

# LIBRARY OF MICRO-CREDENTIALS

## State Personnel Development Grant



DIVISION OF ELEMENTARY & SECONDARY EDUCATION

### UNIVERSAL DESIGN FOR LEARNING: MULTIPLE MEANS OF ENGAGEMENT



**Estimated time to complete:** 6 hours

**Competency:** Educator enhances student engagement by applying the Universal Design for Learning (UDL) Principle of Multiple Means of Engagement.

**Key Method:** The educator enhances student engagement by providing options to sustain effort and persistence, for recruiting interest, and for self-regulation to create purpose and motivation for learning.

### UNIVERSAL DESIGN FOR LEARNING: MULTIPLE MEANS OF REPRESENTATION



**Estimated time to complete:** 6 hours

**Competency:** Educator presents new learning to students through multiple types of medium by applying the Universal Design for Learning (UDL) Principle of Multiple Means of Representation.

**Key Method:** The educator delivers new learning through multiple types of medium to enable learners to perceive new information, understand various representations, and transfer new information into usable knowledge.

### UNIVERSAL DESIGN FOR LEARNING: MULTIPLE MEANS OF ACTION AND EXPRESSION



**Estimated time to complete:** 6 hours

**Competency:** Educator provides students with multiple ways to express their learning by applying the Universal Design for Learning (UDL) Principle of Multiple Means of Action and Expression.

**Key Method:** The educator strategically designs lessons that offer students flexibility in choice and support to access, engage in, and demonstrate learning.

### APPLYING UNIVERSAL DESIGN FOR LEARNING PRINCIPLES AND GUIDELINES TO LESSON DESIGN



**Estimated time to complete:** 6 hours

**Competency:** Educator applies the Universal Design for Learning (UDL) guidelines to design instruction to optimize teaching and learning during lesson implementation for improved student outcomes.

**Key Method:** The educator develops learner profiles using the Universal Design for Learning (UDL) guidelines, analyzes methods, materials, and data sources for learning barriers, and evaluates and revises current learning design for the critical elements of UDL.



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### SUPPORTING POSITIVE BEHAVIOR THROUGH CONVERSATION WITH STUDENTS



**Estimated time to complete:** 6 hours

**Competency:** Educator engages in daily conversation with students to build relationships and improve behavior.

**Key Method:** The educator engages in daily two-minute conversations for ten consecutive school days with a student who routinely demonstrates problem behaviors to build a relationship and improve behavioral outcomes.

### COLLABORATE WITH PROFESSIONALS TO INCREASE STUDENT SUCCESS



**Estimated time to complete:** 6 hours

**Competency:** Educator demonstrates behaviors for effective collaboration with other professionals to positively impact student outcomes.

**Key Method:** The educator demonstrates collaborative behaviors through effective communication with teachers, paraprofessionals, supervisors, and/or other related service providers while implementing the steps of shared problem solving to improve instructional outcomes for students.

### ESTABLISH A CONSISTENT, ORGANIZED, AND RESPECTFUL LEARNING ENVIRONMENT



**Estimated time to complete:** 6 hours

**Competency:** Educator establishes a consistent, organized, and respectful learning environment.

**Key Method:** The educator collaborates with learners to establish classroom rules, models and practices a classroom procedure, and creates a menu of behavior management strategies to support a positive classroom environment.

### EDUCATOR SELF-ASSESSMENT AND PROFESSIONAL GROWTH



**Estimated time to complete:** 6 hours

**Competency:** Educator engages in self-assessment and uses self-assessment data to improve professional practice.

**Key Method:** The educator engages in self-assessment and reflection of professional practice and uses evidence to design a personalized professional growth plan (PGP) that will advance professional practice and student outcomes.



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### CREATING A TRAUMA-SENSITIVE CLASSROOM



**Estimated time to complete:** 12 hours

**Competency:** Educator demonstrates an understanding of adverse childhood experiences (ACEs) and cultivates a classroom climate that fosters resilient learners.

**Key Method:** The educator demonstrates an awareness of the effects of adverse childhood experiences (ACEs) on learning and implements trauma-sensitive strategies that help students regulate their learning environment.

### PROVIDING FEEDBACK TO PROMOTE PROFESSIONAL GROWTH



**Estimated time to complete:** 6 hours

**Competency:** Educator provides actionable, constructive feedback to a colleague that encourages self-directed professional growth.

**Key Method:** The educator provides actionable, constructive feedback following an observation of a colleague or mentee that is data driven and demonstrates the use of thoughtful, reflective questions to encourage self-directed professional growth.

### USING EXPLICIT INSTRUCTION TO TEACH VOCABULARY



**Estimated time to complete:** 6 hours

**Competency:** Educator demonstrates explicit vocabulary instruction to increase students' reading comprehension.

**Key Method:** The educator selects tier-two vocabulary within rich and multiple contexts and demonstrates explicit instruction strategies that provide students with a deep understanding of the words' multiple and/or nuanced meanings.



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