to the Building Ranks Framework

The comprehensive review of the microcredentials found strong alignment to the National Association of Secondary School Principals *Building Ranks* framework. As part of the review, edBridge Partners identified both the dimensions to which the microcredentials are best aligned, and the specific strategies within those dimensions that correlate to the essential outcomes listed within the microcredential. For most of the microcredentials, there was both a primary and secondary alignment to the dimensions. In some cases, there was just a primary alignment.

Three microcredentials could not be reviewed for full alignment, to *Building Ranks*, as their topic areas are not included in the *Building Ranks* framework. These microcredentials are: Assessing Threats and Managing Crises, Emergency Planning, and Managing System Logistics microcredentials.

The Assessing Threats and Emergency Planning microcredentials focus on developing and implementing a crisis management plan and emergency preparedness, compliance, and planning related to threat assessment. This is an area where we would recommend that NASSP consider expanding the *Building Ranks* framework to specifically address the need for, and skills required to, develop effective crisis management and emergency preparedness.

It has become increasingly important for school leaders to have protocols and plans that addresses the different types of school crises and threats that can occur. It is worth noting that any microcredential that addresses threat assessments within schools should have input from law enforcement agencies and emergency responders. Having a dimension of *Building Ranks* or a set of research-based strategies to guide this process would be beneficial to NASSP and the field.

The Managing System Logistics focuses on the management of the physical resources of a school including facilities and the physical plant. This is not specifically addressed within the *Building Ranks* framework. It is recommended that NASSP consider expanding the framework to incorporate the skills required to manage the physical assets of a school or district. This could be incorporated with resource management microcredentials and has been highlighted as an area that is not addressed in principal preparation programs.

Recommendations

Based on both the review of the microcredentials for rigor against the rubric, and the review for alignment to the *Building Ranks* framework, it is recommended that NASSP provide its

endorsement for the 58 Ed Leaders Network (ELN) microcredentials that were reviewed in this project.

Recommendations for IPA based on the review are as follows:

1. Adjust the Growth Through Personal Reflection and Manage System Logistics microcredentials per the report's recommendation for the one criterion where they partially align. However, it should be noted that both of these microcredentials unchanged align to best practice principles and demonstrate sufficient and thorough evidence of meeting the requirements outlined in the rubric.
2. IPA should review each microcredential for copyediting before they are released publicly to correct any formatting and grammatical issues.
3. Following copyediting, the microcredentials can be presented in the Microcredential Library on the ELN site.

There is a special set of recommendations for NASSP to consider for expanding its *Building Ranks* framework:

1. NASSP may consider expanding its *Building Ranks* framework to specifically address the need for, and skills required to develop effective crisis management and emergency preparedness plans. Law enforcement agencies and emergency responders' input is critical if incorporating effective crisis management and emergency preparedness plans into *Building Ranks*.
2. NASSP may consider expanding its *Building Ranks* framework to incorporate the skills required for school leaders to effectively understand how to manage the physical assets of a school.
3. Endorse the 58 Ed Leaders Network (ELN) microcredentials that were reviewed in this project based on both the review of the microcredentials for rigor against the rubric, and the review for alignment to the *Building Ranks* framework.

APPENDIX A: Microcredentials Reviewed

1	Advocating Personal Wellness
2	Allocating and Assigning Personnel
3	Assessing Student Learning and Growth
4	Assessing the Learning Environment
5	Assessing Threats
6	Building External Relationships
7	Building Internal Relationships
8	Building Personal Relationships
9	Collaborative Leadership Coaching
10	Communication Advocacy
11	Communication Structures
12	Communications Standards
13	Constructing and Growing Equity
14	Creating a Culture of Self Reflection
15	Creating a Learning Focused Curriculum
16	Creating a Results Oriented Learning Culture
17	Creating and Sustaining Innovation
18	Directive Leadership Coaching
19	Driving a Culture of Service
20	Driving Vision & Mission
21	Embedding a Culture of Student Centeredness
22	Embedding a Global-Minded Culture
23	Embedding an Ethical Work Culture
24	Empowering a Collaborative Leadership Culture
25	Ensuring Accountability
26	Ensuring Curriculum Alignment
27	Ensuring Instructional Alignment
28	Evaluating Assessment Alignment
29	Evaluating Operational Systems Effectiveness
30	Exemplifying a Global-Minded Culture
31	Exemplifying Collaborative Leadership
32	Exemplifying Equitable Behavior

33	Exemplifying Ethical Behavior
34	Exemplifying Student Centeredness
35	Fostering a Culture of Data Literacy
36	Growing Through Personal Reflection
37	Implementing DDDM
38	Implementing Social Emotional Wellness
39	Leading a Culture of Safety
40	Leading an Equitable Learning Culture
41	Leading and Promoting Tolerance
42	Leading Data Literacy
43	Leading Strategic Management
44	Leading Vision & Mission
45	Managing Change and Uncertainty
46	Managing Crises and Emergency Planning
47	Managing Data Literacy Systems
48	Managing Systems Logistics
49	Meeting All Academic Needs
50	Nurturing a Culture of Wellness
51	Personal Communication Skills
52	Promoting Collaborative Instruction
53	Providing Effective Instruction
54	Recruiting High-Quality Staff
55	Reflective Coaching
56	Retaining and Developing Staff
57	Structuring Systems for Strategic Management
58	Valuing and Celebrating Traditions

APPENDIX B: Microcredential Evaluation Rubric

Criteria	Does Not Meet Criteria for Endorsement	Partially Meets Criteria for Endorsement	Fully Meets Criteria for Endorsement
Consistent	Microcredential does not include consistent categories for ease of use.	Microcredential includes variability across categories that limit ease of use.	Microcredential includes consistent categories for ease of use.
Evidence-Based	Microcredential does not capture skills and competencies that are supported by high-quality, peer-reviewed research.	Microcredential is inconsistent in capturing skills and competencies that are supported by high-quality, peer-reviewed research.	Microcredential consistently captures skills and competencies that are supported by high-quality, peer-reviewed research.
Contextual	Microcredential submission requirements do not capture the authentic learning context in which the educator operates.	Microcredential submission requirements partially capture the authentic learning context in which the educator operates.	Microcredential submission requirements thoroughly capture the authentic learning context in which the educator operates.
Right-Sized and -Labeled	Microcredential does not cover a substantive yet discrete set of skills that correspond with the demonstrated competency and is not labeled in a way that accurately describes the competency.	Microcredential covers a limited set of skills that correspond with the demonstrated competency and is labeled inconsistently .	Microcredential covers a substantive yet discrete set of skills that correspond with the demonstrated competency and is consistently labeled to describe the competency.
Resourced	Microcredential is not accompanied by relevant, evidence-based, and publicly accessible resources that provide sufficient information, tools, and support for developing the competency.	Microcredential is sporadically accompanied by relevant, evidence-based, and publicly accessible resources that provide sufficient information, tools, and support for developing the competency.	Microcredential is consistently accompanied by relevant, evidence-based, and publicly accessible resources that provide sufficient information, tools, and support for developing the competency.
Demonstrable	Microcredential does not require educators to provide substantive evidence of how they have demonstrated the named skill/competency in their practice in real and varied circumstances, including via a representative sample of students' work, when applicable.	Microcredential is inconsistent in requiring educators to provide substantive evidence of how they have demonstrated the named skill/competency in their practice in real and varied circumstances, including via a representative sample of students' work, when applicable.	Microcredential consistently requires educators to provide substantive evidence of how they have demonstrated the named skill/competency in their practice in real and varied circumstances, including via a representative sample of students' work, when applicable.
Reflection-oriented	The assessment does not prompt educators to reflect on their practice of the named skill/competency and the associated evidence submitted.	The assessment provides limited evidence of prompting educators to reflect on their practice of the named skill/competency and the associated evidence submitted.	The assessment clearly prompts educators to reflect on their practice of the named skill/competency and the associated evidence submitted.

Clear and Transparent	Scoring rubrics do not provide expectations for both the earner and the assessor or there are no scoring rubrics provided.	Scoring rubrics provide limited or incomplete expectations for both the earner and the assessor.	Scoring rubrics provide detailed expectations for both the earner and the assessor.
Validity-Minded Construction	Artifacts, demonstration(s) of learning, and other components of the evidence required to earn the microcredential are not relevant or consistent with the desired skill/competency being developed.	Artifacts, demonstration(s) of learning, and other components of the evidence required to earn the microcredential are vague or unclear in relevance and consistency with the desired skill/competency being developed.	Artifacts, demonstration(s) of learning, and other components of the evidence required to earn the microcredential are relevant and consistent with the desired skill/competency being developed.
Shareable	Microcredential is not awarded as a digital badge that meets the criteria of Open Badge Standard, contains the relevant metadata, can be visually displayed, and/or is not portable across technical platforms.	Considered for award with conditions for completion	Microcredential is awarded as a digital badge that meets the criteria of Open Badge Standard, contains the relevant metadata, can be visually displayed, and is portable across technical platforms.

Key

Does Not Meet Criteria for Endorsement	Partially Meets Criteria for Endorsement	Fully Meets Criteria for Endorsement
Does not demonstrate any evidence of meeting the requirements of the criteria.	Demonstrates insufficient or vague evidence of meeting the requirements of the criteria.	Demonstrates sufficient and thorough evidence of meeting the requirements of the criteria.