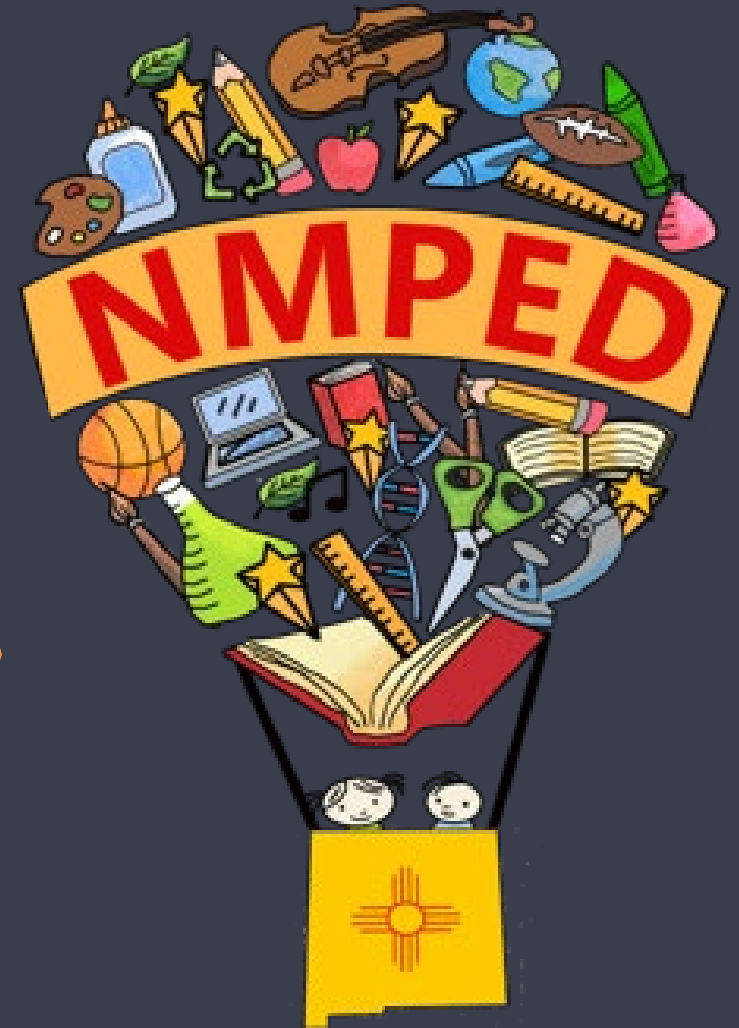# Charter School Governing Board Training

Melissa Brown
Charter Schools Division

Public Education Commission
Work Session

October 19, 2022

Agenda

- Overview of charter school governing board training (slides 3-6)

- New member training course: Equity & Culturally and Linguistically Responsive Practices (slides 7-44)

New Mexico Administrative Code § 6.80.5.9 requires charter school governing body members receive training in the following areas:

1) public official/charter school governing body ethics and responsibilities,

2) charter school fiscal requirements pursuant to the Public School Finance Act, NMSA 1978 § 22-8-1 et seq.,

3) understanding and evaluating academic data, including state assessment data school and interim and summative academic assessment data

4) open government and requirements regarding free public school education, and

5) understanding and overseeing the organizational performance of a charter school.

In order to support course provider applicants in developing their applications, the Public Education Department has developed this guidance, which identifies specific standards within each training area. Please note, applicants are not limited to these standards, and may identify additional standards within each area to address the needs of individual governing bodies and governing body members.

New Members	Continuing Members

• New Governing Board Member Training: 7 hours in Canvas in 2022-23
 	
  • 2-hours public official/charter school governing body ethics and responsibilities
 	
  • 2-hours fiscal understanding
 	
  • 1-hour understanding and evaluating academic data
 	
  • 1-hour open government, legal, and organizational performance
 	
  • 1-hour equity and culturally and linguistically responsive practices
 	
• 3-hours additional training standards identified by the individual governing bodies and governing body members
	• 1-hour public official/charter school governing body ethics and responsibilities
	
	• 3-hours fiscal understanding
	
	• 2 hours understanding and evaluating academic data
	
	• 1-hour open government, legal, and organizational performance
	
	• 1-hour equity and culturally and linguistically responsive practices

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Fiscal Year 2023 Charter Schools Division
Governing Board Training Schedule
July 31, 2022

To enroll in one of the trainings listed below, fill out this Google Registration Form at least 48 hours prior to the training session. Enrollees will receive a zoom registration link via email at least 24 hours prior to the session.

Additional training opportunities, including asynchronous courses in Canvas, will be made available later in the year. An updated schedule will be provided at that time. If you would like information about in person training opportunities, included trainings embedded into board meetings, please contact Charter.Schools@state.nm.us.

Please note: if there are fewer than five attendees enrolled the session will be cancelled with at least 24 hours' notice.

August 2022		
Wednesday 3rd	4 pm – 5 pm	Open Governance, Legal & Organizational Performance Requirements
Tuesday 9th	12 pm – 1 pm	Equity & Culturally & Linguistically Responsive Practices
Thursday 11th	4 pm – 5 pm	Fiscal #1
Wednesday 17th	4 pm – 5 pm	Ethics & Responsibilities
Tuesday 23rd	12 pm – 1 pm	Fiscal #2
Thursday 25th	4 pm – 5 pm	Fiscal 3
Wednesday 31st	4 pm – 6 pm	Academic Understanding

September 2022		
Tuesday 6th	12 pm – 1 pm	Open Governance, Legal & Organizational Performance Requirements
Thursday 8th	4 pm – 5 pm	Fiscal #2
Saturday 10th	10 am – 12 pm	10 am - Equity & Culturally & Linguistically Responsive Practices 11 am - Ethics & Responsibilities
Wednesday 14th	4 pm – 5 pm	Fiscal # 2
Tuesday 20th	12 pm – 1 pm	Fiscal 3
Thursday 22nd	4 pm – 6 pm	Academic Understanding
Wednesday 28th	4 pm – 5 pm	Equity & Culturally & Linguistically Responsive Practices

October 2022		
Start of the second quarter of the fiscal year		
Tuesday 4th	12 pm – 1 pm	Fiscal #1
Thursday 6th	4 pm – 5 pm	Fiscal #2
Wednesday 12th	4 pm – 5 pm	Equity & Culturally & Linguistically Responsive Practices
Saturday 15th	10 am – 12 pm	10 am Open Governance, Legal & Organizational Performance Requirements 11 am Ethics & Responsibilities
Tuesday 18th	12 pm – 1 pm	Fiscal #3
Wednesday 26th	4 pm – 6 pm	Academic Understanding

November 2022		
Saturday 5th	10 am – 12 pm	10 am Fiscal # 1 11 am Fiscal #2
Tuesday 8th	12 pm – 1 pm	Equity & Culturally & Linguistically Responsive Practices
Thursday 10th	4 pm – 6 pm	Academic Understanding
Tuesday 15th	12 pm – 1 pm	Fiscal #3
Thursday 17th	4 pm – 5 pm	Ethics & Responsibilities
Wednesday 30th	12 pm – 1 pm	Open Governance, Legal & Organizational Performance Requirements

December 2022		
Saturday 3rd	10 am – 12 pm	10 am: Open Governance, Legal & Organizational Performance Requirements 11 am: Ethics & Responsibilities
Tuesday 6th	12 pm – 1 pm	Fiscal #2
Wednesday 7th	4 pm – 6 pm	Academic Understanding
Thursday 8th	4 pm – 5 pm	Fiscal #1
Wednesday 21st	4 pm – 6 pm	4 pm Fiscal #3 5 pm Equity & Culturally & Linguistically Responsive Practices

| January 2023		
Start of the third quarter of the fiscal year!		
Wednesday 4th	4 pm – 5 pm	Equity & Culturally & Linguistically Responsive Practices
Saturday 7th	10 am – 12 pm	Academic Understanding
Tuesday 10th	12 pm – 1 pm	Open Governance, Legal & Organizational Performance Requirements
Thursday 12th	4 pm – 5 pm	Ethics & Responsibilities
Wednesday 18th	4 pm – 5 pm	Fiscal 1
Tuesday 24th	12 pm – 1 pm	Fiscal 2
Thursday 26th	4 pm – 5 pm	Fiscal 3

February 2023		
Wednesday 1st	4 pm – 5 pm	Open Governance, Legal & Organizational Performance Requirements
Tuesday 7th	12 pm – 1 pm	Fiscal 1
Thursday 9th	4 pm – 5 pm	Ethics & Responsibilities
Wednesday 15th	4 pm – 5 pm	Fiscal 2
Tuesday 21st	12 pm – 1 pm	Equity & Culturally & Linguistically Responsive Practices
Thursday 23rd	4 pm – 6 pm	Academic Understanding
Saturday 25th	10 am – 12 pm	10 am Fiscal 3 11 am Ethics & Responsibilities

Immersive Reader

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Charter School New Board Member Introductory Course

New Charter School Board Member Introductory Course
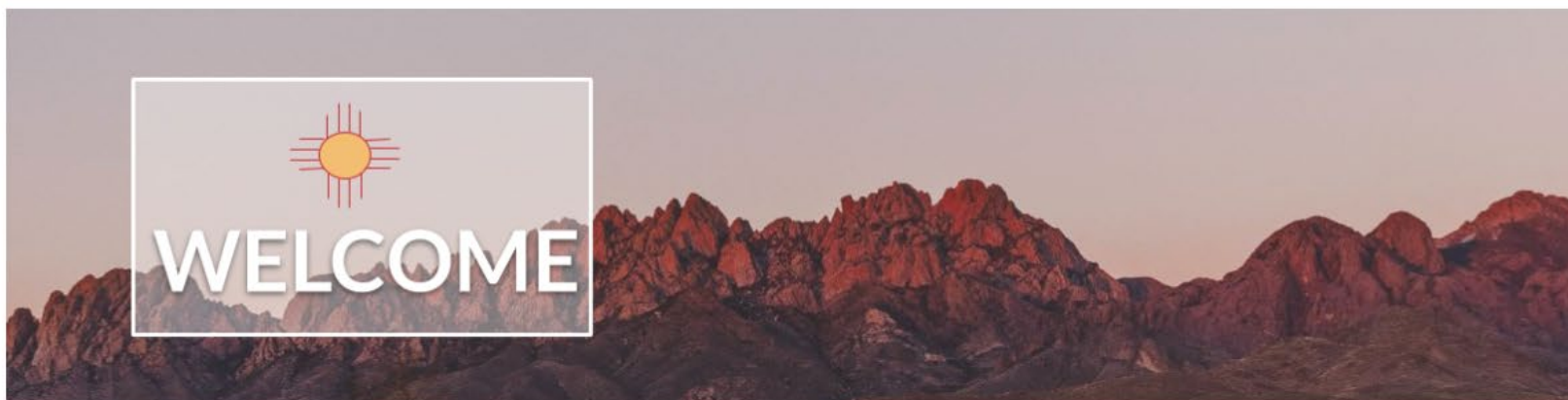
WELCOME

Welcome to the Charter School Governing Board New Member Introductory Course. These courses cover six of the required ten hours of training for your first year of board service. The seventh hour of New Member training will be scheduled in order to meet together virtually. If you have any questions or need help, please email us at charter.schools@ped.nm.gov.

To learn more about our learning objectives and the course requirements, please review the Course Overview. If at any time during your learning experience you find you need help, feel free to contact us using the About Your Facilitators page, post to the Question Board, or contact Canvas Support.

View Course Stream

View Course Calendar

View Course Notifications

To Do

Nothing for now

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Introductory Course

Equity & Culturally and Linguistically Responsive Practices

Equity, Culture and Linguistic Responsiveness

I

Equity, New Mexico and the Martinez & Yazzie Lawsuit

Remedying the findings of the Martinez and Yazzie Consolidated Lawsuit means creating positive educational experiences and improved outcomes for all New Mexico students and requires effort and cooperation from all parties, including the NMPED, districts, charter schools, higher education institutions, Tribes, families, and other education stakeholders.

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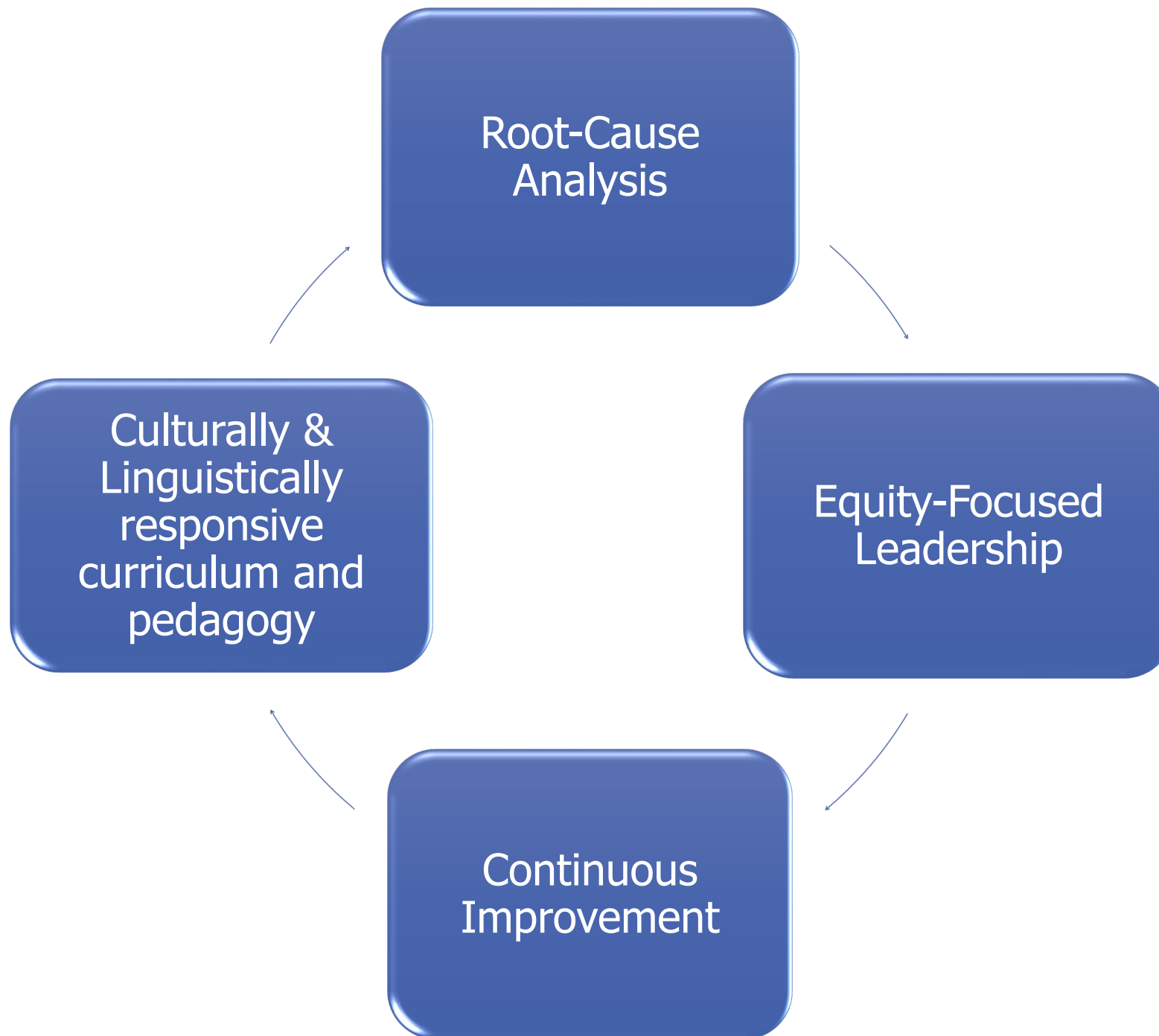
Cultural Responsiveness

Cultural responsiveness can be incorporated into instructional methods to consider how students' different cultures are reflected in

- Communication

- Learning style

- Behavior

- Engagement norms

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What Is Cultural and Linguistic Competence?

Culture: integrated behavior patterns of racial, ethnic, or religious groups that include:

- Language and communication
- Customs and actions
- Beliefs and values

Cultural and Linguistic Competence: a set of congruent behaviors, attitudes, and policies in a system, agency, or among professionals that enables effective work in cross-cultural situations.

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Every Child Can Learn & Succeed

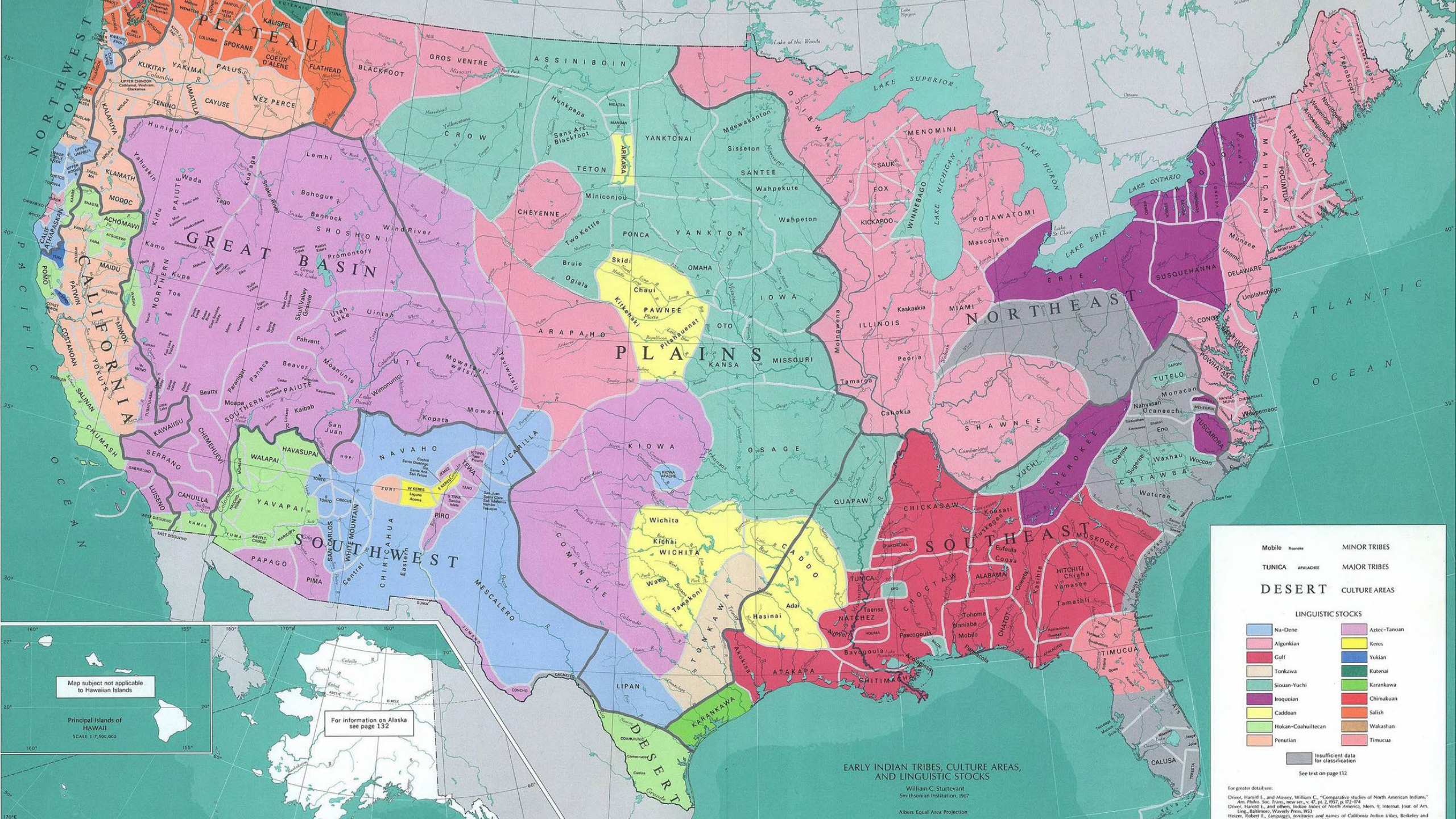## The Key to Success is having a multicultural education system and high expectations for everyone involved

NEW MEXICO
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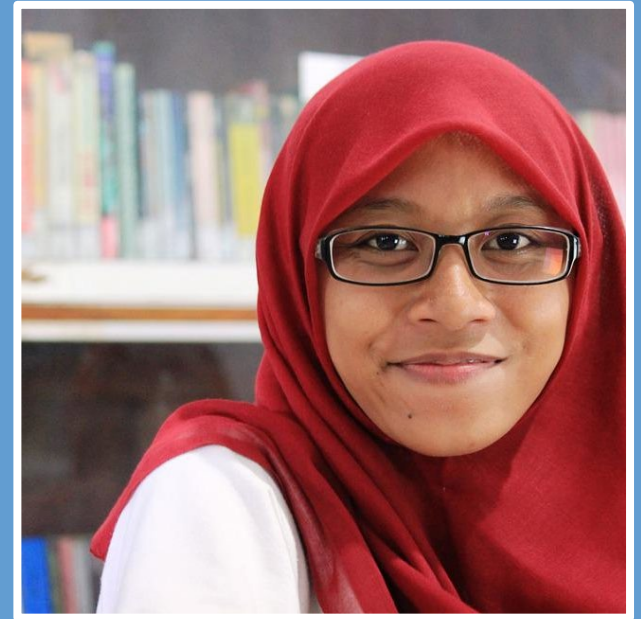
Who are the students at risk?

- An "at-risk student" means a student who:
  - is designated an English language learner;
  - is economically disadvantaged;
  - is Native American;
  - has a disability; or
  - is highly mobile (has not remained in school for an entire year or consecutive years).

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EARLY INDIAN TRIBES, CULTURE AREAS,
AND LINGUISTIC STOCKS

William C. Sturtevant
Smithsonian Institution, 1967

Albers Equal Area Projection

Map subject not applicable
to Hawaiian Islands

Principal Islands of
HAWAII
SCALE 1:7,500,000

For information on Alaska
see page 132

Legend

Mobile — Roanoke — MINOR TRIBES

TUNICA — APALACHEE — MAJOR TRIBES

DESERT — CULTURE AREAS

LINGUISTIC STOCKS

- Na-Dene
- Algonkian
- Gulf
- Tonkawa
- Siouan-Yuchi
- Iroquoian
- Caddoan
- Hokan-Coahuiltecan
- Penutian
- Aztec-Tanoan
- Keres
- Yukian
- Kutenai
- Karankawa
- Chimakuan
- Salish
- Wakashan
- Timucua
- Insufficient data for classification

See text on page 132

For greater detail see:
Driver, Harold E., and Massey, William C., "Comparative studies of North American Indians,"
Am. Philos. Soc. Trans., new ser., v. 47, pt. 2, 1957, p. 172–174
Driver, Harold E., and others, Indian tribes of North America, Mem. 9, Internat. Jour. of Am.
Ling., Baltimore, Waverly Press, 1953
Heizer, Robert F., Languages, territories and names of California Indian tribes, Berkeley and

What is the Achievement Gap?

Persistent disparities in measures of educational performance among groups of students, especially groups defined by socioeconomic status, race/ethnicity and gender.

What Can be Done?

- First, a board needs to understand which students within their school are not performing as well as hoped for.

- This can be accomplished by receiving updates on student achievement by subgroups (gender, ethnicity, socioeconomics, and language etc.).

Equity Councils

- It is important to know that, as a board member, you are not alone in addressing these issues.

- Your school has an Equity Council whose job it is to annually assess and advise the school on how to improve.

The Head Administrator's Role

- Analyze and report on achievement data by subgroup.
- Inform the board on how that data is being used to lead improve instructional practices at the school.

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The Business Manager's Role

- Provide reports to the board explaining how the school has allocated budget to improve academic outcomes.

Understanding Bias

II

What is Unconscious/Implicit Bias?

- It is the underlying attitude and stereotypes that people unconsciously attribute to another person or group of people which affects how they understand and engage with a person or group.

All Children Can Learn

When adults understand and acknowledge the role of culture in student learning and the pattern of lower achievement seen at their school, they can create a better learning environment.

Recognizing Our Own Filters & Assumptions

- Beliefs operate as a filter through which reform efforts are interpreted and implemented and can permeate every aspect of education.

- This can lead to efforts that inadvertently perpetuate disparities in academic outcomes between groups based on culture, language, race, and social class.

- Board members can play an important part by asking questions to get better understanding.

Common Influences of Beliefs on Student Outcomes

Contexts

- Culturally Diverse School
  - Policies/Procedures
  - Budget/resources
  - Building relationships with community
  - Recruitment/hiring
  - Staff development
  - Curriculum
  - Instruction
  - Discipline system

Beliefs

Values, assumptions, expectations of the dominant culture
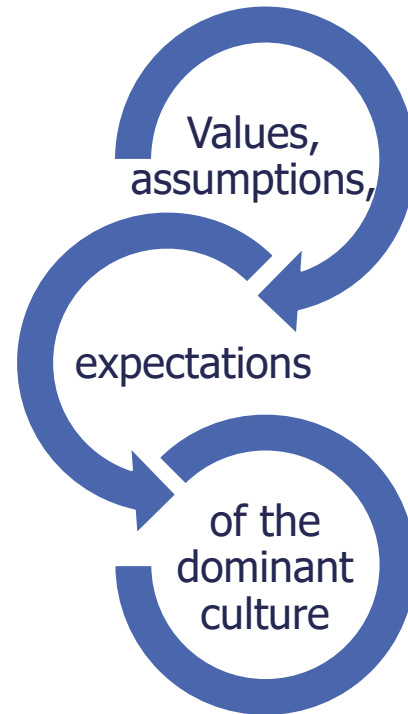
Teaching-Learning Process

Culturally Relevant	Cultural Mismatch
- Curriculum & materials	
- Instructional strategies	
- Discipline/behavior management	
- Relationships with students and their families	

Outcomes

Positive	Negative
- Academic Achievement	
- Graduation rates	
- Representation in special education	
- Represented in gifted education	

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A Framework for Cultural-Responsiveness

Contexts

- Culturally Diverse School
  - Policies/Procedures
  - Budget/resources
  - Building relationships with community
  - Recruitment/hiring
  - Staff development
  - Curriculum
  - Instruction
  - Discipline system

Beliefs

Pluralistic values, assumptions,

Expectations reflecting

Multiple perspectives

Teaching-Learning Process

Culturally Responsive for all Students

- Curriculum & materials
- Instructional strategies
- Discipline/behavior management
- Relationships with students and their families

Outcomes
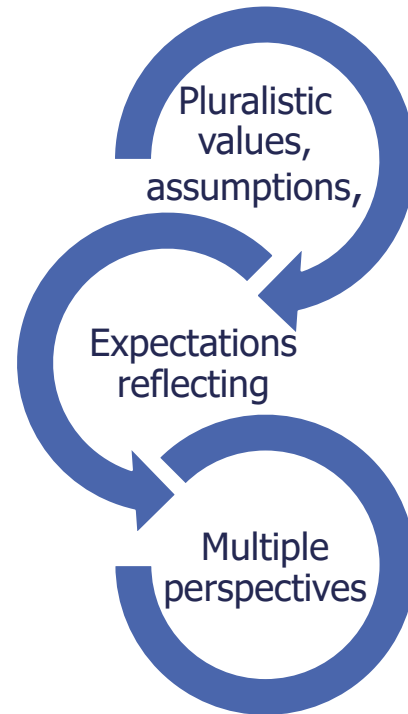
Positive for all Students

- Academic Achievement
- Graduation rates
- Representation in special education
- Represented in gifted education

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It's On All Of Us

- The responsibility to improve student achievement in an equitable way cannot be solely relegated to teachers alone.

- We must all be willing to examine our own beliefs and assumptions about how to create equitable educational opportunities and achieve high academic outcomes for all students.

- Charter schools have, in part, been designed to do just this very thing!

- The board has an enormous influence, working with your school's Equity Council, to address these issues at the individual school level.

Governance Responsibilities

III

A Diverse Board

This Photo by Unknown Author is licensed under CC BY-SA-NC

- Intentionally diverse schools seek to mirror the diversity they value in their student body as well as in their leadership.

Promoting Equity in Schools

- Equity focuses on closing achievement and opportunity gaps and fighting implicit bias.

- Equity means recognizing that power imbalances exist within both historical and modern contexts and accounting for these difference in order to improve the education and daily life of the maximum number of students.

- This means accounting for and better supporting individual differences because some students do need extra attention or allowances to overcome setbacks in their personal life and/or long-standing systems of oppression.

Eliminate Any Unintentional Discrimination

Attendance policies may be inequitable when considering students' potential individual reasons for needing extra support.

Practices like dress codes (including hairstyle) that present a double standard based on race, gender, or body type can, by definition, be discriminatory.

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Create a Safe Space

- It is important to establish equity as a consistent annual goal.

- When equity is part of a school's mission and strategic plan, it becomes easier to brainstorm, share, and unravel its many layers.

An Everyday Commitment

- Make sure to swiftly and responsibly address issues like:
  - bullying,
  - racial and gender stereotyping,
  - individual financial challenges, and
  - housing instability,
  - as well as the variety of personal backgrounds that staff and students bring with them to school, ranging from trauma and mental health concerns to unique immigrant experiences.

Professional Learning is Essential!

It is imperative for school leaders to provide staff with access to training that focuses on equity and on helping communities reach their full potential of becoming environments where personal and individual growth is valued.

The Board Can and Should

- Provide funding for at least 10 days of professional development each year.

- Support high-quality professional development in the specific areas in which teachers need to be effective.

  - This includes increasing support for sustained, curriculum-focused professional learning institutes as well as coaching models that help teachers put ideas into practice.

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Questions for a Board to Consider

- Is our school supporting each student to achieve at their maximum potential?

- What is our history on delivering strong academic outcomes to all our students?

- What do we need to do to promote stronger academic outcomes?

- What additional tools might we use to addresses each students' learning style?

Questions for a Board to Consider

- How does your board view its accountability to the marginalized communities that it serves?

- Is your board willing to use its power and voice in service to those who have historically been disenfranchised?

- What are you willing to do to make your board more accountable to the communities it serves?

Strategies to Help Close the Achievement Gap

IV

Steps a Board & Their Head Administrator Can Take

- As you examine the data, identify strategies for closing the gaps.
- As the board discusses these strategies, keep in mind:
  - which strategies are already in place;
  - what resources are needed to implement new strategies; and
  - what new actions are needed.

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Be Supportive!

Make closing gaps a schoolwide responsibility.

Set expectations to provide rigorous, culturally relevant curricula.

Maintain focus on academic outcomes.

Ensure student performance data are used to inform instruction.

Identify strategies and programs which increase achievement.

Provide ongoing professional development for school leaders on effective strategies for closing achievement gaps.

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Additional Steps You Can Take

- Seek additional funding

- Target resources on closing the identified gaps

- Expand school capacity via additional resources

- Engage businesses, universities, foundations in your schools' work

- Seek federal, state, or private funding in collaboration with partners

- Task Equity Council with seeking more community engagement.

- Require regular professional development on diversity for all school personnel.

- Use surveys to get insights on the experiences and perceptions of people within the school community.

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What Is Not Measured Is Not Managed

How does your board track progress or success?

If you're not measuring what you're doing how do you know where you are?

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Thank You

If you have questions, please email us at charter.schools@state.nm.us and put "GB question" in the subject line.