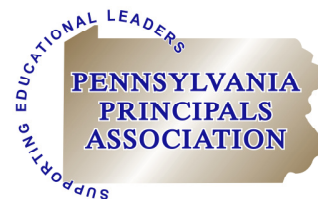


PA PRINCIPALS ASSOCIATION MICRO-CREDENTIAL COURSES



WHAT IS A MICRO-CREDENTIAL? Think of it like the badges the boy scouts earned for acquiring certain skills. “Badges represent a broader movement in education from recognizing seat time as a measure of completion to competency based professional learning. Rather than requiring educators to attend a certain number of hours of professional learning experiences, badging requires educators to demonstrate mastery of a certain number of skills” (The Friday Institute).

For educators, these badges reflect specific educational skill sets which are attractive to many employers. Educators are collecting these micro-credential badges and highlighting them on their resumes. The skills obtained set them apart from other applicants and demonstrate a commitment to lifelong learning.

The PA Principals Association currently has **SEVEN** Micro-credential courses available which can be completed at your own pace, can be started and completed at any time, and can be taken without leaving your home or office. And the **BEST NEWS** is that we have obtained approval from PDE to award **30** PIL hours per course. Yep, that is correct, you can get all of your 180 hours by taking our courses.

The MICRO COACHING STACK

* **Reflective Coaching**— Reflective Leadership Coaching involves 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, and planning skills.

* **Collaborative Coaching**— Collaborative Leadership Coaching will be a collegial, partnership process in which the coach and educational leader are focused on working together to raise the level of insight, resources, strategic decision-making, and planning in order to reach desired goals and performance, and to positively impact leadership and school improvement.

* **Directive Coaching**— Directive Leadership Coaching initiates very specific and directive conversations with the educational leader to develop necessary or critical actions or behaviors. The communication is directed by the coach and involves strategic and specific directions, evidence-based outcomes, consequences, and next steps.

To register for a course, visit paprincipals.org and click on **Micro-credential box** on the lower right side of the page.

The MICRO COMMUNICATIONS STACK

* **Communications Advocacy**— The practitioner develops a multifaceted strategy to share school accomplishments and needs by leveraging platforms and relationships to ensure all stakeholder voices are heard while advocating school accomplishments, expectations, and need for continuous improvement.

* **Communication Standards**— The practitioner collaboratively and strategically leads conversations to set communication expectations, norms, and standards while modeling and providing the necessary supports and resources for all stakeholders to communicate effectively as part of the plan for improvement.

* **Communication Structures**— The practitioner collaboratively and strategically enables effective communication structures and processes within the school and among all stakeholders.

* **Personal Communication**— The practitioner can build skills as a communicator that model effective communication that reflects (a) interpersonal and social-emotional insight, and (b) understanding of students’ and staff members’ backgrounds and cultures. The practitioner, by enhancing and exemplifying communication skills, can engage in courageous conversations and support staff members, students and stakeholders when they do the same.