**Leadership for Equity (LFE) Micro-Credentials
Building Leaders Series**

Through funding from a **USDE Supporting Effective Educator Development (SEED)** grant and support from the **W.** **Clement** **&** **Jessie V**. **Stone Foundation**, the **Center for the Study of Education Policy (CSEP)** at Illinois State University has partnered with the **Tennessee Department of Education**, **American Institute for Research (AIR)** and **BloomBoard** to develop and sustain the Leadership for Equity (LFE) Micro-Credential Cluster for Building Leaders. The LFE MC is based on Tennessee’s Leadership for Equity Playbook (<https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>), funded through support from **The Wallace Foundation**, and aligns with the Professional Standards for Educational Leadership (PSEL).



The LFE MCs were developed by a design team made up of over 25 people from Illinois and Tennessee and other regions representing higher education, K-12 schools, and research organizations. In December 2018-January 2019, AIR conducted two focus groups with 24 experienced principals from Illinois and Tennessee with deep understanding of educational equity. Focus group members reviewed the four LFE micro-credential competencies and indicators and answered questions such as:

* Do these competencies represent an essential practice in principals' work?
* If principals exhibit these competencies, are they considered strong equity leaders?
* What competencies/skills might be added, deleted, or changed to better align the work?

AIR also conducted usability testingto examine how well the micro-credential content met school leader learning interests/needs. The LFE MC cluster was piloted with 306 principals and assistant principals representing over 10 different states and a variety of rural, suburban, urban, private, and charter school principals and assistant principals. Table 1 includes the demographics for the building leader pilot.

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| Table 1Enrollments for LFE Principal Pilot by State |
| States | **# Enrolled** |
| CA | 6 |
| CT | 3 |
| DC | 8 |
| DE | 3 |
| GA | 2 |
| IL | 181 |
| MD | 11 |
| MO | 1 |
| TN | 5 |
| WA | 7 |
| NY | 50 |
| Total | **306** |

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| Table 2Enrollments for LFE MC #1 for District-Level Pilot by State |
| States | **# Enrolled** |
| CA | 2 |
| IL | 43 |
| TN | 35 |
| GA | 3 |
| PA | 1 |
| NY | 21 |
| Total | **105** |

The LFE MCs were designed for building level leaders but based on such a positive response from district leaders, the pilot was opened up to 105 district and organization leaders to take the *Exploring and Deepening an Equity Mindset* LFE MC*.* Table 2 includes the demographics for the district leader pilot.

This year, AIR will conduct a content validity analysis and a construct validity analysis.

 **Construct validity testing asks:**

-- Does each micro-credential differentiate performance?

-- Do competencies co-vary?

**Usability analyses ask:**

-- Are the micro-credential directions, documents and platform clear to principals, assistant principals or others potential users?

-- How does context support or inhibit engagement and learning?

By design, the LFE MCs were not created to be limited to specific purposes but to fit into the varied and local contexts in which states, districts or organizations would like to use them to support the in-service needs of building-level leaders.

* In Illinois, administrators will be awarded Illinois Administrator Academy (IAA) credit for completion of LFE MC and will receive recognition for completion of the MC on their professional license.
* In Tennessee, principals will receive 7 hours of TN Academy for School Leaders (TASL) credit.
* Albany State University in Georgia has integrated the LFE MCs into their principal preparation program since all candidates in the program are currently assistant principals.
* Another state is considering how MCs around the Professional Standards for Education Leadership (PSEL) can be built into an advanced credential.
* BloomBoard is in the process of developing a cluster of MCs aligned to the Professional Standards for Educational Leadership (PSEL), and the four LFE MCs, which are aligned with the national PSEL standards will be part of this cluster.

The LFE MCs will be housed on the BloomBoard platform upon the completion of the pilot and available to principals and assistant principals nationally for a fee for service.