# WRCCS Micro-credential Summit Guidebook
## *(Because Charter School Experts Should be Recognized)*

Planning, opening, and sustaining a Wisconsin Charter school requires a ton of commitment, a bunch of learning, and a whole lot of community building.

WRCSS is providing you a free way to showcase charter school accomplishments in a transparent, credible, and collaborative format that aims to:
- Reinforce specific strengths, skills, and merits of specific charter schools
- Elevate your profile in attracting new families, and
- Help other Wisconsin charter schools connect with your expertise.

The process to obtain this recognition and the respective micro-credentials is as follows:

| 1. Choose your credential(s) | 2. Attend the defense summit | 3. Showcase your credential(s) |
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Please use this packet/document to review the details of this unique opportunity and as always, please reach out with any questions. Watch this [video summary](#) about WRCCS Micro-credentials.

# Benefits of WRCCS Micro-credentialing

**Celebration:** WRCCS wants to celebrate the great work being done in our state's charter schools every day. You work hard on all aspects of running a public school, but there are additional things that are unique to charter school work -- and those are the things we are highlighting here.

**Recruitment Tool:** We all have a holistic story to tell and sometimes our story is not fully captured by the data that is publicly available. By showcasing the various expertises of your school, you may appeal to new staff and students, and better articulate your attributes, success, and story to your community.

**Pay it Forward:** WRCCS serves as a way to connect schools with one another for support. By showcasing the various expertises of your school, other schools will be able to connect with you to find support in specific areas. WRCCS plans to share your resources in our open source library. We are all better off learning and growing together.

# Menu of Credentials

| Credential | Description | Artifact/Evidence Required<br>*Information shared will become open-sourced resources to support schools around Wisconsin |
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| **Academic Model**<br><br>The charter school demonstrates a highly successful and effective academic model complete with teacher professional development, transparent communication, and positive learning outcomes for all students. | **WRCCS Competencies:**<br>**Classroom: Academic Program**<br>*Develops/refines a well-researched academic program that matches the mission and vision of the charter school and meets identified student needs.*<br>**Leadership: Academic Program**<br>*Develops/refines classroom and schoolwide assessment tools and processes* | ● Evidence of parent communications about the model<br>● Evidence of teacher training/on-boarding around the model<br>● Evidence of successful learning outcomes resulting from the academic model<br>● Clear performance measures for continuous improvement |
| **Charter School Operations**<br><br>The charter school has implemented a leadership and governance model complete with long-term strategic planning and school policies and procedures for effective school operations. | **WRCCS Competencies:**<br>**Governance Board: Governing Practice**<br>*Establishes/revisits the board's role in governance (not management) of the school. Autonomy is developed and extended to school leaders and teachers to make curricular decisions, hire staff, manage day-to-day affairs of the school, interact with parents, report to the board, and implement the board's suggestions and strategies*<br>**Governance Board: Culture**<br>*Defines/revisits what leadership means in relation to the charter school organizational structure*<br>**Governance Board Legal**<br>*Fulfills/revisits policy handbook checklist: employment, teacher contracts, employee handbook, employee harassment policy, HR payroll, etc., student and parent handbook, student policies, nondiscrimination including complaint procedure, grievance policy, service animal, Title IX, bullying, harassment, student records, record retention, open records, weapons on school property, attendance and truancy, discipline – suspension and expulsion, Special Ed policies and procedures -- LEA, 504 policies and procedures, information management system, digital use policy (devices, internet)* | ● Evidence of an implemented and sustainable leadership model and organizational chart<br>● Long-term plan to ensure the sustainability of mission and vision<br>● School policies, procedures, and structures that supports school operations<br>● Clear performance measures for continuous improvement |

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| **Financial Health**<br><br>The charter school has clear and transparent financial management practices that ensure sustainable financial health. | **WRCCS Competencies:**<br>**Governance Board: Business Operations**<br>*Creates/refines plan for auditing, reviewing, and reporting on finances annually*<br>**Governance Board: Business Operations**<br>*Drafts/documents a business plan including annual budget needs and 3 to 5 year budget forecasts*<br>***Governance Board: Business Operations***<br>*Outlines/defines how the charter school business plan supports the school mission, student achievement, and stakeholder satisfaction*<br>***Governance Board: Business Operations***<br>*Plans/builds a reserve fund (fund balance) as part of the corporation to support school needs and ensure sustainability*<br>***Leadership: Business Operations***<br>*Develops/implements a plan for leadership and management of the school's business operations* | ● Successful financial audits including reporting practices<br>● Evidence of financial sustainability and clear financial practices<br>● Evidence of financial oversight practices ensuring transparency<br>● Clear performance measures for continuous improvement |
| **Community Engagement**<br><br>The charter school has intentional practices around connecting with their community and local resources in a meaningful way that is mutually beneficial and purposeful. The school clearly serves its community and is able to express such. | **WRCCS Competencies:**<br>**Governance Board: Community Engagement**<br>*Creates/refines plan for how to engage community partners and volunteers in collaborating with your school*<br>**Leadership: Community Engagement**<br>*Designs/communicates goals, mission, and accountability measures (transparent to all constituents)*<br>**Leadership: Equity**<br>*Elicits staff input and feedback on the perceived greatest student need(s) and school improvement priorities (discuss results publicly)*<br>**Classroom: Culture**<br>*Develops/implements mechanisms for including all stakeholders; parents, students, staff, and community in developing a positive supportive student learning culture* | ● Plan for and evidence of strategic partnerships<br>● Plan for and evidence of shared stakeholders<br>● Plan for and evidence of community impact and satisfaction<br>● Clear performance measures for continuous improvement |

| School Culture | **WRCCS Competencies:** | |
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| The charter school maintains mechanisms for equitably including all stakeholders - parents, students, staff, and community - in developing a positive supportive student learning culture focused on serving all students. | **Classroom: Culture** *Develops/implements a measurement tool that assesses school culture* **Classroom: Culture** *Uses a school improvement framework to gather information demonstrating both students and teachers alike truly believe in the school's mission, rules, and expectations* **Governance Board: Culture** *Develops/sustains/models a positive and empowering work environment where all stakeholders can experience working conditions that sustain energy and dedication for years* **Leadership: Culture** *Develops/sustains/models a positive school culture and behavior expectation system complete with tools or rubrics for surveying, assessing and measuring the school culture* **Leadership: Equity** *Develops/sustains practices focused on equity through research-based equity trainings and the use of equity tools to measure your outcomes and processes* | ● Plan for and evidence of positive relationships between authorizer - governance - school level leaders<br>● Evidence of staff, student, and parent perception and retention<br>● Evidence of intentional positive culture-building and culture-maintenance practices<br>● Clear performance measures for continuous improvement |
| School Governance | **WRCCS Competencies:** | |
| The charter school maintains a diverse and independent governance board that has updated policies, clear operations and routine procedures that ensure successful school governance. | **Governance Board: Governing Practice** *Establishes/revisits the board's role in governance (not management) of the school. Autonomy is developed and extended to school leaders and teachers to make curricular decisions, hire staff, manage day-to-day affairs of the school, interact with parents, report to the board, implement the board's suggestions and strategies* **Governance Board: Governing Practice** *Establishes/refines effective procedures for how the board functions. ( ex. set goals and create metrics for measurement, approve budget, create school policies, know local and state charter school laws, and fundraise for the school.)* **Governance Board: Governing Practice** *Establishes/ensures governance board subcommittees for efficient operations* **Governance Board: Governing Practice** *Establishes/revisits methods or systems for frequent and transparent communication between the board and the school leadership.* | ● Evidence of strong routine operations (ex. meetings, committees, etc.)<br>● Evidence of operational processes (ex. policies, handbook, etc.)<br>● Evidence of shared management training/on-boarding for leaders, governance board members, and authorizers<br>● Evidence of clear organization for a balance between management and governance<br>● Clear performance measures for continuous improvement |

# Micro-credential Process
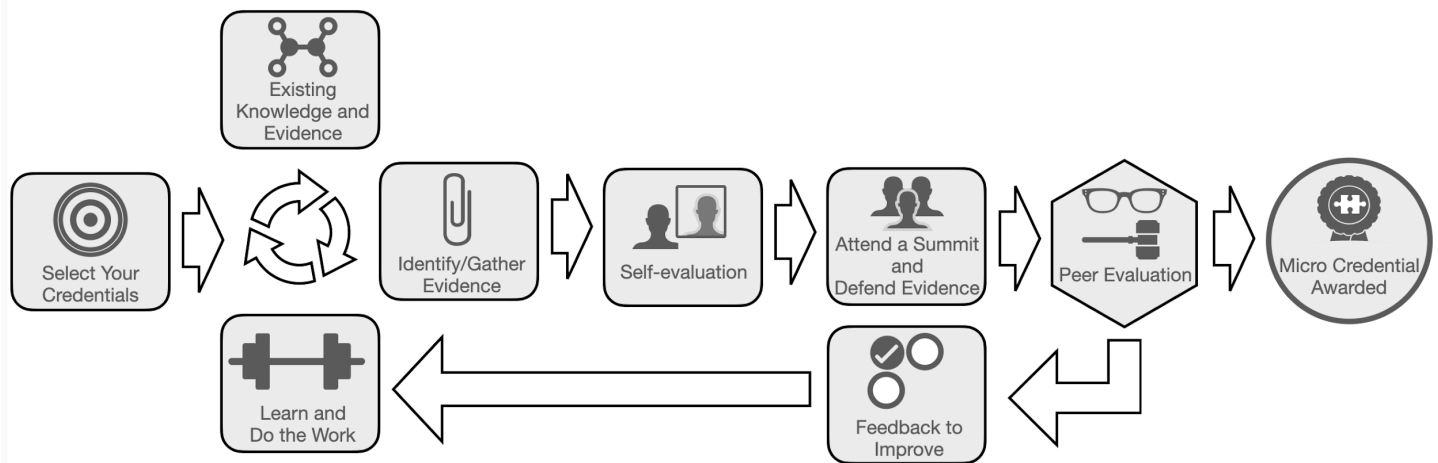


1. **Select Your Credential(s)**
   a. Choose a Micro-credential that fits your goal
   b. Think of what makes your school unique and what you are good at

2. **Learn and Do the Work -or- Identify Existing Knowledge and Evidence**
   a. WRCCS resources
   b. Access WRCCS Mentors

3. **Identify/Gather Evidence**
   a. 4-5 artifacts/evidence as documents (these may become open source resources with WRCCS, so please avoid any confidential information)
   b. 3-5 experiences or activities (articulation of the tasks or events that you carried out towards this MC)

4. **Self-Evaluation**
   a. Use the micro-credential rubric to self evaluate your skills and evidence
   b. Reflect and prepare to defend skills and evidence before attending summit

5. **Attend a Summit and Defend Micro-credential**
   a. Provide and describe evidence of success
   b. Answer specific questions from peer review team
   c. Share learning throughout school history

6. **Peers Evaluate**
   a. Peers evaluate using Micro-credential Rubric (see below)
   b. If enough evidence is apparent, a micro-credential is awarded
   c. If not enough evidence is provided, feedback for improvement is provided

# Peer Reviewers

WRCCS will recruit volunteer reviewers to provide micro-credential defense feedback.  Being a Peer Reviewer is an excellent way to learn through other charter schools in Wisconsin.  Peer reviewers will follow a clear and transparent **Micro-credential Review Protocol** that will support the defense process.  Peer Reviewers participate in the micro-credential defense process by asking questions and using the specifically designed WRCCS Micro-credential Rubric to assess the defense.  Reviewers do not have to be experts in the specific area.  They are responsible to ensure evidence is apparent, feedback is provided and a score on the rubric is given.

## [Micro-credential Review Rubric](#) used to validate Micro-credentials