



LWVSNM Education Position Update 2024 Study Guide With Terms and References

Introduction

The League of Women Voters of Southern New Mexico (LWVSNM) supports the New Mexico constitutional requirement (January 21, 1922, Article XII, Sec. 1) of “A uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state shall be established and maintained.” In July 2018, the First Judicial District Court of New Mexico found that the state failed to provide a sufficient education for “children living in poverty, as English language learners, as Native Americans, and with disabilities” (Yazzie/Martinez consolidated lawsuit). The revised LWVSNM Education Position includes educational principles mandated by the Court for constitutional compliance. It also reflects the League’s Justice, Equity, Diversity, and Inclusion policy and its belief that federal, state, and local governments have the responsibility to provide an equitable, quality public education for all children Pre-K through Grade 12. A high-quality public education is essential for a strong, viable, and sustainable democratic society and is a civil right.

Resources from League of Women Voters of the United States

LWVUS Impact on Issues 2022-24, p. 130. “Quality Education: The 1974-76 LWVUS Program included the phrase ‘equal access to quality education,’ reflecting League recognition that ‘equality’ and ‘quality’ are inseparable. However, LWVUS has never undertaken a process for determining a common League definition of quality education that could serve as a basis for action nationwide. Therefore, when the definition of quality is a key factor in a state or local community, a local or state League must conduct its own study rather than relying on the LWVUS position to take action.” https://www.lwv.org/sites/default/files/2023-02/LWV_ImpactOnIssues2022-2024.pdf

Multicultural Education

League of Women Voters of South San Mateo County (LWVSSMC). (2000). “Quality Multicultural Education: It incorporates diverse concepts from different ethnic groups and cultures into a variety of subjects in the classroom. It creates an educational environment that challenges each student to achieve his/her full potential, that ensure the development of human dignity, and that develops respect for individuals.” <https://my.lwv.org/california/south-san-mateo-county/position/education-k-12-quality-multicultural-education>

Oakes, Jeannie and Carmen Gonzales. (2020, September 23). *Improving education, the New Mexico way*. New Mexico Legislative Education Study Committee. Retrieved 12-11-2020 from <https://www.nmlegis.gov/handouts/ALESC%20092320%20Item%203%20.1%20-%20Improving%20Educ%20NM%20Way%20-%20Evidence%20Based%20-%20LPI.pdfm>

Five fundamental elements of high quality education system: •Meaningful 21st century learning goals •Knowledgeable and skillful educators • Integrated supports for students in high-poverty schools • High-quality early learning opportunities. • Adequate and equitable funding. Evidence from science of learning and development: Learning is supported by: Positive school climate; Social and emotional development; Productive instructional (learning) strategies; Systems of support.

Nieto, Sonia. (2004). *Affirming diversity: The sociopolitical context of multicultural education* (4th edition). NY: Pearson, p. 436. Multicultural education defined: A process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect. Multicultural education permeates the schools' curriculum and instructional strategies, as well as the interactions among teachers, students, families, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action as a basis for social change, multicultural education promotes democratic principles of social justice.

Rudiger, Anja. (2020, December). *Pathways to education sovereignty: Taking a stand for Native children*. Santa Fe, NM: Leadership Institute and New Mexico Center on Law and Poverty. https://nabpi.unm.edu/assets/documents/tea-summary_report.pdf Tribal Remedy Framework: •Share responsibility and increase tribal control over the schooling of Native children (elevate role and build capacity of Tribal Education Departments [TEDs]. Share public education resources and funding equitably. Formalize collaboration between Tribes and school districts & provide technical assistance centers for TEDs and schools.). • Community-based education, created by and centered within tribal communities: Invest in tribal libraries and extend learning time. Invest in early education programs developed and delivered by tribal communities. Increase capacity to deliver integrated student support services.) • A balanced, culturally and linguistically relevant education: Develop policies to address institutional racism and justice models. Establish Indigenous curriculum development centers with language programs. Invest and provide pay equity for Native teachers, educational leaders, and staff with tuition waivers for tribal students.)

Ladson-Billings, Gloria. (2014). Culturally relevant pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*; Spring 2014: 84, 1, pp. 74-135. Ladson-Billings began work on culturally relevant pedagogy about 1990 with the intent to improve teacher education to prepare teachers to include an appreciation of their students' assets in urban classrooms, she observed teachers who were successful in selected schools. The structure of the successful teachers involved developing academic success, cultural competence, and sociopolitical consciousness (ability to apply knowledge and skills beyond the classroom into real-world problems). In 2015 with what seemed like a static conception of "culturally relevant," there was transition to "culturally sustaining pedagogy." The sociopolitical dimensions were being omitted; real-world issues were

not being discussed and were an essential component. Another term for culturally responsive pedagogy became “culturally revitalizing pedagogy,” which included revitalizing languages as a part of “plurilingual educational spaces.”

1. Student Outcomes and Lifelong Learning

Harvard Business Review: Businesses today are talking about the need for all workers to engage in lifelong learning as a response to the rapid pace of technological and strategic change. What drives real learning? It requires the creation of new knowledge, beyond existing knowledge which quickly becomes obsolete. Real learning requires reasonable risks. Having passion to explore motivates powerful learning and innovation. Explorers view challenges as an opportunity to learn and they reach out connections with others, working as a team. The elements needed are curiosity, imagination, creativity, willingness to take risks, and connect with others. Employers (and educators) must be confident enough to encourage this kind of passion rather than using fear of losing a job (or failing a task) for being an explorer.

<https://hbr.org/2021/10/what-motivates-lifelong-learners>

2. Educators (teachers, administrators, and staff)

LWVSSMC California Education K-12 & Quality Multicultural Education Position.

<https://my.lwv.org/california/south-san-mateo-county/position/education-k-12-quality-multicultural-education>

School Accountability Through Program Evaluation: An opportunity for teachers, administrators, staff and community members to understand the evaluation process and work together to determine how to improve educational quality. Utilization of in-service courses, workshops, consultants, and opportunities for conferring with colleagues to plan and exchange ideas to improve the quality of teaching.

3. PRE-K-12 Education

Swadener, Beth Blue. (2010). “At Risk” or “At Promise?” From deficit constructions of the “other childhood” to possibilities for authentic alliances with children and families. *International Critical Childhood Policy Studies*. 3(1) 7-29. Swadener focuses the effects language of oppression and social exclusions has on policy and practice. She looks as how “success stories” interrupt “risk rhetoric.” In calling for an "at promise" view of all children and families, we (Swadener & Niles, 1991; Swadener & Lubeck, 1995) have not intended to play a semantic substitution game of trading the "at-risk" (of failure) label for an "at promise" (of success) one. Rather, we would encourage everyone working with children and families to look for and build upon the promise in all children and to concentrate valuable energies and resources on building these strengths, while addressing the many structural and environmental factors that have been argued to place many children "at risk." (The “at risk” language is a deficit approach to education; the “culturally rich” approach focuses on assets.)

Oakes, Jeannie, et al. (2020, September). *Improving education, the New Mexico way: Summary report*. Learning Policy Institute, pp. 6-7. Meaningful 21st-Century Learning Goals: • Improve students' opportunities to develop high-level cognitive skills in the core academic disciplines by engaging in critical and creative thinking as they investigate scientific, social/historical, literary, artistic, and mathematical questions. • Implement culturally and linguistically responsive curriculum and instruction, recognizing that students' learning must be grounded in their prior experiences, cultural knowledge, and linguistic background. • Build social and emotional learning into the curriculum to help students develop self-regulation, collaboration, problem-solving, conflict resolution, perseverance, and resilience – skills that are essential in 21st-century life and increasingly demanded by employers. • Develop high school pathways that integrate college and career preparation to make high school more engaging and relevant.

Oakes, Jeannie, et al. (2020, September). *Improving education, the New Mexico way: Summary report*. Learning Policy Institute, p. 9. Steps for meaningful learning goals: • Continue and expand efforts to close the digital divide by investing in computers and connectivity for students and professional learning for teachers • Establish a state online hub that provides access to resources for high-quality curriculum, instruction, and assessment in the disciplines that support deeper learning, are culturally and linguistically responsive, are trauma- and healing-informed, and are designed for both remote learning and reconfigured instruction. This should include dual-language programs, as well as curricula developed collaboratively with Native experts.

The League recognizes that assessment is integrated with the learning process. It is a separate category also because of its significance. Performance assessment is critical, including project-based rubrics and portfolios that show student learning and growth.

Early Childhood Education and Care: League of Women Voters of Oregon (LWVOR). (January 25, 2023). *Caring for our Children*. <https://www.lwvor.org/studies-1/childcare-methods-study-update-2023> The League of Women Voters of Oregon believes that the early years of a child's life are crucial in building the foundation for educational attainment and greatly impact success or failure in later life. In the study the League focused on child care for children between the ages of 1-5. In the update they described the status of child care for that age group and expanded the focus to look at care for infants and older children. The needs of older children are different and need after-school and summer programs or youth enrichment. The report concludes with recommendations for support that should be implemented by the Oregon Legislature and state agencies.

LWV Southern NM, Education Position (Updated 2016)

Early Childhood Education and Community and Parent Involvement:

Collaboration among a broad base of community organizations, social service agencies, and the local school system to provide parents with programs to assist their children from birth to age 5 in acquiring the language experiences that prepare them for success in kindergarten and beyond.

Programs that encourage increased parental involvement in the education of their children that are welcoming and inclusive of parents from economically disadvantaged families.

<https://www.lwvsnm.org/wp-content/uploads/2022/01/POSITION-STATEMENTS-2021.pdf>

The New Mexico Public Education Department includes information about each of the committees' areas of interest. <https://webnew.ped.state.nm.us/>

League of Women Voters of Colorado (LWVCO). *2019-2021 LWVCO Positions for Action*. Higher Education Position (2007), pp. 73-6. Higher education is a primary educational, research, cultural and economic force in Colorado. The State of Colorado has a responsibility to support its public institutions of higher education and to assist the people of Colorado in attaining a postsecondary education.

https://s3.amazonaws.com/ClubExpressClubFiles/314195/documents/2022_Issues_for_Action_766234194.pdf?AWSAccessKeyId=AKIA6MYUE6DNNCCDT4J&Expires=1706400588&response-content-disposition=inline%3B%20filename%3D2022_Issues_for_Action.pdf&Signature=vYDwExAJzxX6e2B0ss6UJP%2Fktwo%3D

4. Alternative School Systems

Oakes, Jeannie, Anna Maier, and Julia Daniel. (2017, June). *Community schools: An evidence-based strategy for equitable school improvement*. National Education Policy Center; Learning Policy Institute. The four pillars/features are • Integrated student supports. • Expanded learning time and opportunities • Family and community engagement. • Collaborative leadership and practices. The authors concluded from their review that the evidence base on well-implemented community schools and their component features provides a strong warrant for their potential contribution to school improvement.

Online, hybrid, and remote learning should address the same elements as high-quality traditional schools and enhance learning opportunities. Additional funding is needed for internet services, educator training, and student support with distance learning.

In May 2023, there are 10 charter schools located within southern New Mexico*. Also in May 2023, two additional schools have served their “Notices of Intent” to the New Mexico Public Education Department to open new southern New Mexico charter schools. For charters that are state-approved, a Governing Council (GC) shall have at least five members and shall govern as determined through the charter contract. Locally authorized charters operate under the jurisdiction of the local district.

5. Community Engagement

LWVUS Impact on Issues 2022-2024, pp. 132-133. The Federal Role in Public Education. https://www.lwv.org/sites/default/files/2023-02/LWV_ImpactOnIssues2022-2024.pdf

The Dept. of Education for Massachusetts and the Civic Engagement activities designed by the Massachusetts Civics for All organization, Defining Student-led Civics Projects have provided excellent activities to develop citizen participation at all ages. <https://www.macivicsforall.org/educationalresources>.

Using activities that develop civic participation at all grade levels, see the following website for specifics, <https://www.doe.mass.edu/rlo/instruction/civics-project-guidebook/index.html#/lessons/0sggGFWN2sG8OoQXXaL67lPtLUdwkuEx>

Six Stages of Action Civics: Stage One-Examine Self and Civic Identity, Stage Two-Identifying an issue, Stage Three-Researching and Investigating, Stage Four-Developing an Action Plan, Stage Five-Taking Action, and Stage Six-Reflecting and Showcasing are described in grade activities from primary to secondary. The Six Stages lead to the 8 Key Characteristics of Civics Projects: 1) Student-led, 2) Project-based, 3) Real-world, 4) Rooted in an understanding of systems impact, 5) Goal-driven, 6) Inquiry-based, 7) Non-partisan and 8) Process-focused.

6. Public Education Oversight, Guidance, and Funding

There are 20 Boards of Education (BOE) within southern New Mexico*. BOEs, also referred to as School Boards, are elected by voters within their school district and are entrusted to set policies of our most treasured institutions: public schools and charter schools. School boards are nonpartisan with five-to-seven members who serve four-year, staggered terms. Members must be of voting age and otherwise, be eligible under the state constitution to be elected to public office.

The PED must hold school districts accountable for spending money provided from the State to achieve the interests, talents, and needs of all students using programs and services for an adequate education guaranteed by the New Mexico Constitution.

School Boards and Governing Councils are responsible to hire, set salary and evaluate a superintendent/lead administrator, adopt policies that affect school operations and personnel, adopt and monitor a fiscally sound budget, and if applicable, provide a collective bargaining process, among other responsibilities delineated in federal and state statutes or the charter contract.

The state's economy benefits from having an educated workforce. Collaborative programs between higher education and high schools, including dual credit, should be adequately funded. Scholarships are essential because most low-income students would not be able to obtain degrees and certificates without the assistance.

LESC. State of New Mexico Legislative Education Study Committee Annual Report January 2024: The LESL budget recommendation invests in supports for student success initiatives by recommending \$30 million in funding for CTE initiatives, \$15 million for work-based learning and innovation zones, \$15 million in funding for attendance success initiatives, \$8 million in funding to support the Science, Technology, Engineering, Arts, and Math (STEAM) initiative, \$1.25 million to support Advanced Placement test fee waivers and training, \$14 million for early literacy and reading support, and \$750 thousand to support the GRADS program, which provides teen parent interventions. In addition, the LESL budget recommendation includes \$30 million for education innovations.

Key Education Terms

Educator – An educator is someone who studies and is prepared to inspire curiosity and learning for self and others. In schools and educational settings, this includes teachers, administrators, and staff who understand and use effective processes of deep learning. An educator uses strategies that support all students finding equitable access to resources/ supports, and facilitates the process of learning in a variety of settings. An educator is a leader in learning and teaching.

Equity – Equity recognizes that each person has different circumstances and resource needs. It is an approach based on fairness to ensure everyone reaches an equal outcome; this means that resources may be divided and shared unequally to make sure that each person has a fair chance to succeed. Equity is different from equality by recognizing-- not ignoring or suppressing-- individual differences. Educational equity means that every student has access to full and fair opportunities and resources to succeed in life.

Culturally and Linguistically Responsive Learning (CLRL) – This term describes the use of students’ personal and cultural assets, strengths, and experiences to create inclusive and equitable curricula and learning environments. The students’ “funds of knowledge” include their home, languages, and community resources.

Bilingualism and Bilingual Education (BE) – Bilingualism is an individual characteristic that involves varying degrees of competency from minimum ability to complete fluency in more than one language. Bilingual education is the use of two languages as a method of learning for children in part or all of the school curriculum. It is sometimes called “dual language education.” Second language acquisition is a “two-way” bridge where learners achieve ability to move back and forth between the “mother tongue” and another language.

Emerging Bilinguals can be described in different ways for diverse people. It may mean students/people who speak a language other than English at home and already speak two or three different languages by the time they learn English in school. It can also mean any individual developing a second or third language. Emergent Bilinguals are extremely diverse individuals. The term recognizes that bi/multilingualism is a resource and an asset to success in life.

Culturally Rich Students include the student groups identified in the Yazzie-Martinez Court findings of 2018 (students who are economically disadvantaged, learning English, receiving special education services, Native American), as well as all students. At the New Mexico House Education Committee on Monday, January 22, 2024, Co-Sponsor of HB 39 Yazzie Lawsuit Educational Funding Act, Albuquerque Representative Patricia Roybal Caballero said, “None of our students are at risk. They are culturally rich.” All students have assets, strengths, interests, and needs. They bring cultural backgrounds that need to be visible in their learning, such as a culturally rich curriculum.

Translanguaging involves putting together bi- or multi-lingual learning into one linguistic repertoire. Languages are dynamic and fluid and are influenced by sociopolitical ideas. Translanguaging involves analysis of similarities and differences between and among various languages. Student assignments and assessments are created with options for using two

languages and possible translations with multimodal evidence (graphics/images, oral or audio communication, written narratives, digital media, music, video/film, drama, portfolios and more)

Social and Emotional Learning (SEL) – This term is how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions, using tools to help people be resilient. Learning is social and emotional and influence academic learning. (Collaborative for Academic, Social, and Emotional Learning - CASEL)

Multicultural and Multilingual Education – A process of comprehensive school reform and basic education for all students. It permeates the schools' curriculum and learning strategies, as well as the interactions among teachers, students, families, and the very way that schools conceptualize the nature of teaching and learning. There are different levels of multicultural education (tolerance, acceptance, respect, and affirmation). At the highest level, it may integrate CLRL, BE, and SEL. It promotes democratic principles of social justice. Multilingual education begins and continues with the heritage language first and adding additional languages. Equipping students with world language skills provides appreciation and engagement with diverse cultures and heritages found locally and in the world.

High Quality, Equitable Education System – Essential elements for a high-quality, equitable education system include: • **Meaningful 21st-Century Learning Goals** (challenging academic content, multicultural and multilingual education, culturally and linguistically responsive practices, project-based learning environments, social and emotional learning, pathways that integrate college and career preparation); • **Knowledgeable and Skillful Educators** (shared leadership policies, data collection, ongoing relevant professional development options for educators including learning technologies); • **Integrated Supports for All Students** (multiple performance based assessments, online learning opportunities and technical assistance, data collection, teamwork, relationships within an inclusive school culture, family involvement, and community schools); • **Rigorous High-Quality Early Learning Opportunities** (investments aimed at improving the quality, access, and workforce issues in Early Childhood Education and Care); • **Adequate and Equitable Funding** (funding and resources distributed effectively and equitably to address the first four elements of a high-quality education system).

Community Schools - The New Mexico Community Schools Act framework requires successful public-school applicants to partner with tribal partners, nonprofit community-based organizations, and local businesses, to provide well-rounded educational opportunities and supports to students and involve their families. A community school organizes resources of a community to ensure student success while addressing needs, including cultural and linguistic needs, of the whole student. The framework has research- and evidence-based strategies and practices that support students, families and communities to ensure student success. The six key practices are: 1. *Powerful student and family engagement*, 2. *Collaborative leadership, shared power, and voice*, 3. *Expanded and culturally-enriched learning opportunities*, 4. *Integrated systems of support*, 5. *Rigorous community-connected classroom instruction*, 6. *Culture of belonging, safety, and care*. Every community school responds to unique local needs and assets; it includes the voices of students, families, and residents. Community schools range from early childhood and voluntary public pre-kindergarten through elementary, middle, and high schools.

Shared Leadership - Shared leadership includes the “voices” (opinions, viewpoints, feedback, insights, and wisdom) of students, teachers, parents, and community members in the learning, peer mentoring, leadership capacity, and decisions made by a school for continuous improvement. It eliminates top-down, hierarchical systems of school governance.

Digital Divide – A term that refers to the gap between demographics and regions that have access to current information and communications technology, and those that don’t or have restricted access. The technology can include telephone, television, personal computers, and the internet.

Digital Learning – An umbrella term that means any type of learning that includes using digital technology. It includes taking courses online, doing internet research, watching online videos, and other digital tools (e.g., smart phones, smart boards, and tablets).

Online and Hybrid Learning – The majority of course work and communication is done through the internet (forums, shared documents, email, chat, etc.) Students and educators come together while working on digital lessons and assessments in an established program. Hybrid learning involves face-to-face interaction as well.

Virtual Learning – A course is taken entirely over the internet, with all course work and communication handled online. It is also called e-learning.

Remote Learning – It is typically linked to emergency situations and provides opportunity for students and teachers to remain connected and engaged with learning while working from their homes. Students and/or teachers are not accustomed to having distance during learning experiences and they expect to return to face-to-face learning. A structure for time, communication, technology, and lesson design is essential.

Lifelong Learning – It is the ongoing process in which you continue to educate yourself, build new skills, and create new knowledge over time. Lifelong learners read, listen to podcasts, take courses, set goals, seek and embrace change, start new things, network and build relationships.

Loans-For-Service – This type of loan is to increase the number of professionals in areas of the state which have experienced shortages, by making educational loans to students seeking certification/licensure in eligible fields, including medical, health, nursing, nurse educator, and teaching. A condition of the loan is for the student to declare intent to return to New Mexico to practice as a professional in their field of study. For every year of service provided, a portion of the loan will be forgiven. If the entire service agreement is fulfilled, 100% of the loan is eligible for forgiveness. Penalties are assessed if the service agreement is not satisfied.

<https://hed.state.nm.us/financial-aid/loan-service-programs>

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