Summary of Modules
Summer 2018 Edition

The Wisconsin Resource Center for Charter Schools (WRCCS) has produced 24 learning modules to support the creation and improvement of charter schools. Each module includes roughly two hours of content, including learning to know, learning to do, and reflection assignments.

These modules are organized into four stacks: Charter Authorizer, Charter Board, Charter Classroom, and Charter Leader. This document summarizes the key strategies for each module.

1.0 Charter Authorizer

The Charter Authorizer stack contains six modules related to charter school authorizing:

1.1 Authorizing quality charter schools: Legal requirements — School board authorizers develop a detailed understanding of Wisconsin law requirements for charter school authorization and contracting. (Wisconsin Association of School Boards)

1.2 Authorizing quality charter schools: Selecting schools and monitoring performance — School board authorizers identify charter schools that complement their vision for quality education and monitor those schools for academic achievement, contract compliance, autonomy, and student rights. (Wisconsin Association of School Boards)

1.3 Orienting authorizers to essential practices of high-quality charter schools — Authorizer learns essential practices required by statute and supported by best practices for approving charter schools. (EdVisions)

1.4 Continuous improvement for existing charter school authorizers — Authorizer reviews and reflects upon their own essential practices as a high-quality authorizer and creates a plan for continuous improvement unique to their school(s). (EdVisions)

1.5 Charter application process — (Coming soon from Innovative Schools Network)

1.6 Authorizer best practices — (Coming soon from Innovative Schools Network)

2.0 Charter Board

This stack contains seven modules related to charter school boards:

2.1 Taking your team from a founding board to a governing board! — Board members and school leaders learn the basics of a founding charter school board, including the three Ps of a good charter school board: People, Process, and Performance. (BoardOnTrack)

2.2 Developing and supporting your charter board & CEO partnership — Learner develops and supports a charter board/CEO partnership that promotes the organization's vision of excellence through agreed-upon roles and responsibilities, an accountability plan, and agreed-upon communication protocols. (BoardOnTrack)

2.3 Fixing your board meetings to strengthen your board — (Coming soon from BoardOnTrack)

2.4 Building family and community partners: Connect, explore, engage — Learners develop strategic plans for their schools to connect with parents and community members by: identifying school community partners, creating a school community map, crafting the "right" question to ask, adopting a listening stance, and committing to specific, time-bound, actionable steps to engage parents and community members as supporters and thought leaders. (Wisconsin Green Schools Network)

2.5 Charter school startups: Understanding Agile project management — School creators maximize their efforts and minimize

the confusion using modern project management principles borrowed from the world of software development. (Edio)

2.6 Model charter school strategic planning — Development team understands the basic structures and timelines for opening a model charter school through onboarding of essential stakeholders and establishing agreed upon philosophies. (Innovative Schools Network)

2.7 Charter contract — (Coming soon from Boardman & Clark)

3.0 Charter Classroom

This stack contains five modules related to charter school classrooms:

3.1 Classroom engagement for disadvantaged learners — To help disadvantaged learners, educator nurtures their foundational skills and makes the personal shift from an instructional paradigm to a learner-centered paradigm. (Institute for Personalized Learning)

3.2 Enhancing community in the online classroom — Teacher establishes human connection, nurtures peer coaching, and builds positive relationships to boost the success of an online environment. (Wisconsin Digital Learning Collaborative)

3.3 Curating your own online playlists for blended and online programs — Educator understands what online playlists are and the basic principles for designing playlists that deepen learning and accelerate students' progress. (Wisconsin Digital Learning Collaborative)

3.4 Using prepackaged online content for blended and online programs — Educator takes ownership for online content quality, finds content that aligns with students' needs, asks 12 key questions about quality and fit, and monitors the effectiveness of the content to improve it over time. (Wisconsin Digital Learning Collaborative)

3.5 Ensuring equity and access in learning design for blended and online programs — Educator promotes equity and access in the learning design in a blended or online program by ensuring that the

learning design is culturally relevant, designed to be accessible for all students, and attentive to any lack of Internet access in students' homes. (Wisconsin Digital Learning Collaborative)

4.0 Charter Leadership

This stack contains five modules related to charter school leadership:

4.1 Wisconsin rural charter schools: Considerations and opportunities — Leader helps their rural community by acting to open charters that meet the important needs of children in their districts. (Innovative Schools Network)

4.2 Developing a strong charter school culture and climate — Leader and all stakeholders create a mission, vision, and values that align with their ideal school culture and use these tools to guide decision making and everyday interactions. (EdVisions)

4.3 Thinking about equity in charters: How does *who* I am shape *what* I do as a leader? — Leaders reflect on their own beliefs and understanding of equity and begin to see the connection between what they think and how they act in a leadership capacity. (Schools That Can Milwaukee)

4.4 Improving admissions, marketing, and enrollment processes for online learning — Leader implements pre-enrollment assessment, pre-enrollment counseling, and ethical marketing practices, as well as a post-enrollment orientation system, to improve outcomes for online learners. (Wisconsin Digital Learning Collaborative)

4.5 Cultivating a positive culture in online and blended settings — Leader defines *priorities*—what matters to the program or classroom—and *processes*—how to get those priorities done—in a way that systematizes a positive, successful culture into an online or blended program. (Wisconsin Digital Learning Collaborative)