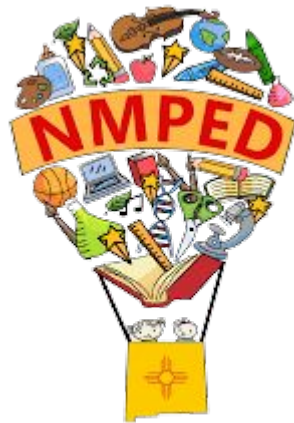


New Mexico Graduation Equity Initiative

A new graduation pathway for New Mexican students.



Future Focused Education, in partnership with the New Mexico Public Education Department



PED's Strategic Priorities

Educator Ecosystem

- Educator Recruitment
- Educator Compensation
- Educator Career Ladders
- Supports for Educators and School Leaders

Profiles and Pathways

- Graduate Profiles
- Graduation Requirements
- Experiential Learning (career-technical education, work-based learning, project-based learning)

Support Structures

- Data and Cybersecurity
- Research and Evaluation
- Financial Oversight and Transparency
- Strategic Outreach

Whole Child

- Early Literacy
- Reading and Mathematics
- Special Education
- Fine Arts, PE, and Extracurriculars
- Implementation of Key Acts

Supports and Opportunities

- Community Schools
- K-5 Plus and ELTP
- Closing the Digital Divide

Why Graduate Profiles?

- Articulating a **vision** for the knowledge, skills, and attitudes that students need to attain to be successful after graduation;
- Broadening and reimagining **student success** in ways that are culturally sustainable;
- Valuing and engaging with **local wisdom**;
- Identifying **opportunities and supports** that can contribute to holistic student success; and
- Using the profile as a **tool or guide** to “plan with the end in mind” to ensure that every element of your work as a school and district is contributing to the vision for student success represented by your graduate profile.

What is a Graduate Profile?

CENTRAL NEW MEXICO GRADUATE PROFILE

I am agile & ready to create my future

I have unique strengths & interests

I know and respect myself

I know and respect others

I am resourceful

Integrity
Self-Awareness
Work Ethic
Reliability
Health & Self-Care

History and Cultural Awareness
Empathy
Civic- and Community-Mindedness
Collaboration
Communication
Adaptability across settings

Resilience and Perseverance
Problem-Solving
Critical Thinking
Creativity
Hiring Skills
Financial Literacy

Computers & Technology
Scientific Methods
Reading • Writing • Math
Curiosity and willingness to learn

Engaged School, Family, and Community

ZUNI PUBLIC SCHOOLS

Portrait of a Graduate

"Taking Aim at the Future"

Demonstrates proficiency in content knowledge, academic skills, and technology.

Possesses career readiness and vocational skills to access jobs in a competitive world.

Equipped with financial literacy and personal money management skills.

Communicates and delivers information effectively through spoken, written, and digital media.

Creates original works that express thoughtfulness and innovation.

Uses critical and creative thinking to solve problems through exploration.

Overcomes obstacles using creative and innovative solutions.

Willing to take calculated risks and "fail forward" ... learning from their mistakes.

Identifies, understands, and fills cultural roles.

Contributes to their community through education, career, and service to others.

KNOWLEDGEABLE

Ayyuyaana

HEALTHY

Ande:mo'ka ho'i

CREATIVE

Tse'mak tseba / anikwa

ADAPTABLE

Kwan ank'okshi

CONTRIBUTOR

Yakshunan
i: satde: n'ona

CONNECTED

De'akwiye

- Identifies and manages their emotions, thoughts, and behaviors effectively.
- Cares for own physical, social, and emotional health and contributes to family, community, and tribal health.
- Establishes and maintains healthy, supportive relationships.
- Develops cultural and self-awareness, positive self-image and growth mindset leading to a strong identity and sense of purpose.

- Applies knowledge, skills, and attitudes to develop a healthy identity, manage emotions and achieve personal and collective goals.
- Displays grit and resilience to persevere through life's experiences.
- Anticipates and evaluates consequences of their actions to make responsible decisions.

- Lives intentionally in the A:Shiwi way.
- Exemplifies proficiency in Zuni language, culture, and history.
- Observes Zuni Core Values in daily life.
- Balances and maintains a strong Shiji identity while navigating and adapting in the world.

Graduate Profiles

- Community-defined knowledge, skills, and attributes
- Reflects local values, culture, language

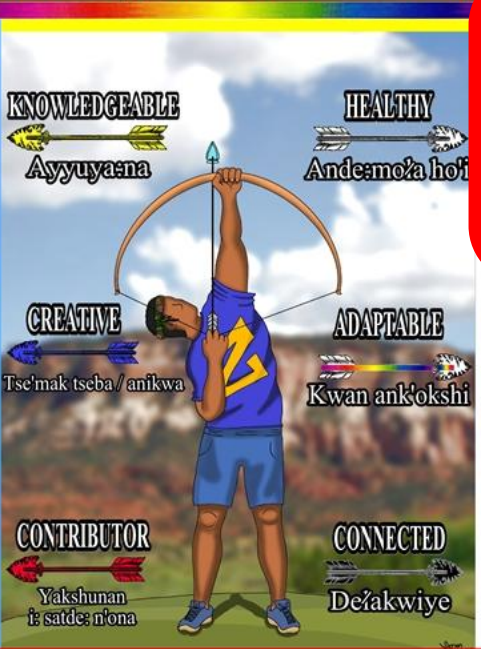


Capstone Assessments

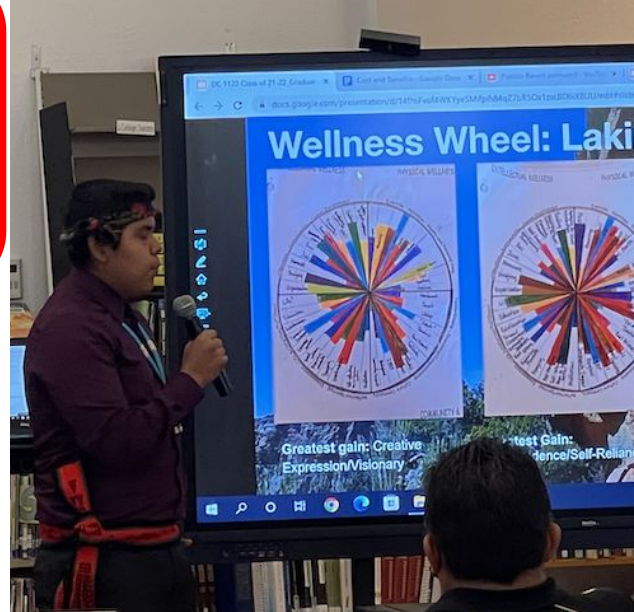
- Community-based learning
- Knowledge, skills, and attributes defined by the graduate profile
- Key high school competencies

Zuni's Graduate Profile + Senior Capstone

ZUNI PUBLIC SCHOOLS
Portrait of a Graduate
"Taking Aim at the Future"



<p>Demonstrates proficiency in content knowledge, academic skills, and technology.</p> <p>Possesses career readiness and vocational skills to access jobs in a competitive world.</p> <p>Equipped with financial literacy and personal money management skills.</p> <p>Communicates and delivers information effectively through spoken, written, and digital media.</p>	<p>KNOWLEDGEABLE Ayyuyana</p> <p>HEALTHY Andemo'z'a ho'</p>	<ul style="list-style-type: none"> Identifies and manages their emotions, thoughts, and behaviors effectively. Cares for own physical, social, and emotional health and contributes to family, community, and tribal health. Establishes and maintains healthy, supportive relationships. Develops cultural and self-awareness, positive self-image and growth mindset leading to a strong identity and sense of purpose.
<p>Creates original works that express thoughtfulness and innovation.</p> <p>Uses critical and creative thinking to solve problems through exploration.</p> <p>Overcomes obstacles using creative and innovative solutions.</p> <p>Willing to take calculated risks and "fail forward" ... learning from their mistakes.</p>	<p>CREATIVE Tse'mak tseba/ anikwa</p> <p>ADAPTABLE Kwan ank'okshi</p>	<ul style="list-style-type: none"> Applies knowledge, skills, and attitudes to develop a healthy identity, manage emotions and achieve personal and collective goals. Displays grit and resilience to persevere through life's experiences. Anticipates and evaluates consequences of their actions to make responsible decisions.
<p>Identifies, understands, and fills cultural roles.</p> <p>Contributes to their community through education, career, and service to others.</p>	<p>CONTRIBUTOR Yakshunan i: satde: n'ona</p> <p>CONNECTED De'akwiye</p>	<ul style="list-style-type: none"> Lives intentionally in the A:Shiwi way. Exemplifies proficiency in Zuni language, culture, and history. Observes Zuni Core Values in daily life. Balances and maintains a strong Shiji identity while navigating and adapting in the world.



Why Capstones Matter

- **Retention:** meaningful experiences to apply their learning in real life scenarios and identify what they want to do in their future
- **Evidence of Learning:** evidence of skills and knowledge that reflect community's hope for the future
- **College and Career:** building the skills for success in college or a career
- **Grow Your Own:** appreciation of the local wisdom in the community and opportunity for employers and community organizations to grow their own
- **Equity:** focus language, culture and values and appreciating who they are and where they come from is a remedy to the concerns raised in Martinez-Yazzie

Capstone Models in New Mexico

Potential capstone models:

- Learning in and with community
- Work-based learning: group or individual internships embedded in capstones
- Grow-Your-Own capstone or Educators Rising capstone
- English as a Second Language or other content-specific, grade-level capstone
- Dual Language Capstone, aligned to NM State Seal of Bilingualism-Biliteracy
- Indigenous language revitalization and learning in the community
- Capstones to assess core competencies in classes or course sequences across curriculum

Educator Community of Practice

- **Educator Community of Practice:** Practicing capstone educators, community youth organizers, social workers
- **Educator Learner Network:** teachers statewide learning about performance assessments, competency-based instruction and assessment, and learning in the community

“I appreciated the opportunity to meet with like-minded educators. This space was restorative while working in the field of education which is pretty exhausting. It was great to have the opportunity to co-create, to get excited about visionary ideas for education, and to feel like we have a lot to offer even statewide.”

“The beginning of essential resources, tools and pedagogical practice needed for new educators entering the world of capstone teaching. There's still a lot of work to do, but this group was able to boil down some of the essential learning and knowledge needed to be a great capstone teacher.”

Capstone Learning Experience

- Siembra Leadership High School, unique learning experience
- Engaging learning in capstones and project based learning
- Networking with peers & community members



Capstone Celebration of Learning

Your Project:
Objectives, Outcomes, and Takeaways
Highlight peer projects



Call to Action

- Capstone success based on these components:
 - Socio-emotional support
 - Support from educators and capstone teacher in the 12th grade built up over all four years
 - Resources for projects including support from the community, physical, and technological resources
- All students deserve a capstone learning and assessment experience