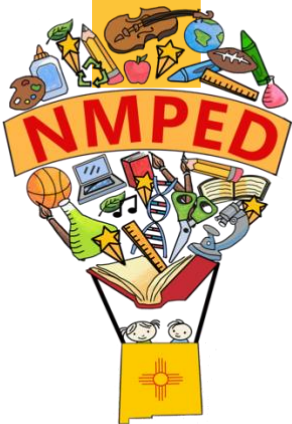


# CULTURALLY AND LINGUISTICALLY RESPONSIVE FRAMEWORK

## SCHOOLING BY DESIGN TOOL

New Mexico Public Education Department  
Language and Culture Division





**Culturally and Linguistically Responsive Framework: Schooling By Design**  
June 2020

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**Notes**

This guidance handbook is located on the NMPED website:

<https://webnew.ped.state.nm.us/bureaus/languageandculture/culturally-and-linguistically-responsive-instruction/>

Please submit feedback and suggestions on how to improve this tool:

[https://www.surveymonkey.com/r/CLR\\_SbD](https://www.surveymonkey.com/r/CLR_SbD)

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## Shared Language

CLR	Culturally and linguistically responsive means validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.
CLR Framework	The structure districts, schools, and charter schools use to ensure their underserved populations have access to programs and services that are culturally and linguistically responsive and meet their social, emotional, and academic needs.
CLR/SbD	Culturally and Linguistically Responsive Schooling by Design is a backwards planned tool that supports districts, schools, and charter schools in designing or revising CLR frameworks.
Culturally and Linguistically Relevant Materials	From NMAC 6.75.2.9.D.2. (a) is culturally relevant, as outlined by the following: (i) informs culturally and linguistically responsive pedagogy; (ii) reflects the cultural diversity represented within the community, state, and nation; (iii) reflects the cultures, languages, and lived experiences of a multicultural society; (iv) addresses multiple ethnic descriptions, interpretations, or perspectives of events and experiences; and (v) encourages critical pedagogy.
Culture	Culture refers to deep patterns of values, beliefs, practices and traditions that have been complied and normalized over a period of time, setting the standard for what is normal and expected (Muhammad & Hollie, 2012)
Equity	Equity in education is a measure of achievement, fairness, and opportunity for students and communities.
Equity Council	Means a group with members who are selected from a district or charter school community for the purpose of providing leadership and creating advisements to address issues of equity for all students with intentionality for the needs of economically disadvantaged students, American Indian and Alaska Native students, English learners, students with disabilities, and other underserved students.
SbD	<p>The Association for Supervision and Curriculum Development (ASCD) designed a method for (re-)envisioning schools or, Schooling by Design, ASCD uses an architectural analogy: if "schooling" is an existing building, how should we think about its renovation? We envision a (re-)building resting upon six pillars:</p> <ul style="list-style-type: none"> <li>• A clear and constant focus on the long-term mission of all schooling: enabling learners to achieve worthy intellectual accomplishment, as reflected in their ability to transfer their learning with understanding to worthy tasks and in their habits of mind.</li> <li>• A curriculum and assessment framework that honors the overall mission as well as the explicit long-term goals of academic programs, to ensure that content coverage is no longer the de facto approach to lesson planning and instruction.</li> <li>• A set of explicit principles of learning and instructional design, based on research and the wisdom of the profession, to which all decisions about pedagogy and planning are referred.</li> <li>• Structures, policies, job descriptions, practices, and use of resources consistent with mission and learning principles.</li> <li>• An overall strategy of reform centered on the constant exploration of the gap between the explicit vision of reform versus the current reality of schooling; in other words, a feedback and adjustment system that is ongoing, timely, and robust enough to enable all teachers and students to change course en route, as needed, to achieve the desired results.</li> </ul>

	<ul style="list-style-type: none"> <li>• A set of tactics linked to the strategy and a straightforward process of planning for orchestrating the key work of schooling and school reform “backward” from the mission and the desired results.</li> </ul> <p>See the ASCD publication here: <a href="http://www.ascd.org/publications/books/107018.aspx">http://www.ascd.org/publications/books/107018.aspx</a></p>
Underserved Students and Communities	Students that are members of populations who have experienced education and societal disparities.

## Who Should Use This Tool

The CLR/SbD Framework is a tool for use by district, school, and charter school CLR Teams<sup>1</sup>, Equity Council members, parent and school community groups, and any group connect to a district, school, or charter school interested in improving outcomes for all students with intentionality for underserved student populations. This tool is for anyone interested in convening families and communities to plan adjustments to systems for teaching and learning and ensuring all students are grounded in their community values, holistically well, secure in their identity, and culturally safe. **Keep in mind, this tool is designed so that students can participate as members of CLR Teams (with support from adult members) in each of the tasks and activities.**

## Purpose

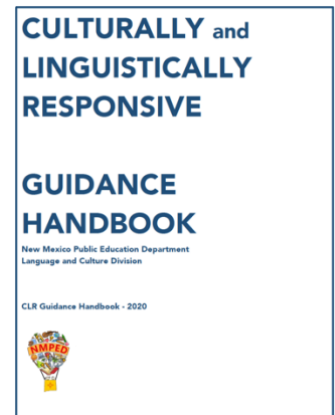
The Culturally and Linguistically Responsive Schooling by Design (CLR/SbD) Tool is an integral part of the NMPED's four-part strategy to address the findings in the Martinez and Yazzie Consolidated Lawsuit. The four-part strategy is centered around creating an effective and equitable system of supports for all students focused on root-cause analysis, equity-focused leadership and continuous improvement, and culturally and linguistically responsive pedagogy and instruction. To help achieve the goals of the four-part strategy the NMPED designed the CLR/SbD to support the goals of district, school, and charter school CLR Teams.

The CLR/SbD Tool is designed for all students. Districts, schools, and charter schools can use this tool to redesign how they provide services and programs for all students with intentionality for their underserved students and families.

## How To Use This Tool

This CLR/SbD tool is made up of tasks that CLR Teams use to design or revise their district, school, and charter school CLR frameworks. This tool should be used in tandem with the CLR Guidance Handbook. The CLR Guidance Handbook sets the tone for CLR work by providing theoretical and research-based guidance for CLR Teams seeking to learn about the structures and building blocks of CLR education and district, school, and charter school re-design.

[https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR\\_Guidance\\_Handbook\\_2019\\_June.2020.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_Guidance_Handbook_2019_June.2020.pdf)



To get the most out of this tool, it is recommended that the CLR Team takes the CLR/SbD Inventory before collaborating on completion of the tasks. The inventory can be found in this tool in Appendix A as well as on the NMPED website: <https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/culturally-and-linguistically-responsive-framework/>

The tasks in this CLR/SbD tool are organized by the following types:

1. **Deep Dive:** requires a safe space for team members to reflect and share.
2. **Prep Activity:** requires a space for team members to collaborate.
3. **Planning:** requires facilitation by a member with knowledge of strategic planning.

---

<sup>1</sup> This tool may be used by 1) CLR Teams, 2) Equity Councils, and 3) education community groups with a direct connection to a district, school, or charter school. Throughout the handbook these three groups may be simply referred to as teams.

Each section of this tool includes a table that guides teams in preparing for each activity:

	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	

Each stage includes one essential question that anchors each of the tools within the stage. It is recommended that teams keep the essential questions at the forefront of their conversations, collaborations, and planning sessions.

There are a few ways that teams can use this tool during meetings/work sessions:

1. Districts, schools, and charter schools can print out copies of this manual for every member of the team and members as a “make and take” that individual team members use to track/journal their experiences with the tool and to share with others outside of the team.
2. Team leaders can print one copy of the tool and use as a guide during team meetings/work sessions. Each activity can be replicated on flip chart paper and then team leaders can take photos of each of the flip charts and keep in a Google Drive (<https://www.google.com/drive/>) or a Padlet ([padlet.com](https://padlet.com)).
3. Team leaders can use the Microsoft Word copy to guide team meetings/work sessions and capture the outcomes of each activity into the Microsoft Word version of the document.

## Guiding Definitions

The NMPED defines CLR as *validating and affirming an individual’s home culture and language to create connections with other cultures and languages in various social contexts*. Below are the key theoretical definitions used to formulate NMPED’s CLR definition.

<i>Culturally responsive teaching “accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every students’ cultural identity” (p. 17)</i>	Wlodkowski and Ginsberg (1994)
<i>Culturally responsive teaching “is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical references, to impart knowledge, skills, and to change attitudes” (pg.13)</i>	Gloria Ladson Billings (1994)
<i>Culturally responsive pedagogy is “the use of cultural knowledge, prior experiences, frames of references, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for them” (2000, 31)</i>	Geneva Gay (2000)
<i>Culturally and Linguistically Responsiveness is “the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society” (p.23)</i>	Sharroky Hollie (2012)

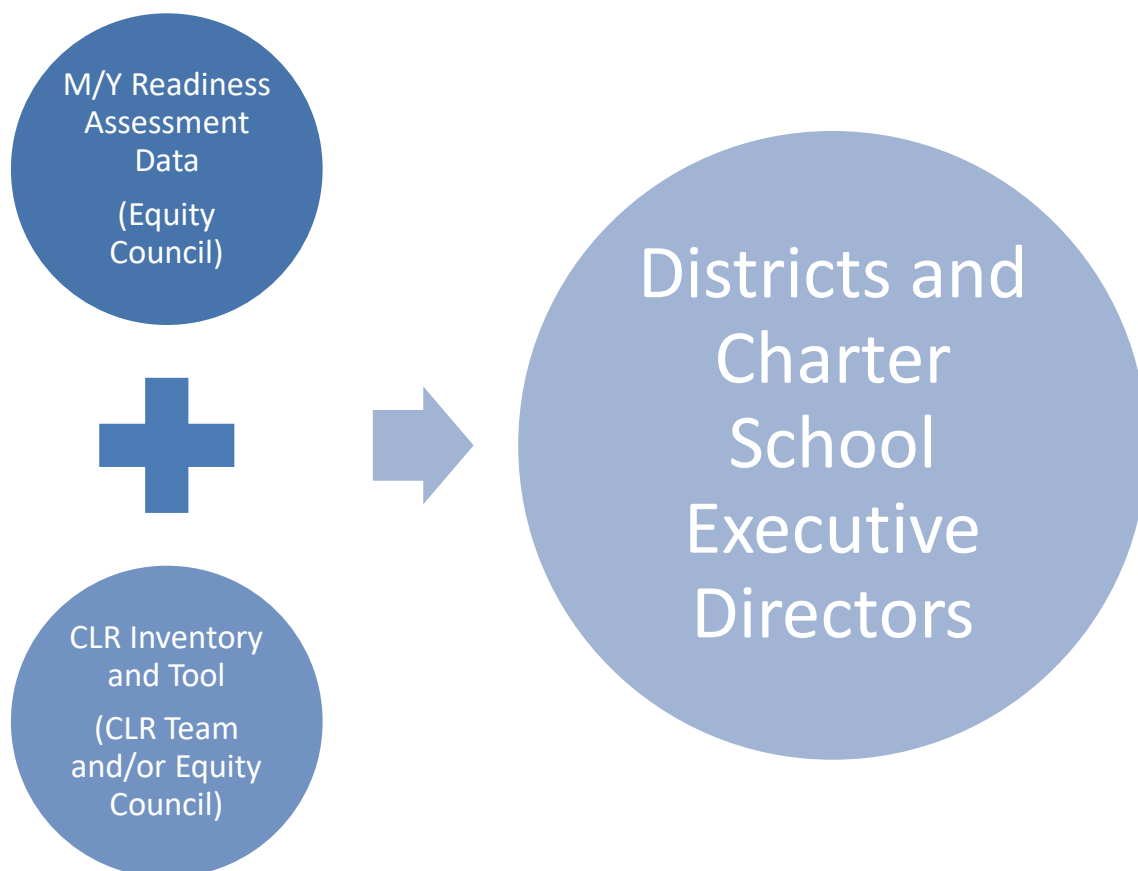
## The 5 Stages of the Culturally and Linguistically Responsive / Schooling by Design Framework

This CLR Schooling by Design CLR/SbD Framework is “backward designed” to assist districts, schools, and charter schools in developing the following components of the 5 stages.

Stage 0	A community landscape analysis of underserved student populations.	This is the most extensive stage; it sets the tone, basis, and foundation for the work of the CLR Team.
Stage 1	A community-driven set of desired results for underserved students moving forward.	Building on the outcomes from Stage 0, this stage supports the CLR Team in designing a mission/vision that includes the voice of the underserved community.
Stage 2	A plan to evaluate the success of various initiatives to support these students.	This stage focuses on data collection to inform decision-making.
Stage 3	A plan to improve district/charter systems of teaching and learning to better address underserved student needs.	Stage 3 supports the strategic design of a CLR plan for all students with a focus on underserved students and families.
Stage 4	A plan to adopt ongoing systems that keep district, school, and charter schools focused on underserved populations.	The final stage is all about connecting the plan to the yearly schooling cycle. Use the CLR Guidance Handbook to support the building of your framework/plan. <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_Guidance_Handbook_2019_June.2020.pdf">https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/CLR_Guidance_Handbook_2019_June.2020.pdf</a>

## The Role of the District and Charter School Equity Council in the CLR/SbD Framework Process

The CLR/SbD Framework is a central tool that should be used to communicate current context, future outcomes, and progress data to the district and charter school leadership, community, and the Equity Council to inform the council's role as an advisory to the district and charter school executive director. The data collected in the CLR/SbD Framework Inventory as well as the results of the CLR/SbD Framework Tool can be combined with the Martinez and Yazzie Readiness Assessment data to design advisements from the CLR Team to the Equity Council, and the from the Equity Council to the district and charter school Executive Director.



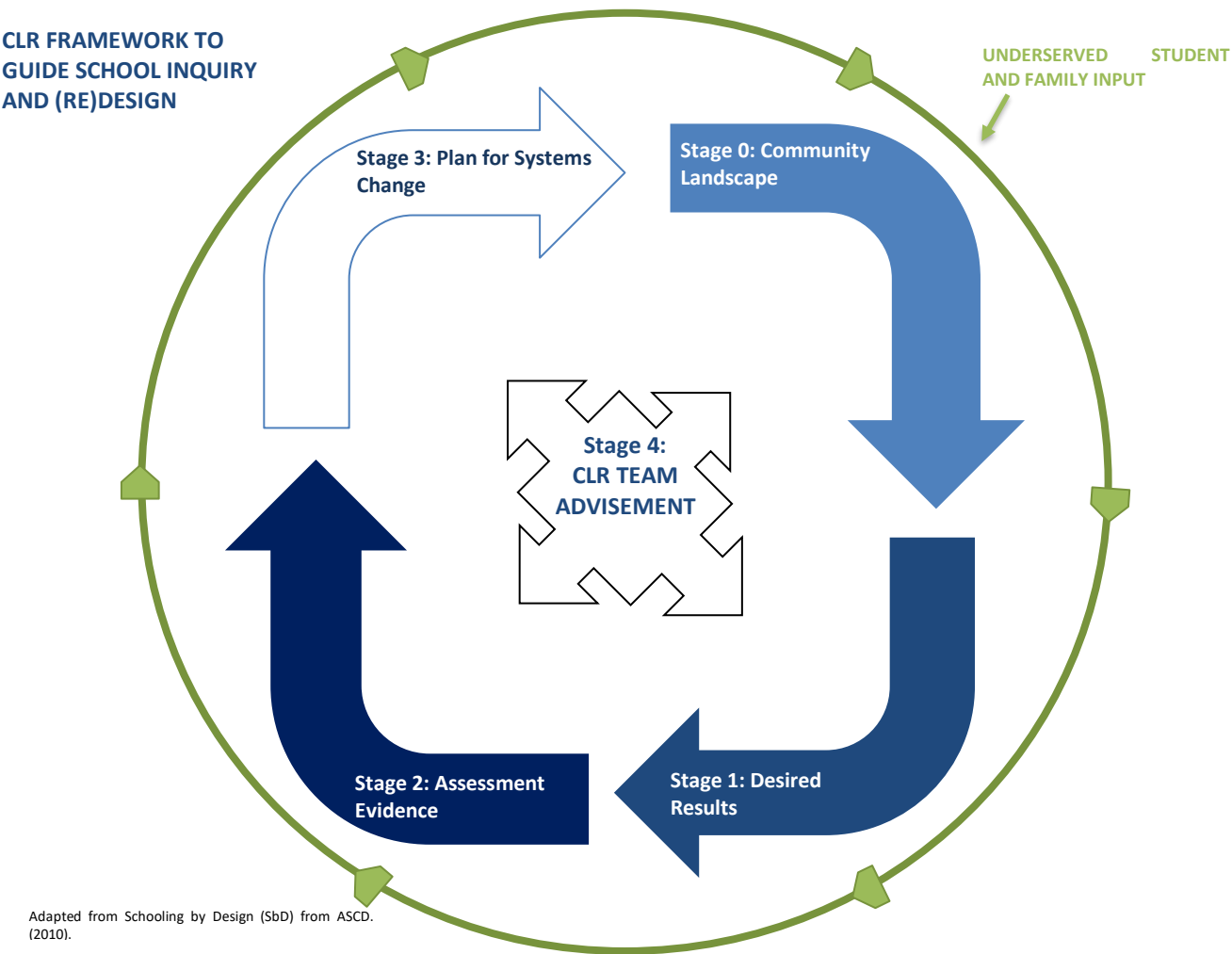
Equity councils are appointed by a district or charter school executive director. The council is made up of no more than 15 members including employees of the district or charter school, parents, students, community members, members from nations, tribes, and pueblos, and advocates from one of the four student groups named in the Martinez and Yazzie consolidated lawsuit. Equity Councils are tasked with the following:

- completion of the Martinez and Yazzie Readiness Assessment,
- creation of a district- or charter-level Equity Plan
- creation and implementation of a culturally and linguistically responsive (CLR) framework, and

creation of a report describing the school district's or charter school's system for, and tracking of, funding and uses of funding to improve outcomes for at-risk students, Native American students, students with disabilities, students who are English learners, economically disadvantaged students, and highly mobile students.

# The Visual Representation of the CLR/SbD Framework

This visual is a representation of how the *outcomes* of each tool within the stages of the CLR/SbD can be used to inform the team’s design of an advisement to the district or charter school executive director.



Stage 0 - Community-led Design for Underserved Students in our District or Charter

Stage 0 Desired Outcomes: [teams type desired outcomes here]
Stage 0 Essential Question: <i>Who are our underserved student populations and their families and communities? What desired outcomes do these families and communities have for their child’s education?</i>

CLR Team Task	Notes/Completed?
Task 0A: Personal Perspective/Bias Analysis – Are we (individually and collectively) are approaching the work of CLR with a commitment to truth, racial healing, and transformation (TRHT) <sup>2</sup> ?	
Task 0B: Do we know who our underserved student populations and their families and communities are?	
Task 0C: What does a day/week/month/year in the life of our underserved student populations look like?	
Task 0D: Centering CLR - What does it look like to center CLR in our district, school or charter school within the historical and current state of institutional power?	
Task 0E: Student/Family/Community Landscape Analysis - What do our underserved student populations and their families desire in terms of outcomes for students?	
Task 0F: Data - What does our data say about the holistic health, identity development, college and career readiness of our underserved student populations compared to what these students and their families hope for their educational outcomes?	
Task 0G: Inequitable Systems - What are the historical inequities our underserved student populations and communities faced in the recent history of schooling in our district, school, or charter school?	
Task 0H: Strengths - What strengths do our underserved student populations bring to our district, school, or charter school?	
Task 0I: Desired Outcomes Analysis - How is our district, school, or charter school currently meeting, or not meeting, the desired outcomes for holistic health, identity development, and college and career readiness of our underserved student populations through our teaching and learning systems?	

<sup>2</sup> TRHT seeks to unearth and jettison the deeply held, and often unconscious, beliefs created by racism – the main one being the belief in a “hierarchy of human value.” From the Kellogg Foundation’s “Heal Our Communities” project: <https://healourcommunities.org/>

Task 0A Tool - Change, Transform, and Become a CLR Change Agent Checklist

	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
X	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Read as a group, in pairs, or individually:

Part of being a member of a CLR Team is looking within to explore our own identity and learning about the identities of the other members of the group. Use the tool below as an individual and collective progress-mapping tool or self-evaluation that should be revisited throughout the school year.

To explore and employ best practices in CLR, teams/councils should avoid a one-size-fits-all mentality. The tool below provides three pathways to guide and promote use of best practices and development of a CLR school environment. The three pathways are: “Change Perspective”, “Change Practice”, and “Become a CLR Change Agent.”



Change Your Perspective

	Recognize Your Self Identity
	Know Your Biases
	Get Inspired by Multicultural Education, Critical Pedagogy, and Action Research
	Rethink the Role of Schools
	Understand the role of surface, shallow, and deep culture

**Transform Leadership and Teaching Practices**

	Believe that all student can learn
	Know your students
	Know your students’ parents, families, communities
	Seek strong collaboration with parents, families, and communities
	Affirm cultural and linguistic diversity in ALL content areas
	Help students relate academic learning to their home culture
	Master your teaching skills for culturally diverse students

**Become a CLR Agent**

	Advocate for social justice and equity in your professional and personal life
	Deepen your knowledge and leadership in CLR
	Influence and help other colleagues to practice CLR

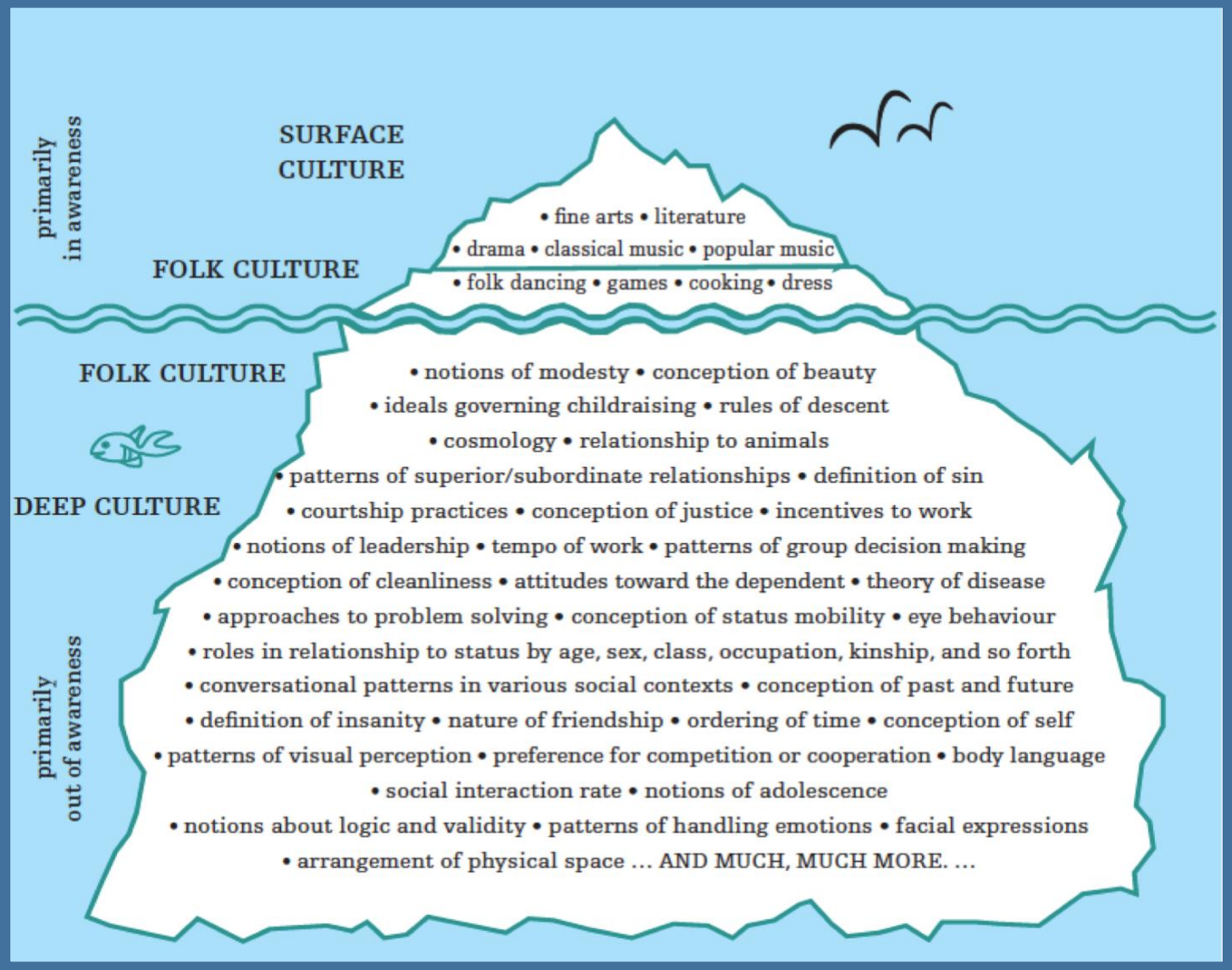
**Individual and collective take-aways from this activity:**

Task OA Tool: Rings of Culture

	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
X	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Culture refers to deep patterns of values, beliefs, practices and traditions that have been complied and normalized over a period of time, setting the standard for what is normal and expected (Muhammad & Hollie, 2012)

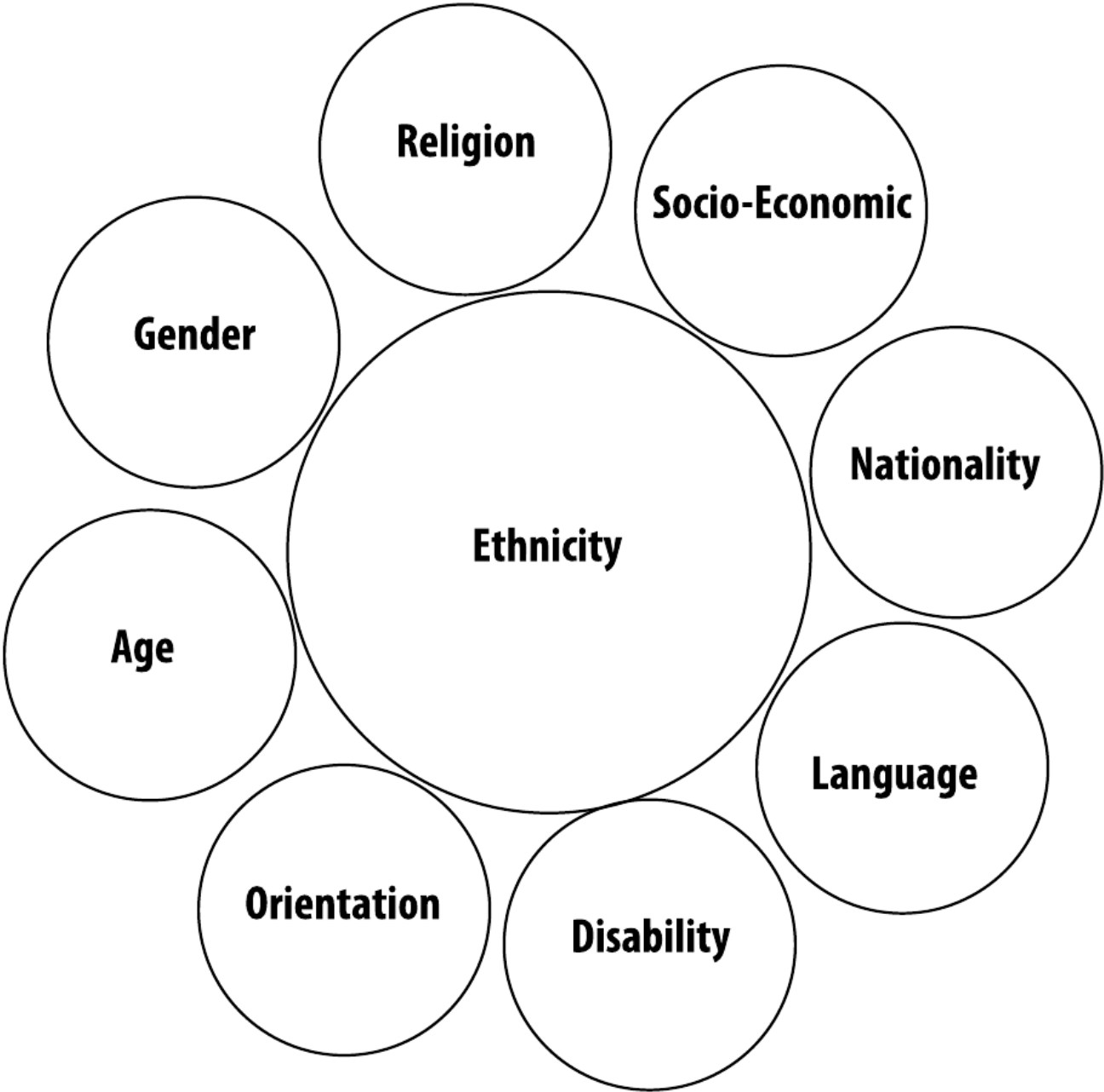
The Multi-Dimensions of Culture (Original source: Hanley 1999. Taken from: English as a Second Language Council of the Alberta Teachers 'Association: Moving Toward Cultural Responsiveness—A Guide for Teachers )



“The iceberg metaphor of culture distinguishes between surface and deep culture. Deep culture is mostly hidden and comprises the aspects of identity that most powerfully affect our self-concept, perceptions and interactions with others. It is the many subtleties of deep culture that we must respond to with acceptance and sensitivity in our classrooms and hallways.”

Connecting the Multidimensions of Culture Iceberg to Our Own Cultures

CLR Teams are asked to identify a potential behavior associated with each one of the rings of culture in the graphic below.



(Adapted from Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success, Grades K-12, Hollie, 2011)

Tool OA Rings of Culture: Guiding Questions

What are behaviors associated with one of your Rings of Culture?

Surface culture behavior:

Shallow culture behavior:

Deep culture behavior:

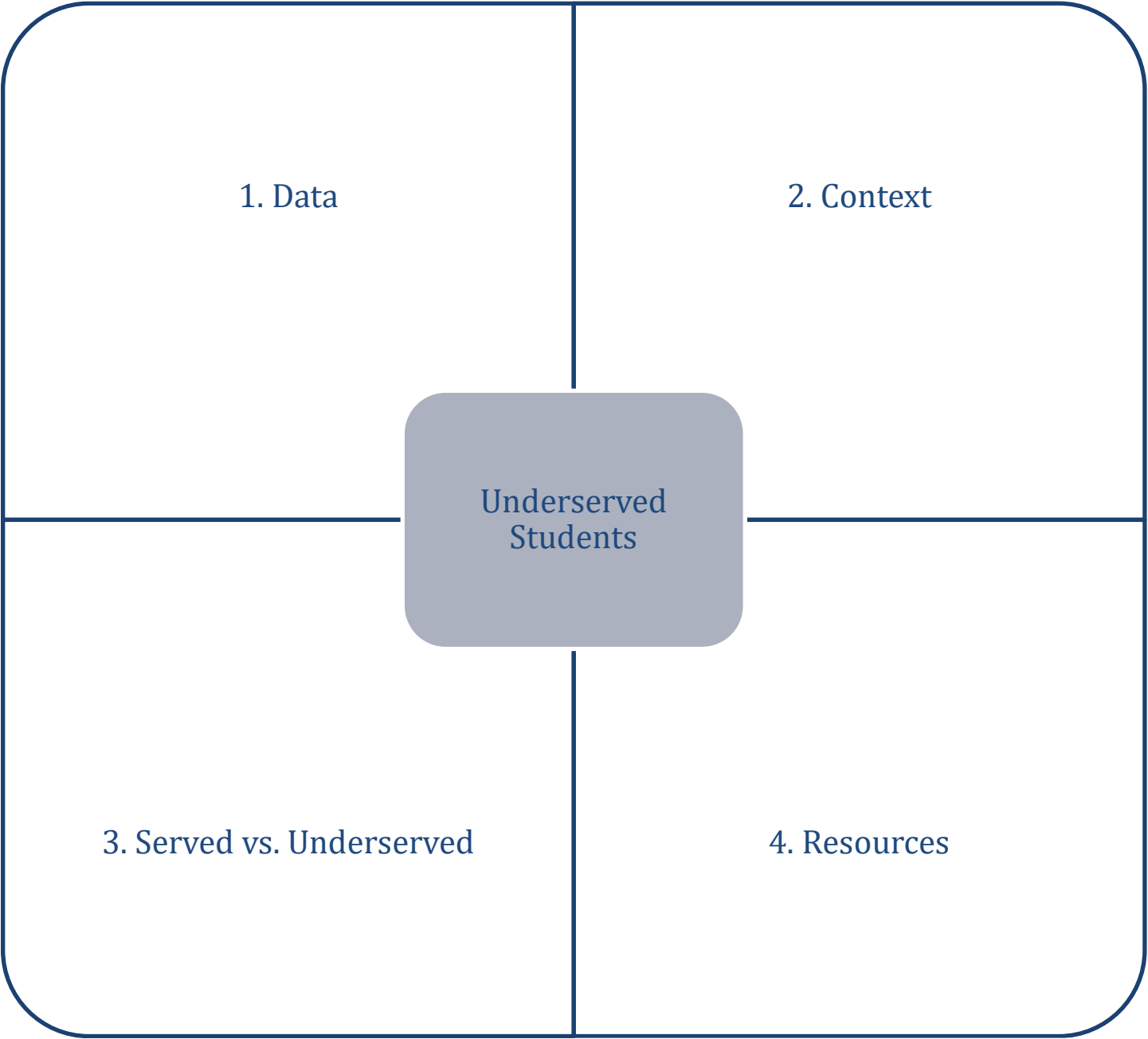
Do I know who my students and colleagues are—all the rings of culture that contribute to their identity?

Task 0B Tool - Our Underserved Students

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	45 minutes

Teams and councils should explore these four discussion questions to begin identifying underserved students and families. Use the quadrant graphic below to map out what your learn.

- 1. What does our academic data tell us about the students with the most barriers to academic success and post-secondary opportunities?
- 2. What are the historical, political, economic, sociological, technological, legal, and environmental context of our underserved students and educational communities?
- 3. Who are the students that are “well served” and who are the students that are most underserved? What does this tell us about how we serve?
- 4. What are the resources/assets (staff, creativity, elders, historical knowledge, business partners, etc.) we can use to better serve our underserved students and families.



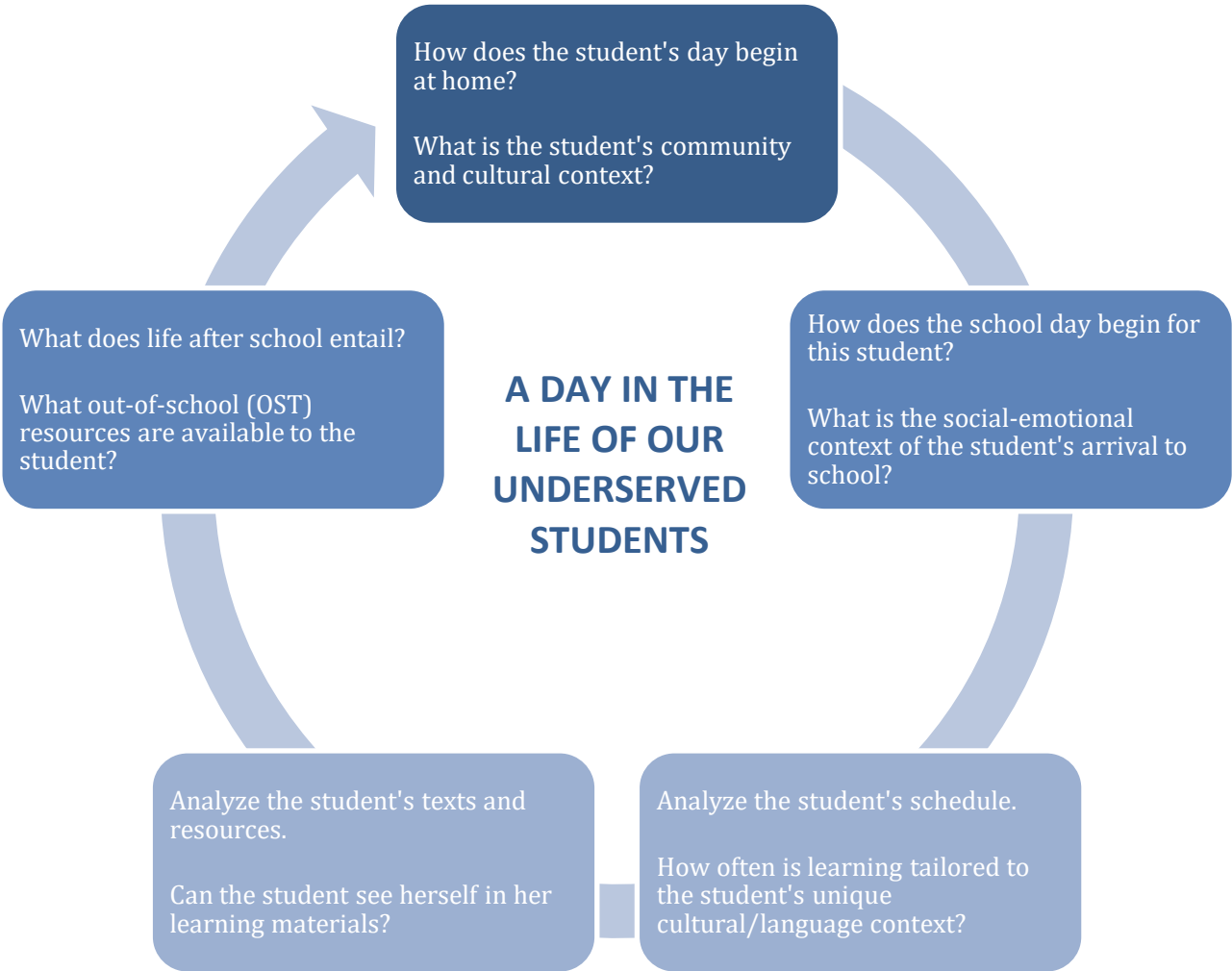
Task 0C Tool- A Day In The Life of Our Underserved Students

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Use the information and data collected in Task OB—Our Underserved Students to guide this conversation.

This exercise is best done in partnership with school-and-district level groups focused on students, family, and community (i.e., PTA, Equity Council, etc.). The group leader/table leader/facilitator can use the visual representation below to guide a conversation about what a day in the life of underserved students looks like. Use the questions in each stage of the cycle to guide the conversation.

A Day in the Life of our Underserved Students: Given the underserved student populations you’ve identified in Task OB—Our Underserved Students, consider a single student’s navigation of learning expectations, resources, and systems to promote identity and holistic health in the following form:



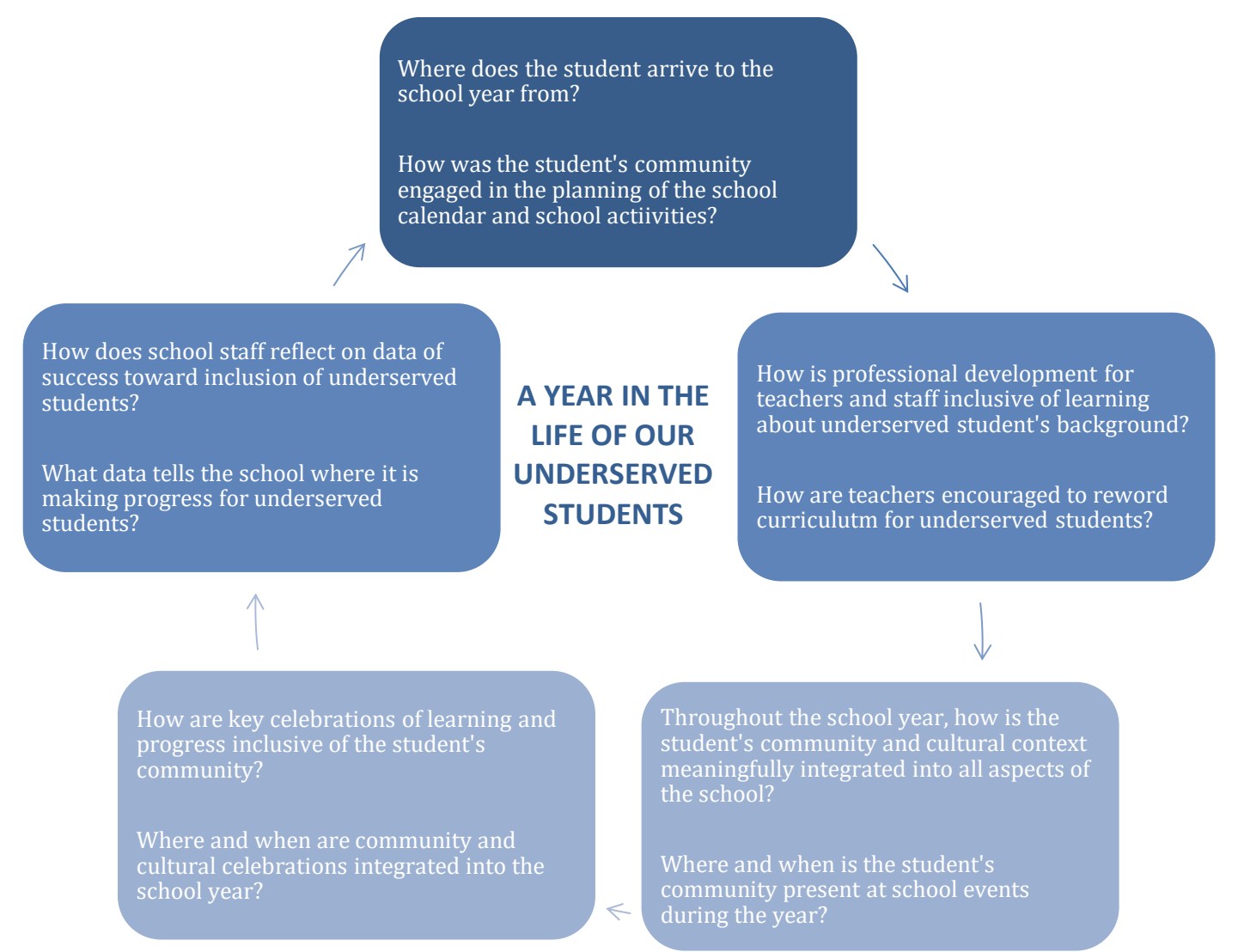
Task OC Tool - A Year in the Life of our Underserved Students

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Use the information and data collected in Task OB—Our Underserved Students and Task OC—A Day in the Life of Our Underserved Students to guide this conversation.

This exercise is best done in partnership with school-and-district level groups focused on students, family, and community (i.e., PTA, Equity Council, etc.). The group leader/table leader/facilitator can use the visual representation below to guide a conversation about what a year in the life of underserved students looks like. Use the questions in each stage of the cycle to guide the conversation.

Given the underserved student populations you’ve identified, consider a single student’s navigation of learning expectations, resources, and systems to promote identity and holistic health in the following form:

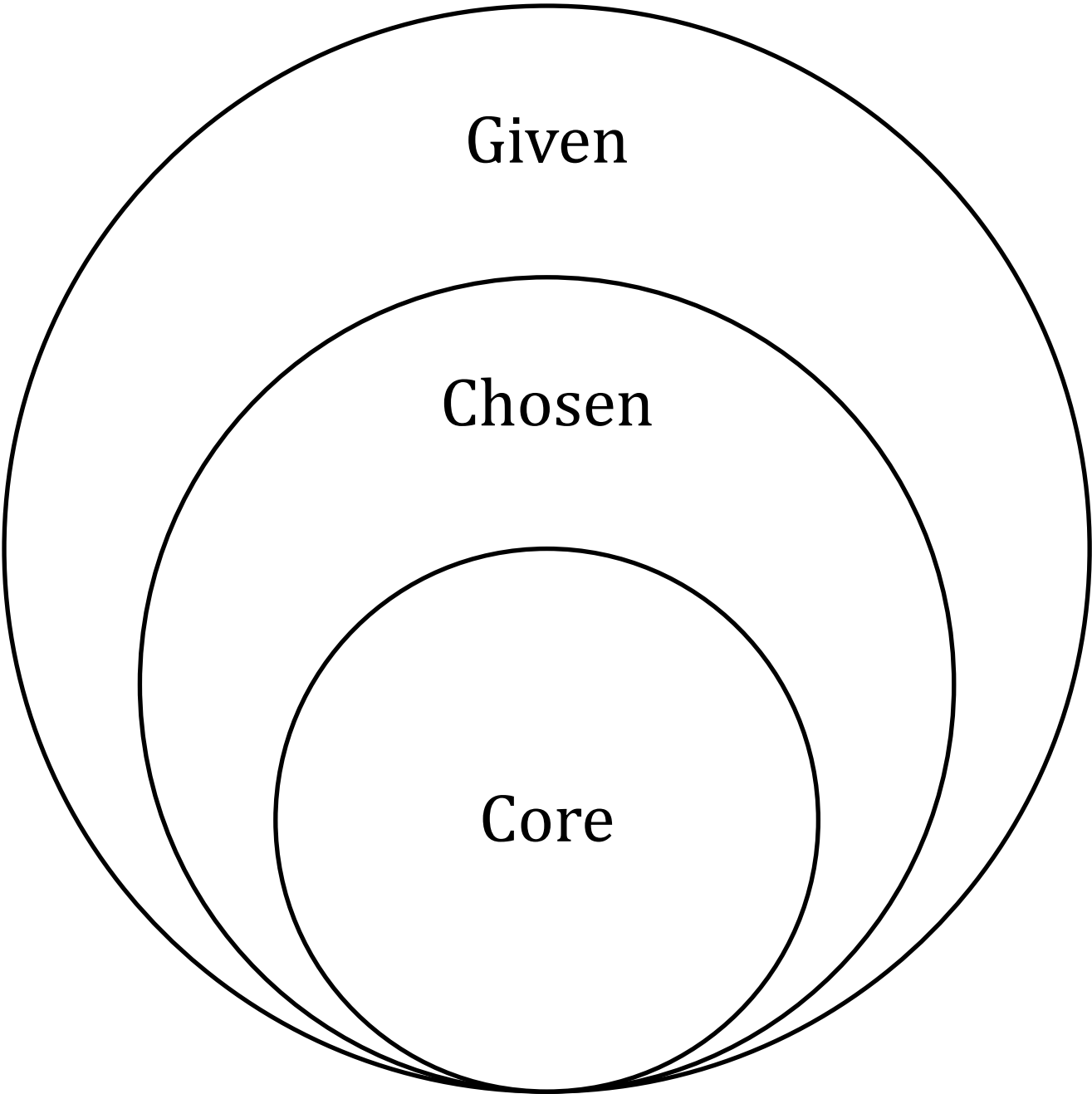


Task OC Tool: Social Identity Map

	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
X	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

What is our community identity? Use the questions below to guide your conversation.

- 1. What do we know about how our community sees their identity?
- 2. Which aspects are at the core of who we are?
- 3. Which components of our identity do we get to choose?
- 4. Which aspects were given to us or were inherited by our community



Task 0D Tool – Conversation About Centering CLR

	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
X	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Now that the CLR Team has explored their own individual and collective beliefs and experiences as well as those of their underserved students and families, the next step is to look at race and how it impacts current district, school, and charter school systems, processes, and contexts. Use the information from *Task OA Tool: Rings of Culture* to support the discussions around CLR.

Adapted from the Equity Council Onboarding Workbook (<https://webnew.ped.state.nm.us/wp-content/uploads/2020/04/Equity-Council-Onboarding-2020.pdf>), page 14, these guiding questions encapsulate the work of the district, school, and charter school CLR Teams focused on redesigning schools using a CLR framework.

Conversation About Centering CLR:

1. How will you lead your CLR Team to develop new, shared narratives about the history of education in NM and of schooling in your community?
2. What do we know about our schools, our student’s, and how they are taught?
3. How will your Equity Council support the development of a vision of equity that goes beyond compliance to commitment and embraces being accountable to equitable practices in your schools/districts?
4. What policies, curricula, or strategies might be redesigned or redeveloped to help achieve this?
5. How can the story/assessment of the current reality of school/district spending became a shared understanding and opportunity to direct funds to the areas where the neediest students are benefiting from them?

Districts, schools, and charter schools can use the W.K. Kellogg Foundation Racial Equity Resource Guide and the NMPED CLR Guidance Handbook to host CLR Team and school community conversations about race and equity.

W.K. Kellogg Foundation Racial Equity Resource Guide

This Implementation Guidebook will help CLR Teams in planning, implementing and evaluating their current racial contexts using the W.K. Kellogg Foundation's Truth, Racial Healing & Transformation concept.

Learn more at the W.K. Kellogg Foundation “Healing Our Communities” webpage: <https://healourcommunities.org/>

Access the Kellogg TRHT Implementation Guidebook here: <http://www.racialequityresourceguide.org/trht-summit>

The NMPED CLR Guidance Handbook

This handbook provides guidance on culturally and linguistically responsiveness and how it may inform processes, policies, programs, systems and instruction for schools, districts, and charter schools. Each section in this handbook explains how each districts, schools, and charter school may use to support the design and implementation of their CLR Framework.

Visit the NMPED CLR page and find the guidance handbook here: <https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/culturally-and-linguistically-responsive-framework/>

Task OE Tool – Student and Family Landscape Analysis

	Prep Activity: requires a space for team members to collaborate.	X	Planning: requires facilitation by a member with some knowledge of strategic planning.	
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)		45 minutes

Districts, schools, and charter schools should aim for strong, in-depth, and effective family engagement to learn from families, and create a bridge between school and home culture. When district or school leaders design family engagement programs that respect cultures, traditions, language, value, and beliefs, they ensure a barrier-free school community. It is also important to remember that, districts, schools, and charter schools should aim to collaborate with parents of underserved students to improve academic outcomes. Teams can use the following model to engage the families of underserved to have the leadership role in school and community.

Find more family engagement tools on the nmengaged.com website: [www.nmengaged.com](http://www.nmengaged.com)

Engaging Families, Parents, and Communities Plan Template			
Guiding Questions	Overarching Family Engagement Goals:		
	Student Academic Achievement Goal(s)	Providing Resources Goal(s)	Parent and Family Leadership Goal(s)
How can you connect parents and families’ cultural and linguistic backgrounds to your family engagement goals?			
How can you use cultural and linguistic background information to assess the needs of parents and families?			
How do you engage parents and families into school culture and community?			
How do you design curriculum and programs in recognition of cultural and linguistic differences among the parents and families?			
How do you ensure that the families and /or parents of Underserved students feel safe and comfortable to be involved in school culture?			
How do you recruit the parents and families of Underserved students to assign parental leadership in the school/district?			

How do you inform the parents and families of Underserved students about the policy, regulation, program requirements and resources?			
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Task 0F Tool – Holistic Health, Identity Development, and Educational Outcomes

	Prep Activity: requires a space for team members to collaborate.	X	Planning: requires facilitation by a member with some knowledge of strategic planning.	
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)		45 minutes

What does the district, school, or charter school data say about the holistic health, identity development, and educational outcomes of our underserved student populations compared to what these students and their families hope for their educational outcomes?

LIST UNDERSERVED STUDENTS AND COMMUNITIES	Holistic Health Outcomes (and data source)	Identity Development Outcomes (and data source)	Educational Outcomes (and data source)

Task 0G Tool – Historical Inequities

	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
X	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

This tool supports CLR Teams in discussing the historical inequities underserved students and communities have faced in the recent history of schooling and requires underserved family interviews. The following interview protocol is an option as a starting point. Users may translate and add questions as needed.

Questions	Answers	Possible Coding of Interviews
What personal and historical information can you tell me that will help me to understand your and your community’s history of schooling?		<div><input type="checkbox"/> Culture</div> <div><input type="checkbox"/> Language</div> <div><input type="checkbox"/> Tribe</div> <div><input type="checkbox"/> School</div> <div><input type="checkbox"/> College</div> <div><input type="checkbox"/> Disabilities</div> <div><input type="checkbox"/> Career</div> <div><input type="checkbox"/> Community</div> <div><input type="checkbox"/> Core Values</div> <div><input type="checkbox"/> Colonization</div> <div><input type="checkbox"/> Historical Trauma</div> <div><input type="checkbox"/> Sovereignty</div> <div><input type="checkbox"/> Self-Determination</div> <div><input type="checkbox"/> Race and Racism</div>
What are examples of historical inequity in schooling that impacted you and your community’s schooling?		<div><input type="checkbox"/> Culture</div> <div><input type="checkbox"/> Language</div> <div><input type="checkbox"/> Tribe</div> <div><input type="checkbox"/> School</div> <div><input type="checkbox"/> College</div> <div><input type="checkbox"/> Disabilities</div> <div><input type="checkbox"/> Career</div> <div><input type="checkbox"/> Community</div> <div><input type="checkbox"/> Core Values</div> <div><input type="checkbox"/> Colonization</div> <div><input type="checkbox"/> Historical Trauma</div> <div><input type="checkbox"/> Sovereignty</div> <div><input type="checkbox"/> Self-Determination</div> <div><input type="checkbox"/> Race and Racism</div>
What are the lasting impacts of inequity in schooling for you and your community?		<div><input type="checkbox"/> Culture</div> <div><input type="checkbox"/> Language</div> <div><input type="checkbox"/> Tribe</div> <div><input type="checkbox"/> School</div> <div><input type="checkbox"/> College</div> <div><input type="checkbox"/> Disabilities</div> <div><input type="checkbox"/> Career</div> <div><input type="checkbox"/> Community</div> <div><input type="checkbox"/> Core Values</div> <div><input type="checkbox"/> Colonization</div> <div><input type="checkbox"/> Historical Trauma</div> <div><input type="checkbox"/> Sovereignty</div> <div><input type="checkbox"/> Self-Determination</div> <div><input type="checkbox"/> Race and Racism</div>

What are your current perceptions of the district/school given your personal and communal experiences with school?		<input type="checkbox"/> Culture <input type="checkbox"/> Language <input type="checkbox"/> Tribe <input type="checkbox"/> School <input type="checkbox"/> College <input type="checkbox"/> Disabilities <input type="checkbox"/> Career <input type="checkbox"/> Community <input type="checkbox"/> Core Values <input type="checkbox"/> Colonization <input type="checkbox"/> Historical Trauma <input type="checkbox"/> Sovereignty <input type="checkbox"/> Self-Determination <input type="checkbox"/> Race and Racism
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Task 01 Tool – Meeting Desired Outcomes

	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
X	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

This tool supports districts, schools, and charter schools in conducting an analysis of their current ability to meet the desired outcomes of underserved students and families through teaching and learning systems. This task is designed to empower the CLR Teams to begin identifying the desired outcomes for the following school year to address the needs of underserved communities.

What have we heard from the community about our current ability/inability to meet underserved student and community needs?	How are we currently meeting these needs?	What ideas do we have about meeting our underserved community needs in the coming school year?

# Stage 1 - Rethinking Desired Results for Our Underserved Students

\* Stage 1 planning rests on the decisions and data collection from Stage 0.

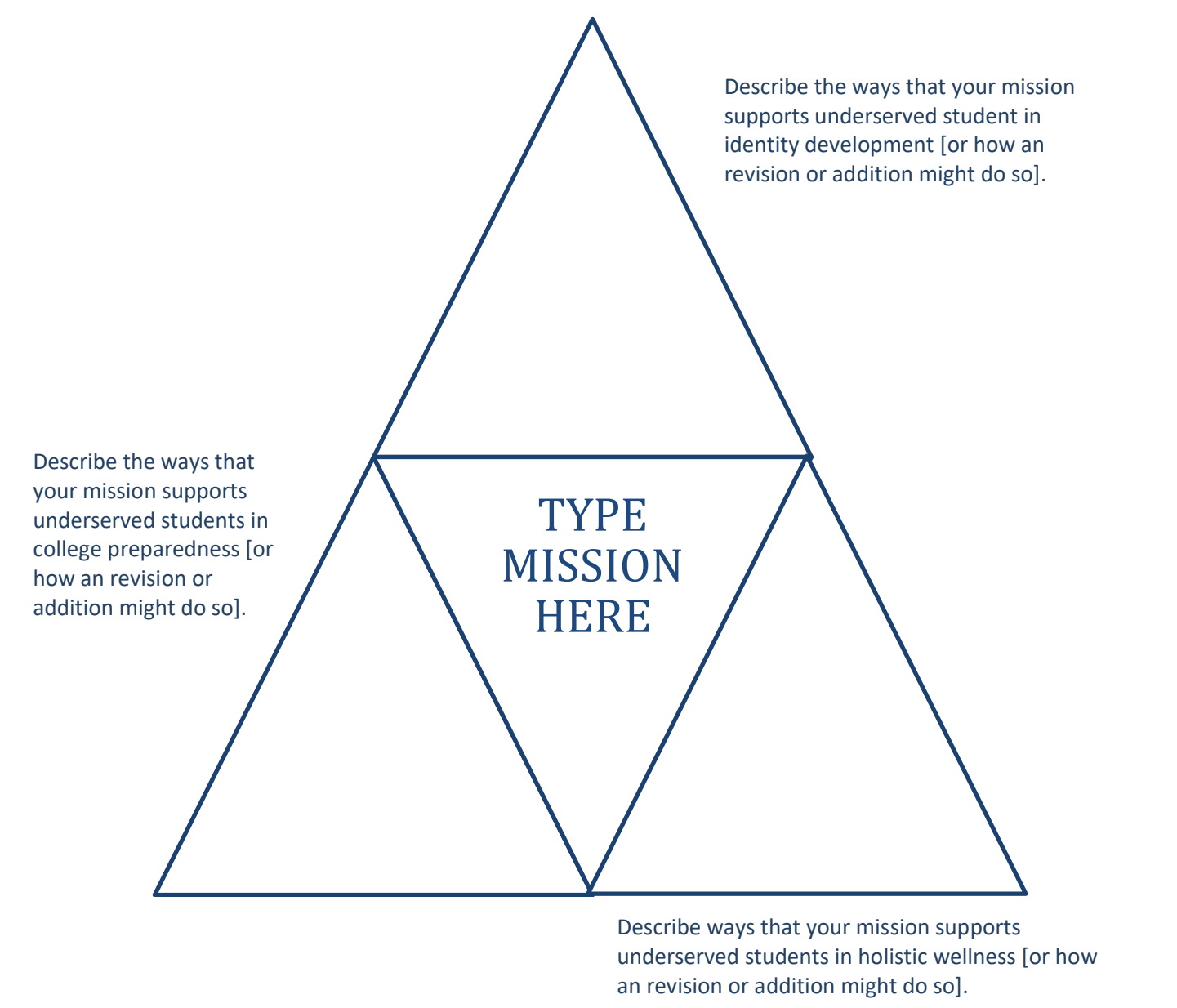
Stage 1 Outcomes: 1. Identify the ways in which the district, school, and charter school mission meets the needs of underserved students. 2. Revisit the mission statement to analyze its implications for underserved students. 3. Write/amend a 5-year plan to meet the amended/added to mission for underserved students.
Stage 1 Essential Question: What are the student, family, community, and/or tribal desired outcomes for our underserved student populations?

CLR Team Task	Notes/Completed?
Task 1A: How does our mission contribute to the holistic health, identity development, college and career readiness, and educational outcomes of our underserved student populations?	
Task 1B: How is our mission validating and affirming the culture and language of our underserved students and communities?	
Task 1C: Do we have mission/vision-driven outcomes for our underserved student populations and all students to become holistically healthy, secure in their identity, and grounded in their community values?	
Task 1D: What are our district, school, charter school’s measurable outcomes for our identified underserved populations in four, three, two, and a year’s time?	

Task 1A Tool--Validating and Affirming

	Prep Activity: requires a space for team members to collaborate.	X	Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Validating and affirming our underserved students through our mission (or mission revision). This tool is designed to support teams in rewriting, amending, or making additions to the district, school, or charter school mission/vision to ensure that underserved students and families are the focus.



Mission Write/Revision/Additions for Underserved Students
Given your analysis using the chart above, bullet point the specific ways your district, school, or charter school will revise, amend, or add to your existing mission to meet the needs of underserved students and communities (please note that any formal changes to the district/school mission must be based on your local policies/process).
<ul style="list-style-type: none"><li></li></ul>
Mission Write/Revision/Additions for Underserved Students
[type revised mission here]

Task 1B Tool--Mission/Vision-Driven Outcomes

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Districts, schools, and charter school CLR Teams can inform strategic planning through the use of the tools in Stage 1. Use this tool in partnership with the Task 1A Tool: Validating and Affirming to revise, amend, or add to the plan.

Our mission revision/revision/addition for underserved communities:

%	[Typed measurable identity development outcomes here]
%	[Typed measurable holistic wellness outcomes here]
%	[Typed measurable college and career readiness outcomes here]

Task 1C Tool -- Five-Year Plan For Mission-Driven Outcomes

	Prep Activity: requires a space for team members to collaborate.	X	Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Districts, schools, and charter school teams can inform strategic planning through the use of the tools in Stage 1. Use this 5-Year Plan tool in partnership with the Task 1A Tool: Validating and Affirming and Tool 1B: Mission/Vision-Driven Outcomes to revise, edit, or add to your strategic plan.

If we are successful in making progress toward our revised/amended mission for underserved students we will see the following measurable data/feedback from underserved students and communities:	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	

## Stage 2 - Evidence of Progress for Our Underserved Students

Stage 2 planning rests on the decisions that your district/charter made in Stage 0 and Stage 1.

Stage 2 Outcomes: [type outcomes here]
Stage 2 Essential Question: <i>What ongoing evidence will we collect that we are meeting our outcomes for EL, NA, ED, or SwD?</i>

CLR Team Task	Notes/Completed?
Task 2A: Mission/Vision Indicators of Evidence: What internal evidence will we use to measure success towards our mission that includes holistic health, identity development, and educational outcomes for our underserved student populations?	
Task 2B: Academic Indicators: What external evidence will we use as evidence of college and/or career success toward our mission as it pertains to underserved student populations?	

Task 2A Tool -- Internal evidence toward outcomes for underserved students

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Internal evidence is data that is gathered from your district/charter by an instrument that is designed by your district/charter to evaluate success toward outcomes for underserved communities. Examples include (but are not limited to) surveys for underserved communities and students, evidence drawn from evaluations of district/charter adopted curriculum, instructional models, and assessments, and evidence gathered from student products and projects that come from district/charter classrooms.

Use Task 0F and Task 1B to reference as you complete this task.

At this point your district/charter has determined the mile markers that will indicate greater success toward holistic health, identity development, and college & career readiness (Stage 1). This task asks your district/charter team to identify the specific evidence and instruments that will give your CLR Team and district/charter leaders the tools to consider progress and next steps for underserved students.		
What <i>internal</i> evidence will you collect related to improving <b>holistic wellness</b> for underserved students? What instrument will you use to collect this data?	What <i>internal</i> evidence will you collect related to improving <b>identity development</b> for underserved students? What instrument will you use to collect this data?	What <i>internal</i> evidence will you collect related to improving <b>college &amp; career readiness</b> for underserved students? What instrument will you use to collect this data?
[type here]	[type here]	[type here]
[type here]	[type here]	[type here]
[type here]	[type here]	[type here]
[type here]	[type here]	[type here]
[type here]	[type here]	[type here]

Task 2B Tool -- External evidence toward outcomes

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

In this activity, teams will brainstorm external evidence toward outcomes for underserved students. External evidence is data that is required by district/charters for reasons of state/authorizer compliance. Examples include state testing, state surveys of families, equity council feedback, and District DASH and 90 day plans.

At this point your district, school, or charter school has determined the mile markers that will indicate greater success toward holistic health, identity development, and college & career readiness (Stage 1). This task asks district, school, and charter school CLR Teams to brainstorm the specific evidence and instruments that will inform progress and next steps for underserved students.		
What <i>external</i> evidence will you collect related to improving <b>holistic wellness</b> for underserved students? What instrument will you use to collect this data?	What <i>external</i> evidence will you collect related to improving <b>identity development</b> for underserved students? What instrument will you use to collect this data?	What <i>external</i> evidence will you collect related to improving <b>college &amp; career readiness</b> for underserved students? What instrument will you use to collect this data?
[type here]	[type here]	[type here]
[type here]	[type here]	[type here]
[type here]	[type here]	[type here]

Stage 3 - The Plan for Our Underserved Students

Stage 3 Outcomes: <div><div>1. Build out frameworks and tools to communicate new initiatives for underserved students that align to earlier stages of design.</div><div>2. Plan professional development for district/charter staff and teachers around teaching and learning initiatives to improve outcomes for underserved students.</div></div>
Stage 3 Essential Question: <i>What plan (timeline, calendar, professional development, communication) will result in incremental progress toward our desired outcomes for our underserved students?</i>

CLR Team Task	Notes/Completed?
Task 3A: Our CLR framework for our underserved student populations include considerations for holistic wellness, identity development, and college and/or career readiness.	
Task 3B: We have a curriculum adoption/adaptation plan to reflect the cultures and languages of our underserved student populations.	
Task 3C: We have a plan for instructional delivery for our underserved student populations.	
Task 3D: We have a school calendar, weekly schedule of classes, courses offered for our underserved student populations.	
Task 3E: We have a professional development plan for principals, school leaders, teachers, and staff that is focused on our underserved student populations.	
Task 3F: We have specific time allotted for the district, school, or charter school CLR team development and planning.	
Task 3G: We have a plan to ensure the use of a lens of equity in our resource allocation.	
Task 3H: What adjustments need to be made to our resource allocation for our underserved student populations?	Task 3H Tool -- Resource Allocation Adjustments

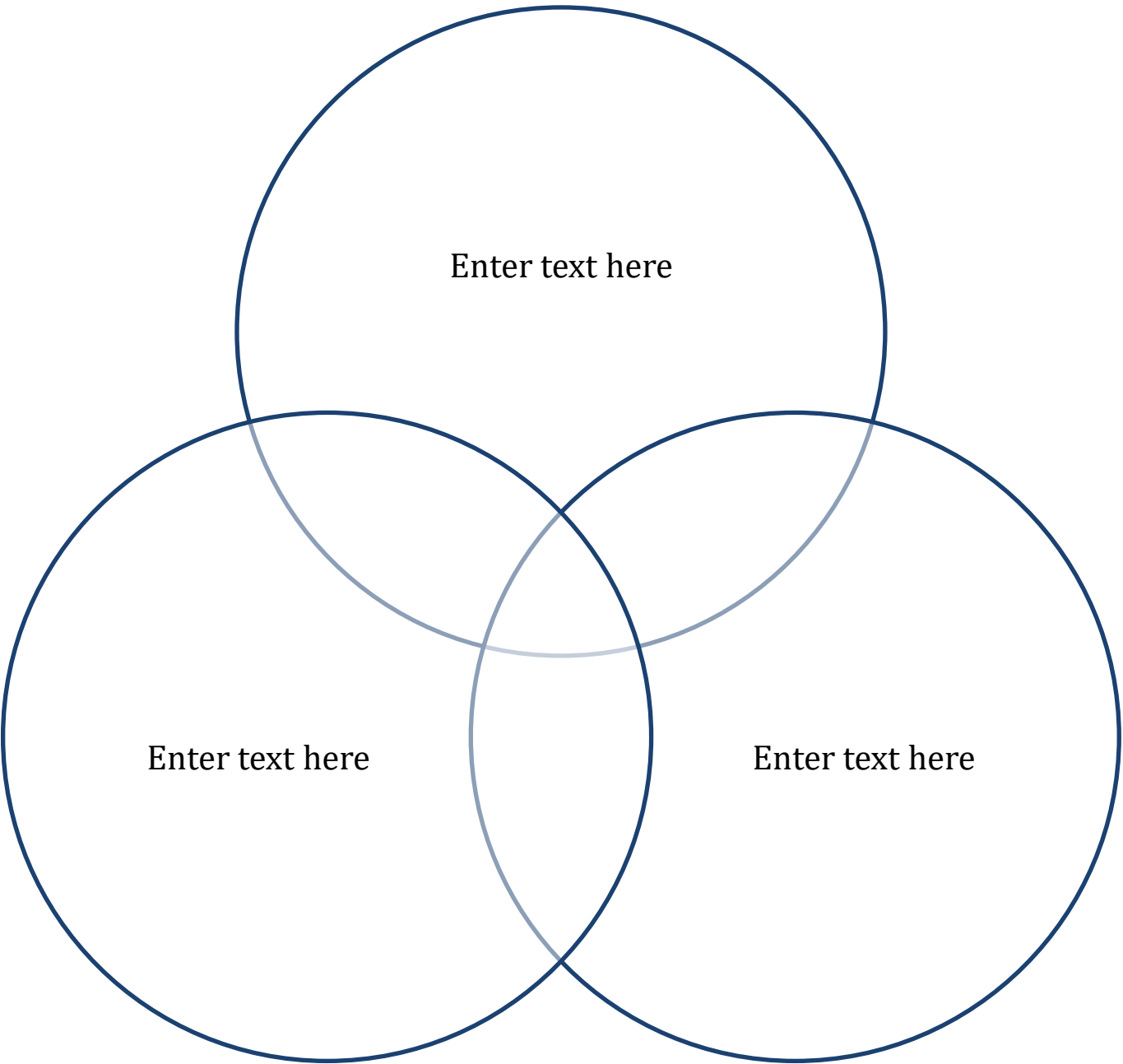
Task 3A Tool -- Academic Framework

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Build or refresh your district, school, or charter school academic/CLR framework for our underserved student populations (including considerations for holistic wellness, identity development, and college and/or career).

The visual academic framework exercise below provides teams with a tool to visually display the district, school, or charter school initiatives to balance academic outcomes, holistic health outcomes, identity development outcomes, and college & career outcomes for underserved students. See examples provided on the NMPED CLR subpage: <https://webnew.ped.state.nm.us/bureaus/yazzie-martinez-updates/culturally-and-linguistically-responsive-framework/>

Use the graphic organizer below (or one of your choosing) to develop your district/charter’s academic framework.



Task 3B Tool -- Curriculum Adoption/Adaptation

	Prep Activity: requires a space for team members to collaborate.	X	Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	45-minutes

Teams should use the information and data collected in stages 0-2 to design their curriculum adoption/adaptation plan for all students with a focus on underserved student populations.

What is the district/charter plan to meet the needs of underserved students through the curriculum adoption process?				
Course #	Current Curriculum Used by District/school & Publisher	Ideas for mission revision additions for greater emphasis on holistic wellness, identity development, and college & career readiness for underserved students	Curriculum options to enhance curriculum for underserved students	Can we buy/adopt this from an existing source or do we need to design this curriculum?
				<input type="checkbox"/> buy/adopt <input type="checkbox"/> design
				<input type="checkbox"/> buy/adopt <input type="checkbox"/> design
				<input type="checkbox"/> buy/adopt <input type="checkbox"/> design
				<input type="checkbox"/> buy/adopt <input type="checkbox"/> design
				<input type="checkbox"/> buy/adopt <input type="checkbox"/> design

Task 3C Tool -- Instructional Delivery Tool Inventory

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Use this tool is a conversation starter with your team to inventory what’s working and what might need a refresh or additions.

CURRENT INSTRUCTIONAL DELIVERY RESOURCES	BRAINSTORMING NEW INSTRUCTIONAL DELIVERY RESOURCES
Make a list of <b>the current resources</b> used to improve instructional practices in the district, school, charter school. Circle the tools that directly impact outcomes for underserved students.	In this column, <b>brainstorm</b> a list of instructional resources not listed in the first column that could encourage best practices in teaching and learning for all students... with a focus on the underserved communities your district/charter identified.

Task 3D Tool -- School Calendar/Schedule/Courses

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

School calendar, weekly schedule of classes, courses offered for our underserved student populations  
Using state/district authorized calendar templates, what key community and cultural events need consideration?

Underserved Community	Significant cultural and community events that need consideration when developing the official district/charter calendar.

Underserved Students	Underserved students that need consideration when developing the school or course schedule.

Task 3E Tool -- Professional Development Plan

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

What does effective PD entail for principals and school leadership?

What are the big ideas, essential questions, and measurable outcomes that will guide administrator PD in new initiatives to improve teaching and learning for underserved students?	What evidence will school leaders collect to gauge the development of administrator dispositions, knowledge, and skills as concerns teaching underserved students?	What scope and sequence of specific learning will guide the year in PD for administrators?

What does effective PD entail for teachers and staff?

What are the big ideas, essential questions, and measurable outcomes that will guide teachers/staff PD in new initiatives to improve teaching and learning for underserved students?	What evidence will school leaders collect to gauge the development of teachers/staff dispositions, knowledge, and skills as concerns teaching underserved students?	What scope and sequence of specific learning will guide the year in PD for teachers/staff?

Professional Development CLR Implementation Checklist

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Use this checklist to ensure your PD is aligned with the goals, outcomes, decisions, and strategic plans created/enhanced by Stages 0-2.

	The professional development aligns with the concerns and issues of Underserved students education to improve and enrich their learning experiences in classroom and school.
	Professional development has focus in cultivating of theoretical knowledge of teachers about CLR to ensure the most effective practices.
	The professional development provides best opportunities for teacher to examine their beliefs, biases, and misconceptions.
	The professional development provides experimental learning opportunities to have deep understanding of educational experiences of Underserved students.
	The professional development creates professional learning environments where teachers can learn from others experiences and recommendations.
	The professional development brings the current multicultural education issues from the parents, communities of Underserved students.
	The professional development helps teachers to be well equipped about how to collaborate with colleagues, social workers, parents and community members to meet the needs of Underserved students.
	The professional development provides deep learning about the foundations of culturally responsive instruction, curriculum, and guidance.
	The professional development ensures that teachers, administrators and leadership specialist share the same vision of culturally and linguistically responsive instruction.
	The professional development empowers the school role in the community to implement/lead the CLR agenda.
	The professional development provides data to reflect on outcomes of it.
	The professional development should inspire teachers to build more on culturally and linguistically responsive pedagogy, and to seek collaboration and network to ensure best practices in this context.

Task 3F Tool -- Leadership Plan

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Educational leadership approaches to promote CLR Checklist: use this checklist too summarize the suggested educational leadership approaches to promote CLR, district or school leaders can use the checklist below which adopted from Khalifa, Gooden, & Davis, 2016, CLR Guidance Handbook, page 25.

Critical Self Reflection on My Personal Leadership	
	Committing to continuous learning of cultural knowledge and contexts
	Displaying a critical consciousness on practice in and out of school or district
	Using school data and indicants to measure my own culturally and linguistically responsive leadership
	Using family, parent, and community voices to guide my culturally and linguistically responsive leadership
	Eliminating stereotyping, bias, and negative profiling in school or district
	Using equity audits to measure student inclusiveness, policy, and practice
	Being transformative leader with courage for social justice and inclusion
Culturally Responsive Teachers	
	Building teacher capacities for culturally responsive pedagogy
	Creating professional development opportunities in culturally and linguistically responsive instruction
	Using school data to see cultural gaps in achievement, discipline, enrichment, and remedial services
	Creating teams in school or district to find new ways for teachers to be culturally responsive
	Engaging and reforming the school curriculum to become more culturally and linguistically responsive
	Modelling culturally and linguistically responsive instruction
	Using culturally and linguistically responsive assessment tools for students
Culturally and Linguistically Responsive School Environment	
	Affirming and validating all students’ local, cultural, social, and linguistic characteristics
	Improving respect to differences, mutual understanding and empathy among students
	Ensuring discrimination-free, barrier-free, and bias-free school and district climate
	Promoting continuously differentiated inclusive instructional and behavioral practices



Task 3G Tool -- A Lens Of Equity In Resource Allocation

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Do we have a plan to ensure the use of a lens of equity in our resource allocation? CLR Teams may use flip chart paper, a dry-erase board, or this sheet to unpack your district, school, or charter schools’ resource allocation.

Step 1: List all the programs/curriculums your district, school, or charter school has purchased or invested time and money in:

- Step 2: Circle everything that is focused on improving student outcomes:
- Step 3: Place a star next to everything where student outcomes data is used to make spending decisions.
- Step 4: Highlight in green everything that directly impacts your underserved students and community.

Revisit your original list. *Where can you make adjustments? What are you spending on that is not directly connected to student outcomes or does not directly impact students and community?*

Task 3H Tool -- Resource Allocation Adjustments

X	Prep Activity: requires a space for team members to collaborate.		Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

- Guiding Questions:
- ☐ What adjustments need to be made to our resource allocation for our underserved student populations?
  - ☐ Which resource allocations need to be adjusted to improve educational needs to improve student outcomes?
  - ☐

Use the preliminary list from Task 3G-- A Lens Of Equity In Resource Allocation

Provide a <b>clear, cohesive, and comprehensive</b> description of how the district, school, or charter school will provide required instructional services/supports to underserved students.	
List your preliminary list from Task 3G here.	Resource Allocation Adjustment: Use your green highlighted/font list to guide your adjustments.

## Stage 4 – Adopting Ongoing Systems Focused On Underserved Populations.

Stage 4 outcomes are based on Stages 0-3. Review your CLR Team’s work before starting with Stage 4. This stage is focused on the process of operationalizing the systems and processes that focus on improved outcomes underserved students.

Stage 4 Outcomes: [enter your proposed outcomes here.]
Stage 4 Essential Question: <i>How will we ensure consistent attention to the needs of our underserved students and communities after the initial phases of analysis and implementation?</i>

Task	Notes/Completed?
Task 4A: How will you assess which components of the CLR/SbD Framework is not currently supported by the district/charter school policies?	
Task 4B: How will you operationalize your CLR/SbD Framework?	
Task 4C: What is your CLR Team’s advisement process?	

Task 4A—Operationalizing the CLR Framework

	Prep Activity: requires a space for team members to collaborate.	X	Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	45 minutes

Task 4A is focused on how districts, schools, and charter schools incorporate the CLR/SbD Framework into their yearly strategic planning cycles. In order to do this, CLR Teams should research the viability of the components of their framework based on their district, school, and charter school policies and procedures.

Assess and plan how to operationalize the systems and processes that focus on underserved students.		
	Is this component reflected in the district/charter school policies? (Yes or No) If yes, reference board policy title, number, adoption date, and revision. If not, describe the plan to incorporate into the policies.	
Curriculum Adaptation	Y/N	
Learning Environment	Y/N	
Instructional Delivery	Y/N	
School Calendar Design	Y/N	
Professional Development Planning	Y/N	
Family Engagement	Y/N	

Task 4B—Annual Planning Matrix

	Prep Activity: requires a space for team members to collaborate.	X	Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

Taking into consideration other annual planning documents that guide your existing efforts at improvement year in, year out (i.e., the 90 Day Plan), make a plan to roll out what you have learned so far in the 5 stages of the CLR/SbD Tool. CLR Teams may use the CLR Guidance Handbook, pg. 28, to guide you the design of their plan/matrix.

This plan can be designed in partnership with your parent and family groups.

CLR Plan						
	PROJECTED GOALS  (desired results)	STRATEGIES  (how you will meet your goals)	PLANNING / SUPPORTING COMPLIANCE OR GUIDANCE DOCUMENTS  (what you will use as a guide)	ACTIVITIES  (actions, projects, etc. that help you attain your goals)	ASSIGNED TO  (who will lead the work of attaining this goal?)	TIMELINE  (when will you complete?)
CURRICULUM ADAPTATION						
LEARNING ENVIRONMENT						
INSTRUCTIONAL DELIVERY						
SCHOOL CALENDAR DESIGN						
PROFESSIONAL DEVELOPMENT PLANNING						
FAMILY ENGAGEMENT						

(Adapted from Appendix B, page 32 of the CLR Guidance Handbook)

Task 4C: CLR Team Advisement Process

	Prep Activity: requires a space for team members to collaborate.	X	Planning: requires facilitation by a member with some knowledge of strategic planning.
	Deep Dive: requires a safe space for team members to reflect and share.	Approximate Time needed for a group of 5 people (adjust accordingly.)	60 minutes

This final task helps school-level CLR teams connect with and inform the work of their district, school, and charter school leadership. This tool also helps Equity Councils get clear on how often they want to meet and what process they will use to develop advisements.

Taking into consideration the example of a yearly advisement cycle below, how can you communicate/share the CLR/SbD framework you created with your district, school, and charter school leadership?

Equity Councils:

- ☐ How often will your CLR Team meet?
- ☐ How will the desired results for underserved student populations be incorporated into your advisement to district, school, and charter school leadership?
- ☐ When and how often will new data against desired results be incorporated?

Example of a yearly Equity Council advisement cycle (Adapted from the [Equity Council Onboarding 2020 Workbook](#)):

Meeting 1 (4 Hours)	Meeting 2 (4 hours)	Meeting 3 (4 hours)	Meeting 4 (2 hours)	Meeting 5 (2 hours)
Research and review relevant information (Readiness Assessment, CLR Inventory, CLR/SbD Tool outcomes, strategic goals for underserved student populations, current district policies, programs, procedures, guidance documents, etc.)	Brainstorm ideas for advisements to school principals, superintendents, district leaders, charter school executive directors, school boards, and governing bodies based on step 1 research  Narrow and come to consensus	Design official advisement document package to be posted on the school CLR Team webpage and/or the Equity Council webpage for comment by community	Participate in Educational Plan and Budget Process by including advisements into the At-Risk narratives and budget design	Officially present advisements to school board/governing body.