



MARYLAND ALLIANCE  
OF PUBLIC CHARTER SCHOOLS

*charterstarter* 

# Charter Design Series Workshop 2



## Innovation and Excellence in Educational Programming

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**City Neighbors Foundation**

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**The Maryland Alliance of Public Charter Schools** supports quality public charter school education on behalf of students and families. We are a non-partisan organization that serves as a voice for charter school communities so we can:

- Advocate for equitable and transparent conditions for public charter schools
- Offer support to new and existing public charter schools
- Drive the discussion around innovative educational practices that lead to positive outcomes for students

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# Agenda

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5:00-5:15	Introductions and Norms
5:15-5:45	Your Two Minute Speeches, Rough Drafts
5:45-6:20	Mission and Vision Work
6:20-7:00	Connecting Mission to Practice
7:00-7:20	A Child's View: The Classroom and the Day
7:20-7:50	Curriculum Choices
7:50-8:00	Wrap-Up, Homework, Next Session
8:00-8:15	Optional: Questions/Answers

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# Learning Objectives

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Participants will be able to:

- Develop an understanding of effective mission and vision statements, and improve their own working guiding statements.
- Understand and articulate how every aspect of your school should reflect your mission and vision statement.
- Articulate your vision of your school through a student's experience.
- Understand resources for selecting highly effective curricular programs that are mission-aligned.

# Virtual Workshop Logistics & Norms

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- Please mute yourself unless you are speaking.
- Video sharing is on to create a in person feel, but please turn off your video if distractions arise.
- Use the chat feature for any questions.
- Those with groups will be assigned together in breakout rooms. Those without groups will be randomly assigned into a group of four.
- The presentation will be recorded, breakout session discussions will not.
- You can exit the shared screen by pressing escape. Re-access by clicking on blue ZOOM icon
- We will ask you to fill out a survey after the workshop concludes.

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# Introductions

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- Share your biggest accomplishment at since the last workshop or related to your charter process.



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# 2 Minute Charter Pitches Bonanza

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- Who You Are Serving
- Your Core, Unmovable Ideals
- The Need/Demand Your Filling
- Your Rationale for Your Approach
- The Structures, Programs That Will Realize Your Mission
- The People Who Will Make the Dream Come Alive
- What It Looks Like When the Dream Is Realized

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# Charter Pitches: What To Look For

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- Does it stay around the 2 minute mark?
- Does it include all of the components of the pitch?
- Which parts sounded right on, clear, and compelling?
- Do all the parts of the pitch connect together?
- Which parts could use more clarity?
- Where could it be more powerful?

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# 2 Minute Charter Pitches Bonanza

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**10 minutes to share your pitch and get feedback in breakout rooms**

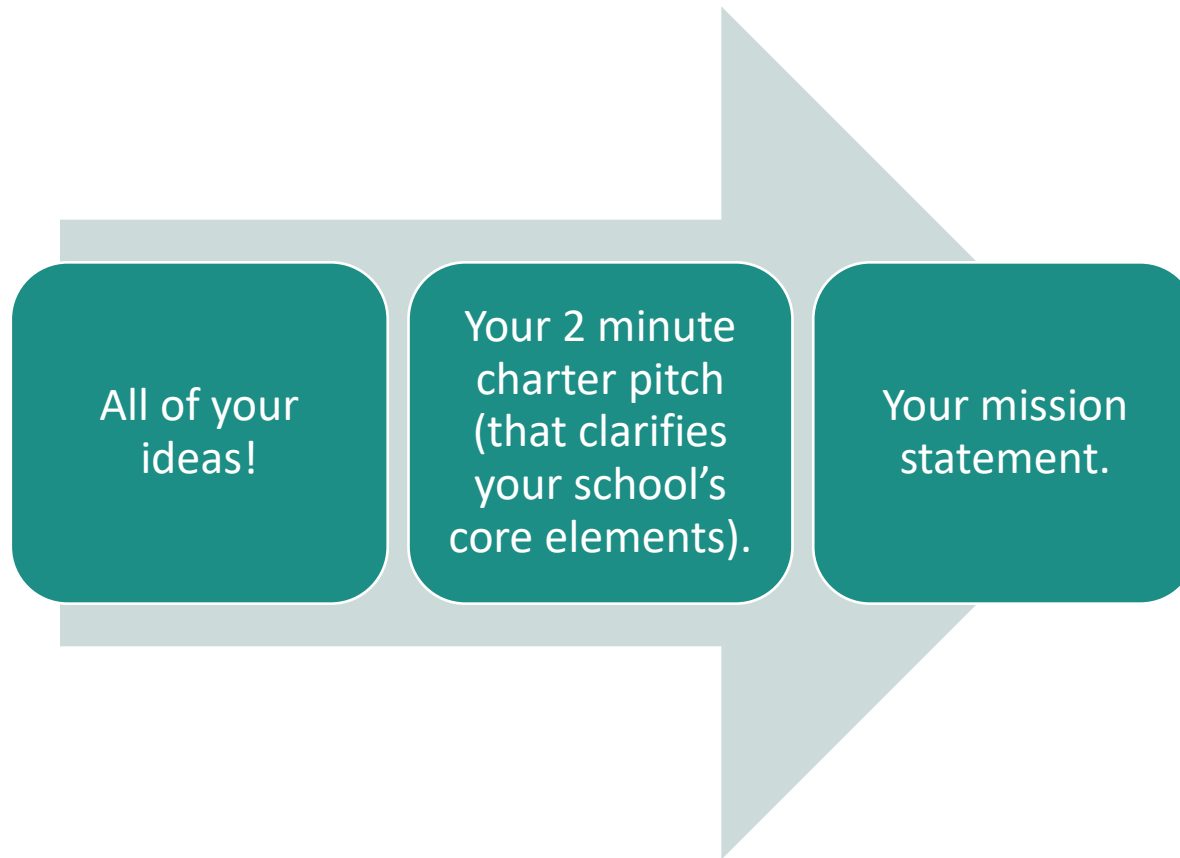
We'll bring you back to the main room

**10 minutes to revise and strengthen your pitch.**

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# PART 1. Mission and Vision Statements

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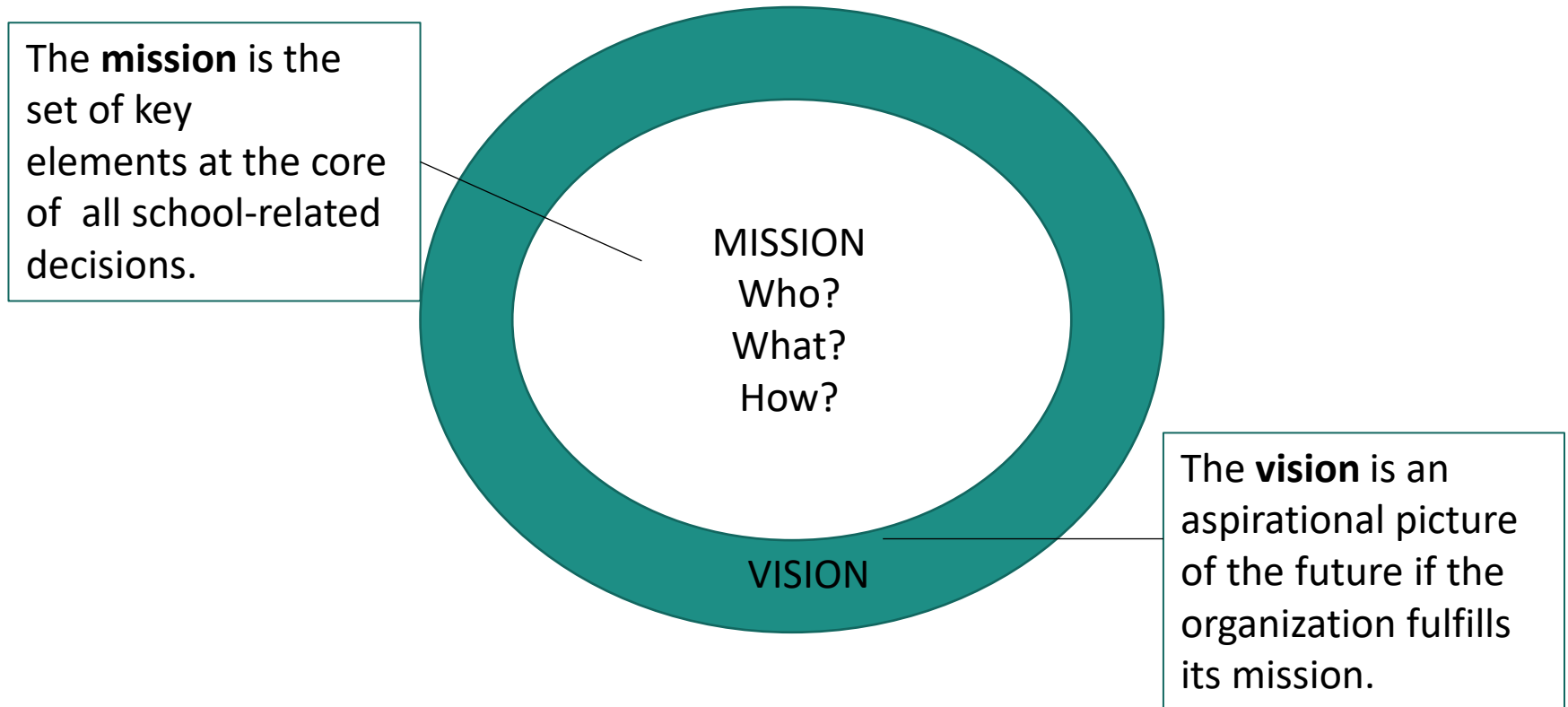
# PART 1. Mission and Vision Statements

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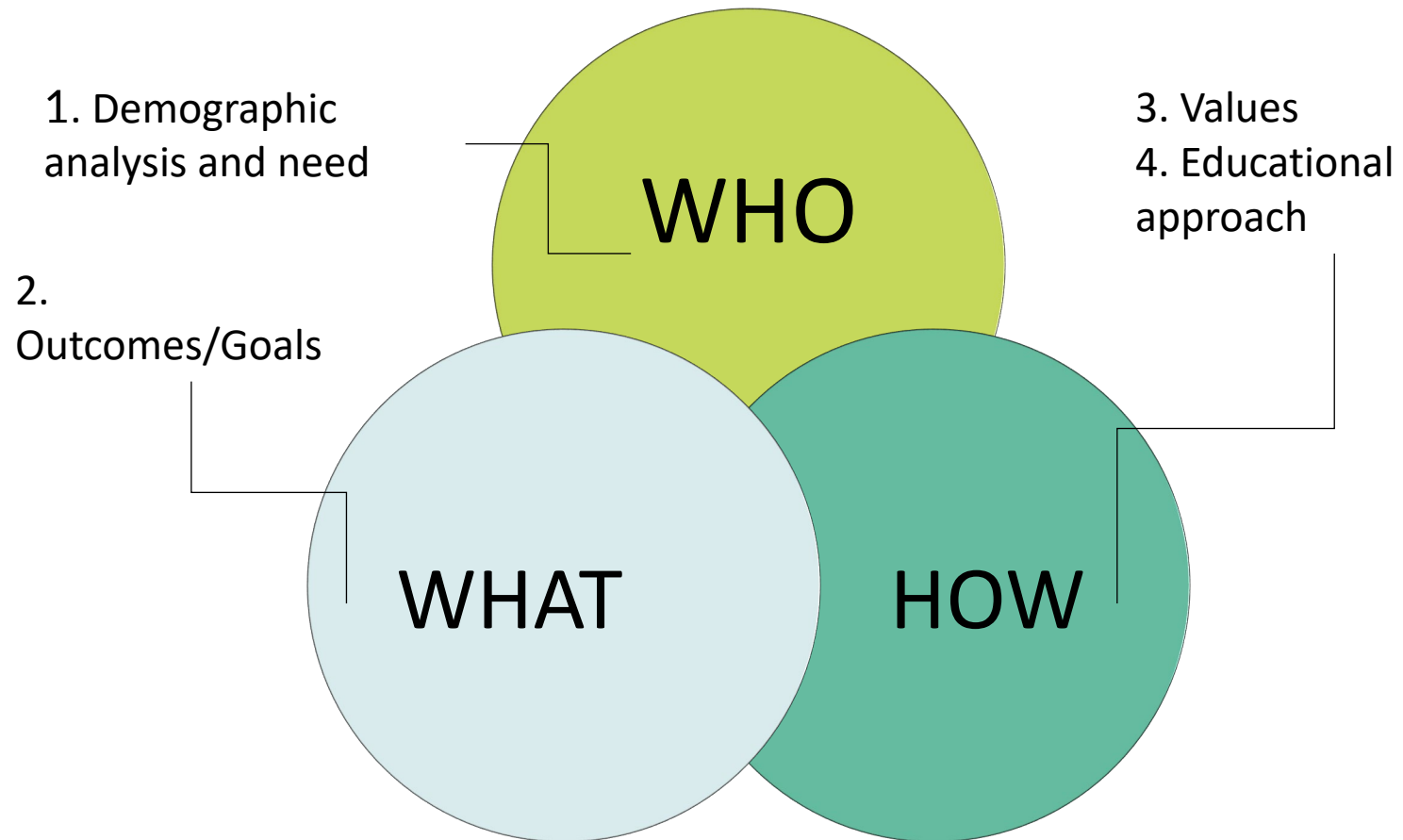
Your mission and vision are your:

- Succinct articulation of the school's reason for existence
- Guideline for all current & future decisions regarding the school
- Recruitment tool for founding members, board members, students, and faculty

# Foundation of a Charter School

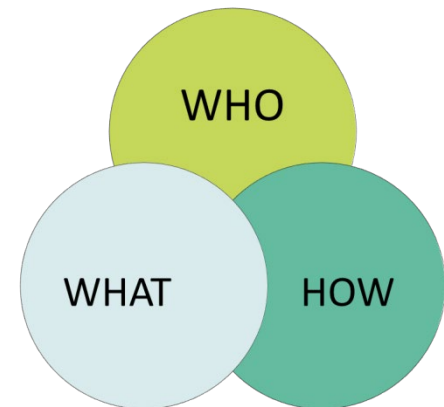


# Elements of a Mission Statement



# Effective Mission Statements – Why?

LAYC YouthBuild PCS will transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill -building, and community service – a program designed to prepare young people for college or the workplace while they work to create housing for the city's low-income residents.





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# Mission Statements : Who, What & How

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LAYC YouthBuild PCS will [(3) transform the lives] of [(1) out-of-school youth in the District of Columbia] by [(4) offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service] – a program designed to [(2) prepare young people for college or the workplace] while they work to [(2) create housing for the city's low-income residents].

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# Work time (15 minutes)

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If you came with your mission statement:

Use this time to refine, hone, sharpen your mission statement. Utilize the rubric (and the core elements and articulations in your 2 minute charter pitch) to create an even stronger mission statement.

If you did not come with your mission statement or don't have one:

Use this time to begin constructing your mission statement. Use the rubric (and the core elements and articulations in your 2 minute charter pitch) to create an even stronger mission statement.

Handout :

<https://docs.google.com/document/d/1HSVpDjtDqqEidX3RZq8qMGV0ZntuDg0sMdaBcaTOijs/edit?usp=sharing>

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# Connecting Your Mission to Anything and Everything

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Your mission should be connected to all aspects of your school.  
It should be part of your DNA, your way, your approach to everything.

Charter schools that either have unclear mission statements or who do not carefully curate the life of that mission in every part of their school are set up on an unstable foundation.

# Example

The X School is focused on 22<sup>nd</sup> Century Technology Education.

MISSION STATEMENT: Preparing K-8 students for our future world, The X School is on 22<sup>nd</sup> Century Technological Education. With rigorous coursework, a blended learning model, and training, and exploration of technological tools, applications, and concepts, students will be poised to navigate the future and be equipped to help create the technological innovations of the future.

Professional Development and Induction	Induction includes one week of virtual training, one week of blended learning, and one week of in-person learning. On-going required webcourses through MIT.
Assessment	Quarterly performance based assessments (via computer) based on technology curriculum. Digital presentations of learning starting in 3 <sup>rd</sup> grade. Tech capstone projects in 5 <sup>th</sup> and 8th. IReady for Math and Reading. MCAP.
Physical Environment	4 Tech Labs. focused on virtual reality, artificial intelligence, coding, and nanotechnology. Video Smart Boards in every classroom. Video screen and tech lab at entrance lobby.
Governance Structures	3 members of the Board must be involved in the tech industry, with one engaged with tech pedagogy. 4 live meetings, 8 virtual meetings per month. Tech cultivation committee.

# Example

## The Ablo Creek School is a Reggio Emilia Inspired, Community School.

MISSION STATEMENT: The Ablo Creek School is a Reggio Emilia inspired, community school focused on student inquiry and exploration, developmentally appropriate learning, arts and creativity, and parent and community involvement. At Ablo Creek, through long-term in-depth studies and inquiries with teachers facilitating student exploration and learning, students will have their curiosity nurtured, their love for learning deepened, and their wonderings addressed. ....

Curriculum	The Ablo Creek school will use Singapore Math, Scott Foresman Reading, and the Houghton Mifflin Social Studies textbook series.
Assessment	IReady will be used for Language Arts and Math. MCAP.
Schedule	The day will be chunked into 45 minute periods for math, reading, social studies, science, and writing. There will be one exploration block per day.
Governance Structures	The Board will be comprised of 10 people. Appointments will be made by the Board and will consist of leaders from throughout the state and the nation.

# Example Together

The Olivia School is focused on Social/Emotional Learning/Wellness.

MISSION STATEMENT: The Olivia School believes that social/emotional health and physical wellness, especially for K-5 students, is the core of a healthy, vibrant, and productive life. With curriculum focused on identity, the arts, social/emotional learning and health, students from the earliest ages will learn how to pursue happiness in their lives through education and their personal endeavors.

Assessment	
Physical Environment	
Parent Engagement	
School Events	

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# Worktime

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Examine your core pillars and your mission statement.

Doc:

<https://docs.google.com/document/d/1ijR5lZkDhIC3tAl0hKKJtkY2RugDImhD6clZdg2QLfQ/edit?usp=sharing>

Use the next 20 minutes to articulate how your mission, vision and pillars are clearly reflected in each. If they are not clearly reflected, consider how they could be and or whether your approach really fits with your core beliefs of a school and education.

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# Your Student Experience

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It is vitally important to see your school's experience through your student's eyes.

- What will be different, innovative, powerful, compelling for them?
- How will learning and school be different? Better?
- What will their day be like? What will class be like?



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# What is important to students?

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What do students and young people care about in their education?



# Freire Model (No pandering or false claims.)

What will students find in your school?  
What will be unique and different for them?

What will student NOT/NEVER find in your school?

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# Work time (10 minutes)

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Through the lens of your mission, vision and pillars, use the next 10 minutes to think about:

What will students find in your school? What will be unique and different for them?

What will student NOT/NEVER find in your school?

Handout :

<https://docs.google.com/document/d/1HSVpDjtDqqEidX3RZq8qMGV0ZntuDg0sMdaBcaTOijs/edit?usp=sharing>

# Curriculum Selection

## Determining the Key Educational Philosophies and Approaches to Education

New schools are frequently initiated to allow for innovations in educational philosophy and approaches to education. For example, schools may be formed to provide students with greater opportunities for personalized learning, use of new technologies in learning, increased real world connections to learning, etc. For each educational philosophy and approach, the academic plan requires a narrative that describes in detail the history of the philosophy and the research that shows the likelihood of success for schools using this philosophy and approach. The academic plan must explain why any proposed philosophy and approach is needed for the proposed student population to be successful. Most critically, if the academic plan proposes more than a single educational philosophy or approach, the academic plan must make clear how any educational philosophies and approaches work together to create a coherence in educational philosophy and approach to education for the school.

Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"><li>• Is there coherence in the proposed educational philosophy and approach for the school?</li><li>• Does the academic plan demonstrate clearly how the proposed educational philosophies and approaches to education will benefit the students and families of the school?</li><li>• Are any proposed educational philosophies and approaches to education firmly grounded in research?</li><li>• Can you cite successful schools that adhere to the proposed philosophy and approach?</li></ul>	<ul style="list-style-type: none"><li>• <a href="https://www.thoughtco.com/teaching-philosophy-examples-2081517">https://www.thoughtco.com/teaching-philosophy-examples-2081517</a> - Provides examples of how to develop personal philosophy statements that can inform writing of a school philosophy statement</li><li>• <a href="https://ies.ed.gov/">https://ies.ed.gov/</a> - Provides summaries of critical research in education that may be useful in explaining selected philosophies and/or approaches</li><li>• <a href="https://www.data.gov/">https://www.data.gov/</a> - Government data that may be useful in justifying choices in educational philosophies and approaches</li></ul>	<ul style="list-style-type: none"><li>• What funding will be needed to provide staff with sufficient expertise to enact proposed philosophies and approaches?</li><li>• Are there certifications or licenses that require funding to enact selected philosophies and approaches?</li></ul>

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# Curriculum Selection

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## Selecting High-Quality Written Curricula:

The charter application requires applicants to describe clearly both the process for selecting curriculum and evidence that the curriculum in each content offered will be high-quality. Quality written curriculum include several key components, including but not limited to:

- A clear scope and sequence for standards and learning objectives to be taught throughout the course of study, with horizontal and vertical alignment;
- Embedded formative assessments to inform instructional decisions; and
- Unit plans, lesson plans, and teacher and student resources designed to help students meet rigorous expectations, with clarity for teachers on how to scaffold learning for diverse learner populations (including students who are ELLs and have identified special needs) and how to enrich learning for advanced students.

In addition, quality written curriculum show evidence it is:

- Anchored in research, and promote best practices in the content;
- Aligned to state standards;
- Culturally responsive;
- Equitable and accessible to all students (including use of universal design features); and
- Organized to support multiple opportunities for students to learn new content.



# Curriculum Selection



Questions to Check Task Status	Resources to Support Task Completion	Budget Considerations
<ul style="list-style-type: none"> <li>Do all proposed curricula include the following key components?               <ul style="list-style-type: none"> <li>A clear scope and sequence for standards and learning objectives to be taught throughout the course of study, with horizontal and vertical alignment;</li> <li>Embedded formative assessments to inform instructional decisions;</li> <li>Unit plans, lesson plans, and teacher and student resources; and</li> <li>Resources and clarity of use to support diverse learner populations (including students who are ELLs and have identified special needs) and how to enrich learning for advanced students.</li> </ul> </li> <li>Does your academic plan include explanations and evidence to show that it is:               <ul style="list-style-type: none"> <li>Research-based;</li> <li>Aligned to state standards;</li> <li>Culturally responsive;</li> <li>Equitable and accessible for all students; and</li> <li>Organized to support multiple opportunities for all students to learn new content?</li> </ul> </li> <li>If your school will add students in grade levels not planned for instruction currently, will the curricula selected allow for addition of vertically aligned curriculum for those next grade-levels planned? (E.g., if you start in grades K-5, does the curriculum offer grades 6-8?)</li> </ul> <p>Will the curricula used across contents support interdisciplinary learning where this is desired?</p>	<ul style="list-style-type: none"> <li><a href="http://www.EdReports.org">www.EdReports.org</a> A site that provides third-party reviews of curriculum materials.</li> <li><a href="http://www.Louisianabelieves.com">www.Louisianabelieves.com</a> A site that provides third-party reviews of curriculum materials.</li> <li><a href="http://www.Cast.org">www.Cast.org</a> A site that provides extensive information on universal design for learning and selection of materials that meet UDL standards.</li> </ul>	<ul style="list-style-type: none"> <li>What is the per teacher cost for written curricular materials?</li> <li>What is the per student cost for written curricular materials?</li> <li>Do per teacher and per student costs include digital access to materials, including delivery of assessments?</li> <li>Does the publisher of the written curricular materials include any professional learning supports/on-boarding for use of the materials as part of the initial costs of purchase?</li> <li>What are replacement copy costs for lost or damaged curricular materials?</li> <li>If your school will add grade-levels, do the curricular materials to be purchased allow for near future purchases at a discounted rate?</li> </ul>

# Worktime: 15 minutes

## Resource Exploration

Use the six resource links provided to explore your pedagogical approaches, curricular selections or possible curricular selections.

Area	Evidence
Pedagogical Approaches (may be multiple lines.)	
Reading	
Math	
Social Studies	
Science	
Writing	
Other	

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# YOUR HOMEWORK

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For Next  
Time

Oct. 28th  
@5pm

Revise 2 minute pitch. Make it better, sharper, more powerful.

Complete “Connecting Mission to Practice”

Review Curriculum Sites

Core Team Assessment

Completing Community Outreach Plan

Review Special Education On-Demand Webinar

Review ELL On-Demand Webinar

Everything can be found here:

<https://mdcharters.org/charter-design-workshop-fall-2025>



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# Questions?

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# Thank you and Stay Connected!

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Please take a minute to complete the session evaluation poll to provide feedback about the session!



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Newsletter on our website



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We will stay on for the next 15 minutes for a question and answer session.