

# Values-Driven Authorizing for New Mexico Public Education Commission



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# Agenda for Today

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**Part I: Finish Board Self-Assessment**

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**Part II: Values-Driven Authorizing**

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**Part III: Creating Your Vision and Mission Statements**

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**Part IV: Identifying Your Core Values**



# PART I: BOARD SELF-ASSESSMENT RESULTS

## Key Governance Standards for Effective Authorizing

**Focus on student outcomes**

**Ensure exceptional leadership and effective partnerships**

**Invest in exemplary governance**

**Act strategically and be accountable**

**Manage financial resources wisely**

**Ensure an effective and well-run organization**

**Center on Equity in our authorizing**



# Key Standards and Overall Agreements

The Commission self-assessment contained 53 key performance indicators (KPIs) supporting seven Key Standards.

Based on a scale of 1 to 5, with 1 being "Strongly Disagree" and 5 being "Strongly Agree," All seven commissioners rated each KPI.

This chart shows the average rating by **Key Standard**. Scores range from 3.4 to 4.1

Key Standard	Key Standard Average
1. Focus on student outcomes	4.1 AGREE
2. Ensure exceptional leadership and effective partnerships (with staff & school boards)	3.6
3. Invest in exemplary governance	4.1 AGREE
4. Act strategically and be accountable	3.7
5. Manage financial resources wisely	3.9
6. Ensure an effective and well-run organization	3.9
7. Center on equity in authorizing	3.4



# Key Standards and Overall Agreements

Indicators that Stand Out	Average Score	# of Indicators
<b>Consensus Agree:</b> Almost all board members Agreed or Strongly agreed	Average score between 4.4-5.0  <b>* No commissioner “disagreed” or “strongly disagreed”</b>	8
<b>Consensus Disagree:</b> Almost all board members Disagreed or Strongly Disagreed	Average score between 2.6 and 3.0*  <b>*No commissioner “strongly agreed” ( All but one had at least one commissioner “agreed”)</b>	5
<b>No Consensus:</b> Board Members had a Varying Opinions	At least one commissioner <b>“strongly disagreed”</b> <b>And</b> At least one commission <b>“strongly agreed”</b>	8

# Key Standard 1.0: Focus on Student Outcomes

No commissioner “strongly disagreed” with any indicator and all but one indicator received averages above a 4.0—in the agree range.

## Agree

I can think of at least one recent board discussion in which board members asked questions about why student outcomes are not stronger, are declining, or are uneven across groups of students. (avg 4.7)

We ensure that schools have ambitious yet attainable charter goals for student development that aim to ensure the success of all students, not just the majority. (avg 4.4)



# Key Standard 2.0: Ensure **exceptional leadership** and **effective partnerships** (with staff & school boards)

All indicators received averages below a 4.0—in the neutral or disagree range

## Disagree

I believe the majority of school boards welcome the chance to talk with the commission and initiate candid conversations with the commission regarding any topic, including concerns and challenges. (avg 2.6)



# Key Standard 2.0 Ensure **exceptional leadership** and **effective partnerships** (with staff & school boards)

## Varying Opinion

(from strongly agree to strongly disagree)

- The Commission has the right number of honest conversations with school boards about their respective school's performance and areas of growth. (avg 3.4)
- There is respect and rapport among our commissioners and CSD and a shared desire to continually strengthen authorizing practices. (avg 3.0)
- The CSD presents our board with recommendations that are backed by thoughtful rationale with evidence; and our board thoroughly discusses the recommendation before taking a vote. (avg 3.9)



# Key Standard 3.0: Invest in Exemplary Governance

## Agree

- Our commission encourages public comment from members of our community, especially from families, and considers community input through in-depth discussions when presented with a high-stakes decision recognizing that context and nuance is essential to being fair. (avg 4.7)
- I understand and support charter schools. My votes are grounded in our legal responsibilities and support a robust charter sector centered on school choice, including authorizing new schools, expanding existing schools, and denying, non-renewing, or putting on notice schools that are underperforming. (avg 4.9)



# Key Standard 3.0: Invest in Exemplary Governance

## Varying Opinion

No indicators received averages of a 3.0 or lower—in the disagree range.

- I have board documents readily available to me, I know what is expected of me, and I ask questions when I am unsure of my responsibility. (avg 3.9)



# Key Standard 4.0: Act strategically and be accountable

## Agree

- I read staff reports, ask questions, and candidly discuss topics prior to casting a vote. (4.4)
- Our oversight tools (e.g., application guidelines, frameworks, renewal reports) support us in making quality, informed decisions. (4.4)



# Key Standard 4.0: Act strategically and be accountable

## Disagree

- I agree with and can explain the Commission's strategic plan and priorities. (2.8)

## Varying Opinion

- Our staff provides information from multiple perspectives and invites members of our community and the school to provide public comment. (3.9)
- Our commission monitors our own goals at least semi-annually and course-corrects in order to hold ourselves accountable for achieving them. (3.0)

# Key Standard 5.0: Manage financial resources wisely

No commissioner “strongly disagreed” with any indicator and all indicators received averages above a 3.0.

## Agree

- I remember conversations within the past six months regarding a school's financial performance. (4.4)



# Key Standard 6.0: Ensure an effective and well-run organization

## Agree

- My colleagues on the commission value and operate in compliance with our operating procedures, upholding our legal and ethical duties. (4.6)

## Disagree and Varying Opinion

- The commission regularly seeks feedback on our performance from stakeholders, including school leaders, founding groups, and school board members. (3.0)



# Key Standard 7.0: Center on equity in authorizing

## Agree

- Every member of this commission believes that all students can achieve at the highest levels if given opportunities and support. (4.6)



# Key Standard 7.0: Center on equity in authorizing

## Disagree

- I have initiated a discussion about whether any of our frameworks, policies, or practices may disproportionately impact some students negatively and/or advantage others. (3.0)
- Commission officers and committee chair positions have often been held by people of color. (2.6)
- The commission is, or has a plan to become, diverse and oversees schools with diverse students, staff, and boards. (2.4)





# Key Standard 7.0: Center on equity in authorizing

## Varying Opinion

- The commission **advocates** for diverse charter school board member and staff representation. (3.1)





# What makes a strong organization? Direction

**Vision:** The future you intend to create; your grand plan—how you're going to change the world.

**Mission:** Your core work; what are you going to do to work towards making your vision a reality, and how are you going to do it?

**Values:** The guiding principles for which you stand; the ideals you refuse to compromise as you conduct your mission in pursuit of your vision.

**Goals:** The handful of achievements and **goals** towards which you will work over the next one to five years (you choose the timeframe).

**Strategies:** The broad courses of action you will take to achieve your goals.



# What is Values-Driven Authorizing?

Values-driven charter school authorizing is an approach in which the authorizing agency makes all decisions, designs all processes, and implements all practices using a set of well-defined values. These values serve as the guiding principles for all decisions and work.

Think of the values not as a set of phrases that live in documents but a set of **actions** that are **visible through intentional choices** that result in the authorizing agency achieving its mission and ensuring its vision comes to fruition.



# What do Values-Driven Authorizers look like?

## They have....

- A shared **vision** and **mission**
- A set of defined **values** that are:
  - Referred to in open **conversations**
  - Implemented through **actions**
- A common understand of **purpose** that centers the board/commission or decision-makers and staff when making high-stakes decisions about schools
- A **reputation** of being authentic, focused, transparent, and fair



# Types of Charter School Authorizers

Y-Axis: The extent to which values **drive** decisions

## BELIEVERS

**You Believe in What You Do!**

There are few levers or they are not used consistently, and decisions are rooted in unwritten values or beliefs which vary across individuals and the organization.

## VALUES-DRIVEN!

**You Do Because You Believe!**

Lever are comprehensive, values-aligned, and they are consistently used!

## NOT VALUES-BASED

**You Are Becoming!**

There are few current levers, and decisions are disconnected from values and beliefs (e.g., Rubber Stamp)

## REGULATORY

**You Do Because You Are!**

There are many clear levers, but they are not created with intention or with a vision for impact. Decisions are not values-driven.

**Levers** refers to organizational documents, tools, frameworks, policies, resources, procedures, processes etc.

X-Axis: The extent to which you have **defined** key elements



# Where is the PEC?

Y-Axis: The extent to which values **drive** decisions

## BELIEVERS

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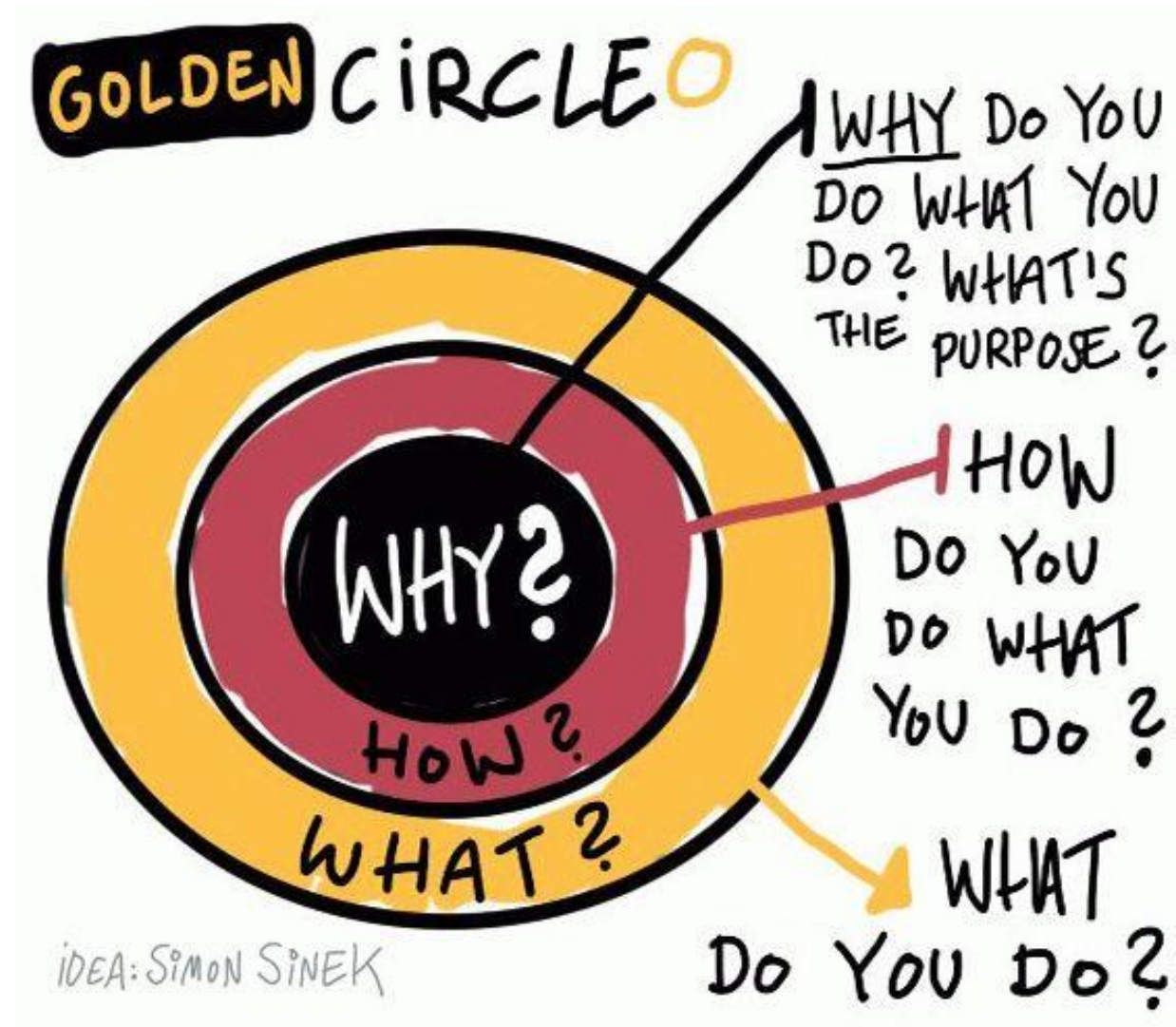
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# Part III: Creating PEC's Vision and Mission





# Grand Valley State University, Charter School Office

## Mission, Vision and Values

### MISSION

Grand Valley State University authorizes charter public schools to join together professors, practitioners, policymakers, and communities in new ways to solve problems in education.

### VISION

We strive to be the model university authorizer by accessing the university's collective resources and diversity to contribute to the enrichment and constant improvement of all public schools chartered by Grand Valley State University.

### VALUES

At Grand Valley State University's Charter Schools Office, the primary focus is to understand complex problems in the GVSU network of schools, facilitating the design of solutions, and advancing remarkable change in teaching and learning. Our mission, vision, and strategic outcomes reflect the university's 5 core values. These core values, which are a part of [GVSU's Reach Higher 2025 Strategic Plan](#), provide a foundation and framework for all of the GVSU CSO's decision-making processes. The core values are:

- Inquiry
- Inclusive and Equitable Community
- Innovation
- Integrity
- International Perspectives



# Maine Charter School Commission

## Mission, vision, values, strategic priorities

**Mission:** To authorize, monitor and develop unique public charter schools that provide a dynamic, superlative education for every student

**Vision:** All of Maine's children will have access to a vibrant ecosystem of diverse schools so that all of them can become happy, healthy and thriving citizens

## Values



### STUDENTS AT THE CENTER

Be aggressively urgent in pursuit of more effective schools



### COLLECTIVE IMPACT

Compassionately coordinate, collaborate and build trust to multiply the impact in the ecosystem



### DEVELOP THE PEOPLE

Design and implement tools, systems and cultures that grow the capacity of people doing the work so they are prepared for greatness



### TRANSPARENCY FOR THE SAKE OF CONTINUOUS IMPROVEMENT

Leverage available data and find new forms of measurement to cultivate truth in decision making and promote integrity in our processes and reporting



# Nevada State Public Charter School Authority

## › VISION & MISSION

### VISION

Equitable access to diverse, innovative, and high-quality public schools for every Nevada student.

### MISSION

The SPCSA sponsors, supports, and oversees dynamic and responsive public charter schools that prepare all students for academic, social, and economic success.

## › VALUES

### STUDENT FOCUSED

We put what is best for students at the center of our work and honor the critical role that families play in student success.

### EXCELLENCE THROUGH IMPROVEMENT

We establish clear, high expectations and constantly seek growth for ourselves and foster improvement for our schools.

### TRANSPARENCY

We promote transparent and open communication and make school performance data accessible to all stakeholders.

### ACCOUNTABLE AUTONOMY

We provide our charter schools with the autonomy to innovate in the best interests of students while holding them accountable for academic results, financial performance, and legal compliance, so that students, families, and taxpayers can be confident in the quality of the schools we sponsor.

### EQUITY & DIVERSITY

We are committed to ensuring equitable access for students from all backgrounds and value the voices of all members of our community.

### LEADERSHIP

We earn the public's trust by holding our agency to the highest standards and investing in our growth and development.



# A focus on Vision

We strive to be the model university authorizer by accessing the university's collective resources and diversity to contribute to the enrichment and constant improvement of all public schools chartered by Grand Valley State University.

**Vision:** All of Maine's children will have access to a vibrant ecosystem of diverse schools so that all of them can become happy, healthy and thriving citizens

**Equitable access to diverse, innovative, and high-quality public schools for every Nevada student.**



# PEC's Vision

- Individually—write a ONE SENTENCE Vision, answering the question:

**How are you, the Public Education Commission of New Mexico with the authority over public charter schools, going to change the world (or at least the lives of children and families of New Mexico)?**

- Read your sentences aloud.
- What are the common themes?
- Give sentences to me—I will draft a combined Vision Statement for your review at our next meeting



# PEC's Mission

Elements of a mission:

- **Who:** Implicit or explicit—who are you?
- **What:** What do you do? What is your function/purpose? (The NOUN)
- **How:** How do you hope to accomplish your work? (The ACTION)
- **For Whom/The Why:** What is the desired IMPACT of your work?



# Identify the elements in these mission statements

## Example Mission Statements

**Southwest Airlines:** Connect people to what's important in their lives through friendly, reliable, and low-cost air travel

**Starbucks:** Inspire and nurture the human spirit – one person, one cup and one neighborhood at a time.

**Harley Davidson:** More than building machines, we stand for the timeless pursuit of adventure.

**Google:** Organize the world's information and make it universally accessible and useful

- What do you notice about these statements?
- Find the elements of a mission in each statement:
  - **Who:** Implicit or explicit—who are you?
  - **What:** What do you do? What is your function/purpose? (The NOUN)
  - **How:** How do you hope to accomplish your work? (The VERB)
  - **For Whom/The Why:** What is the desired IMPACT of your work?



# Mission-drafting Activity

**Activity:** In pairs (or individually, if you prefer to work alone), create a ONE SENTENCE mission statement for the PEC. This statement will be shared.

- WHO
- WHAT
- HOW
- FOR WHOM (THE IMPACT)

This should be something **memorable, memorizeable, and recitable.**





# Mission-drafting Refining

**Activity:** Write your Mission Statement on a piece of wall-paper (or text me if at home and I will transfer to wall-paper)

## **Gallery Walk:**

- Walk around the room and read each statement.
- Get three stickers... You may put them on any three statements (or all three on one statement).
- The statement with the most votes will be our base statement.

## **Group Discussion:**

- Why does this mission statement resonate with you?
- What is missing that should be added?
- What can be modified?

## **Next steps:**

- Review draft mission and vision statements together
- Modify, as needed
- Adopt



# Part IV: Values



# Example Value Statements

## 1. Goodwill



- **Respect:** We treat all people with dignity and respect.
- **Stewardship:** We honor our heritage by being socially, financially, and environmentally responsible.
- **Ethics:** We strive to meet the highest ethical standards.
- **Learning:** We challenge each other to strive for excellence and to continually learn.
- **Innovation:** We embrace continuous improvement, bold creativity, and change.



## American Red Cross

- **Humanity:** The Red Cross, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavors—in its international and national capacity— to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for human beings. It promotes mutual understanding, friendship, cooperation, and lasting peace amongst all peoples.
- **Impartiality:** It makes no discrimination as to nationality, race, religious beliefs, class, or political opinions. It endeavors to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.
- **Neutrality:** In order to continue to enjoy the confidence of all, the Red Cross may not take sides in hostilities or engage at any time in controversies of a political, racial, religious, or ideological nature.
- **Independence:** The Red Cross is independent. The national societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with Red Cross principles.
- **Voluntary Service:** The Red Cross is a voluntary relief movement not prompted in any manner by desire for gain.
- **Unity:** There can be only one Red Cross society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.
- **Universality:** The Red Cross is a worldwide institution in which all societies have equal status and share equal responsibilities and duties in helping each other.



# Example Values -- Zappos

1. Deliver WOW Through Service
2. Embrace and Drive Change
3. Create Fun and A Little Weirdness
4. Be Adventurous, Creative, and Open-Minded
5. Pursue Growth and Learning
6. Build Open and Honest Relationships With Communication
7. Build a Positive Team and Family Spirit
8. Do More With Less
9. Be Passionate and Determined
10. Be Humble



# Brainstorming Values

- What are the key qualities every Commissioner must possess?
- What drives our decisions?
- Are there certain fundamentals we're not willing to compromise on?
- Think of what you admire about your team. Which of their attributes and behaviors exemplify the best elements of our organizational culture?
- What type of schools do you want to authorize?
- What's an action our organization took, or a decision we made, that you believe was right. Why so?
- When we really nailed something, what kind of values and traits were coming through?
- What's a meaningful moment you experienced while on the Commission? What happened? Why was that moment meaningful?
- At the end of the day, what one thing will the team at our organization be remembered for?



# Example Values

- Accountability
- Integrity
- Honesty
- Credibility
- Innovation
- Excellence
- Impactful
- Service
- Stewardship
- Urgency
- Understanding
- Growth mindset
- Diversity
- Responsibility
- Equity
- Support
- Guidance
- Kind
- Fair
- Regulatory
- Not burdensome
- Streamlined
- Effective communication
- Transparent

Fairness	Collaboration	Integrity
Positivity	Enjoyment/fun	Community
Enthusiasm	Honesty	Independence
Diversity	Teamwork	Balance
Creativity	Courage	Sportsmanship
Happiness	Commitment	Resourcefulness
Achievement	Persistence	Generosity
Wisdom	Friendship	Ambition
Perseverance	Responsibility	Justice
Kindness	Appreciation	Curiosity
Cooperation	Empathy	Leadership
Pride	Self-control	Truthfulness
Safety	Challenge	Inclusivity
Acceptance	Stewardship	Innovation
Respect	Communication	Dignity
Motivation	Accountability	



# More example of values

**Action focused**  
**Daring**  
**Drive**  
**Networking**  
**Grit**  
**Flexibility**  
**Fun**  
**Humor**  
**Negotiating**  
**Compassion**  
**Curiosity**

**Challenging**  
**Inspiration**  
**Supportive**  
**Ingenuity**  
**Team building**  
**Problem Solving**  
**Conscientious**  
**Agility**  
**Decisiveness**  
**Dot connecting**  
**Urgency**

**Harmonizing**  
**Introspection**  
**Learning**  
**Competing**  
**Creativity**  
**Positivity**  
**Boldness**  
**Analysis**  
**Ambition**



# Creating Core Values

- Independently – Write down **five core value statements**
- In Pairs – **Select five (total) value statements** between your ten (you can combine, modify, redraft)
- In fours – **Select five (total) value statements** between your ten (you can combine, modify, redraft)
- As a group – Review value statements and **narrow to five**





# Next Steps

**Value statements will be reviewed, along with Mission and Vision at our next session together.**





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**INSTITUTE**

# FOR KIDS. FOR YOU. FOR EDUCATION.

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