



FOR IMMEDIATE RELEASE  
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## Center for Collaborative Education receives grant to launch Performance Assessment for Learning Micro-Credential Project

### *Empowering Rhode Island Teachers to Lead Student Assessment Reforms*

Boston, MA - The [Center for Collaborative Education](#) in partnership with the [Center for Teaching Quality](#), the [Rhode Island Department of Education](#) (RIDE), and a consortium of 10 Rhode Island schools, is pleased to announce a \$205,000 grant, made by the [Center for Innovation in Education](#) (CIE) in partnership with [Next Generation Learning Challenges](#) (NGLC), to launch its *Performance Assessment for Learning Micro-Credential Project*. The award is part of a \$2 million Assessment for Learning initiative to catalyze new roles and strategies for assessment to promote deeper learning outcomes for students.

Over the next year, the partners will develop and pilot the Performance Assessment for Learning Micro-Credential system, an innovative, scalable, and sustainable model for building educator and leadership capacity in the design and implementation of performance assessments systems. This work will be completed in collaboration with a small group of Rhode Island practitioners. Together, they will design a set of micro-credentials focused on designing high quality and robust performance assessments; embedding and assessing habits of mind; and building and leading a performance assessment learning community.

These micro-credentials are grouped into “stacks” of related competencies, allowing educators to build personalized learning portfolios that signal knowledge and skills within all aspects of performance assessment providing an alternative to traditional professional development seat time. The three micro-credential stacks offered will include:

1. **Performance Assessment Design, Validity, and Reliability.** Competencies include: designing of performance tasks; ensuring technical quality through validity and reliability; analyzing student work; and scoring calibration;
2. **Embedding, Instructing, and Assessing Habits and Dispositions.** Competencies include: embedding essential skills, dispositions, and habits in curriculum, instruction, and performance tasks; assessing and providing student feedback on these skills/habits; and creating performance tasks that engage students and create ownership in their own learning; and

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3. **Building and Leading a Performance Assessment Learning Community.** Competencies include: modeling processes for educator collaboration and leadership learning; facilitating protocols in professional learning communities, particularly those used in the design, validation, and calibration of performance tasks; and advocating for supportive performance assessment policies and systems at the school and district levels.

CCE and CTQ will provide coaching and technical assistance to support participants in targeted areas of performance assessment literacy. Additionally, CTQ will create a networking space for participants to share and learn from each other in attaining their micro-credentials and building school-wide performance assessment capacity. A culminating event open to all RI educators—the Performance Assessment for Learning Institute—will feature the work of this pilot group of micro-credentialed educators and provide an opportunity for others to plan their micro-credential pathway.

“It is critically important to build new models of assessing what students know and are able to do that empower them to think critically and demonstrate their knowledge, skills, and dispositions,” noted Dan French, Executive Director of CCE. “In doing so, we need to build the capacity of teachers to become leaders in the new generation of assessments that are developed.”

“With the recent passage of the Every Student Succeeds Act, we have the opportunity to assemble powerful measures of deeper learning outcomes—but only if we have teacher leaders leading student assessment reforms,” said Barnett Berry, CEO of CTQ. “We are thrilled to be working with CCE on this path-breaking effort to build the 21<sup>st</sup> century accountability system students and their families and communities need and deserve.”

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### **About the Center for Collaborative Education**

The Center for Collaborative Education (CCE) has, for the past twenty years, been a part of the wide conversation around education, equity, and next generation best practices that maximize success for all students. CCE’s explicit contribution in assessment – through its [Quality Performance Assessment \(QPA\)](#) program – is in assisting schools, districts, and states to adopt high quality performance assessment systems that drive student-centered learning. The key elements of its approach to learning for both teachers and students has grown out of the networks built over years of partnerships with organizations, schools, and districts.

### **About the Center for Teaching Quality**

The Center for Teaching Quality is devoted to developing and improving opportunities for professional learning and credentialing for all educators. CTQ now has over 10,000 teachers engaged in a robust virtual community—the [CTQ Collaboratory](#)—and has supported hundreds of teachers in leading a variety of Common Core and College- and Career-Ready Standards reforms in targeted states (e.g., CO, FL, KY, and NC) and in designing and launching the [Teacher-Powered Schools Initiative](#) for 21<sup>st</sup>-century teaching and learning. CTQ has also worked with hundreds of teachers as virtual community organizers (VCOs) to make pedagogical and policy perspectives more visible and publishing blogs, articles, and commentaries in a range of online and print venues. If students’ learning is going be



personalized, competency-based, and accessible to all, then it must be the same for those who teach them.

### **About the Rhode Island Department of Education**

The R.I. Department of Education (RIDE) is committed to using assessments to support teaching and learning and to working with schools and districts to develop assessment literacy and stakeholder understanding of assessments. RIDE is embedding assessment literacy in all professional learning opportunities in order to help Rhode Island educators learn more about reliability and validity of test results, curriculum-embedded performance assessments, test design and development.

### **About the Center for Innovation in Education**

The Center for Innovation in Education (CIE) supports system-wide shifts to personalized learning and deeper learning outcomes for all students by helping states and local implementers take on the challenge of transforming systems.

### **About Next Generation Learning Challenges**

Next Generation Learning Challenges (NGLC) accelerates college readiness and postsecondary success by catalyzing innovation, surfacing and disseminating new knowledge, and multiplying impacts through networks of practitioners, researchers and policymakers. NGLC is an initiative of EDUCAUSE, a nonprofit association whose mission is to advance higher education through the use of information technology.

