



SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 24, 2022 | 2:30-3:30 PM ET

Apapacho, The Story of a Teacher-Leader Network Supporting a Capstone Graduation Assessment, Defined by a Community-Developed Graduate Profile

PRESENTERS:

- Lisa Harmon-Martínez, Future Focused Education
- Eduardo Garcia, Siembra Leadership High School
- Julie Jaynes, ACE Leadership High School
- Kristen LaVolpa, Educational Consultant
- Laurie Smith-Small Waisted Bear (Oceti Sakowin), Santa Fe Indian School
- Miguel Angel Acosta Muñoz, Earth Care
- Minea Armijo, University of New Mexico
- Emma Jones, Youth and Community Organizer
- Ronnie Reynolds, Robert F. Kennedy Charter
- Sienna Burkett, ACE Leadership High School



Welcome and Check-in Question

In the chat, please answer the check-in question: please share your name, your preferred pronouns, where you are from, your role, and why you joined this session.

- **Julie Jaynes:** ACE Leadership High School
- **Kristen LaVolpa,** Educational Consultant
- **Laurie Smith-Small Waisted Bear (Oceti Sakowin),** Santa Fe Indian School
- **Lisa Harmon-Martínez,** Future Focused Education
- **Minea Armijo,** University of New Mexico, Ph.d degree candidate and Central New Mexico Community College
- **Ronnie Reynolds,** Robert F. Kennedy Charter

New Mexico's Historical Context in Education

Yazzie-Martinez ruling, 2018: “no education system can be sufficient for the education of all children unless it is founded on the sound principle that every child can learn and succeed.”

State Constitution, 1911: requires instruction in Spanish: “the legislature shall provide penalties for the violation of this section.” Amended with $\frac{3}{4}$ vote from all New Mexicans.

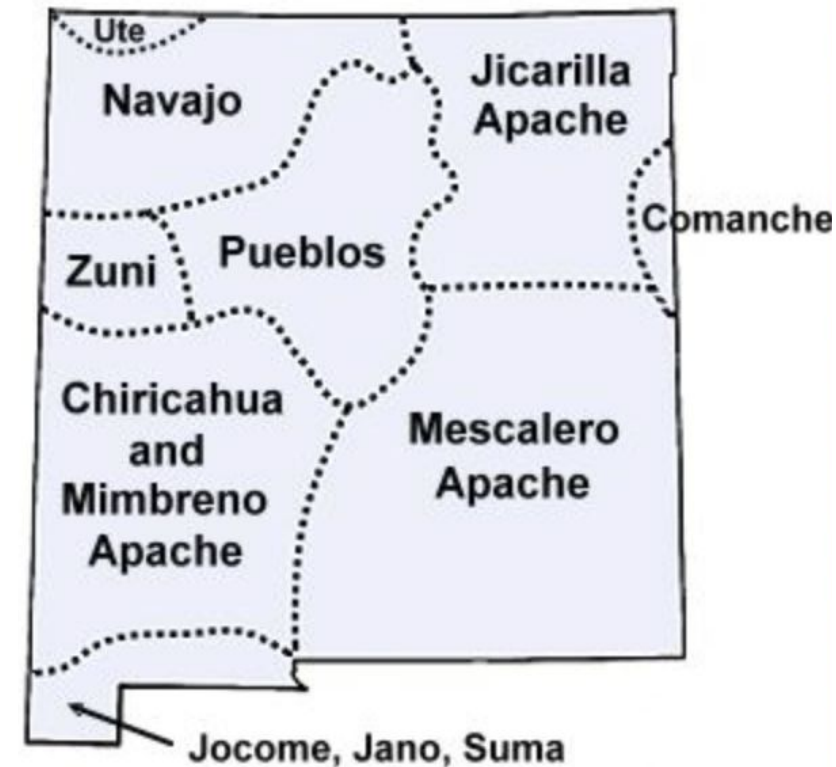
The Indian Education Act, 1972

The Hispanic Education Act, 2010

The Bilingual Multicultural Education Act, 1978 & 2004

The Black Education Act, 2021

Proposed graduation policy changes to **remove state assessment requirements**, 2023



New Mexico's Demographic Snapshot

Only “minority-majority” state in US

- 60% of adults are people of color
- 74% youth are people of color
- 48 percent of state residents claim Hispanic ancestry
- 19 pueblos and 4 tribes - all federally recognized as sovereign nations
- 12.4% Indigenous people

Lowest 4-year grad rates in US, 76.8% in 2021

- Caucasian, 80.5%
- Indigenous students, 71.5%
- Hispanic, 76.1%
- English-language learners 74.7%
- Students with disabilities, 68%

NM metro area has highest rate of youth disengagement from school and work in the US at 19.6%

Students and Educators, Defining the New Reality

Starting with student and educator voice, empathy interviews:

“I’m a hands-on person. Books and learning from computers are not the way I learn. If they did hands-on math, I’d do much better... **I used to be a good student in elementary school, when we would actually do things.**”

“For the last 20 years, western linear thinking has still been dominant; it’s been hard to get people to think more holistically. We had end-of-course exams for students in academics. Meanwhile, **there are world- renowned artists in their own tribes, and we are missing how much students could learn from them.**”

Graduate Profiles and Capstones

Graduate Profiles

- Community-defined knowledge, skills, and attributes
- Reflects local values, culture, language
- Visual representation of a school/district's "north star"



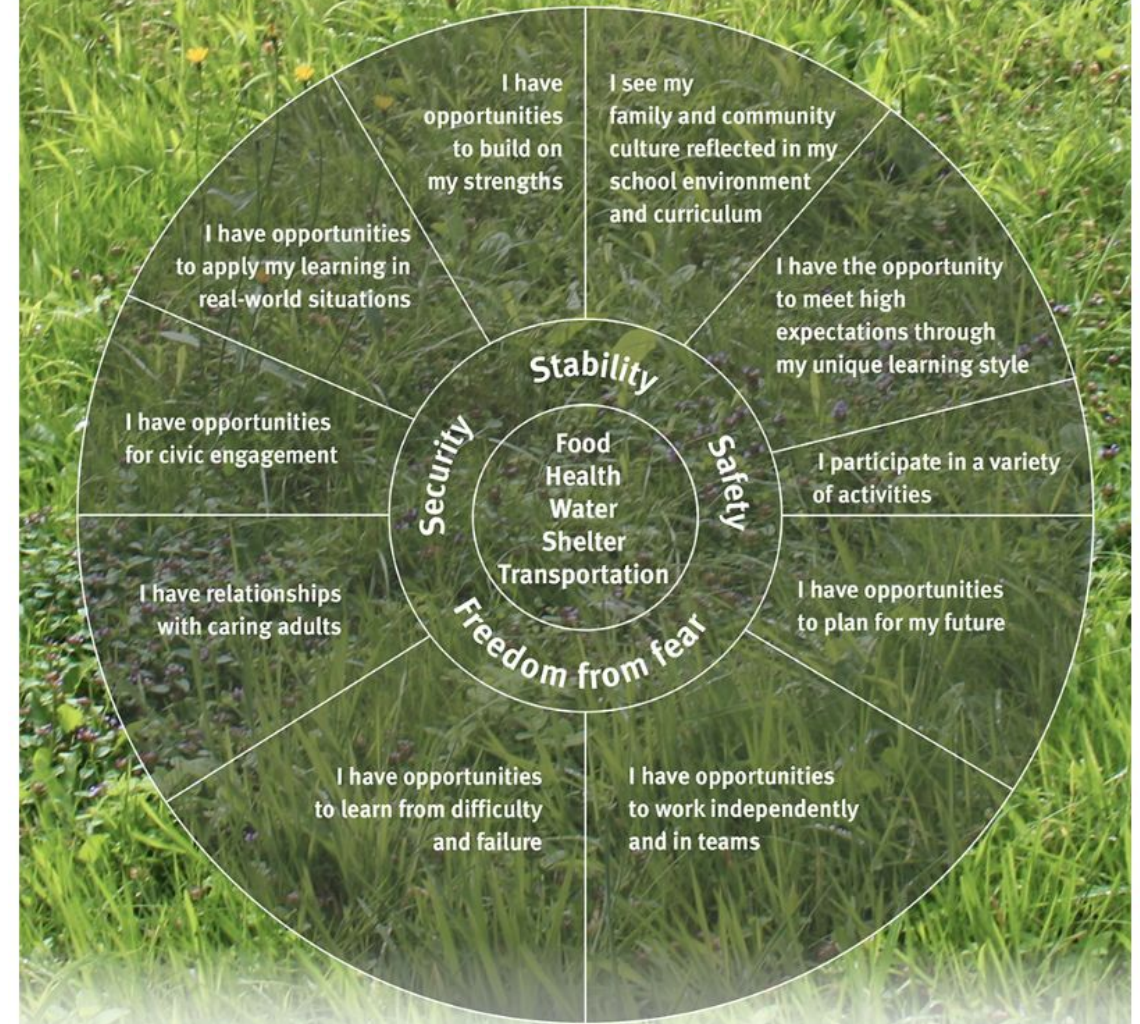
Capstone Assessments

- Community-based authentic learning and assessment
- Knowledge, skills, and attributes defined by the graduate profile
- Includes key high school competencies, including the Common Core

CENTRAL NEW MEXICO GRADUATE PROFILE



THE LAUNCHPAD: Foundational Experiences



Community voices informed the development of the Graduate Profile and Launchpad. Mission: Graduate, an education partnership, facilitated 51 focus groups with principals and teachers, postsecondary faculty, employees from different sectors, young people, parents, and community members. More information is available in the Graduate Profile User Guide.

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.

👁 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.

👁 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.

👁 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.

👁 Identifies, understands, and fills cultural roles.

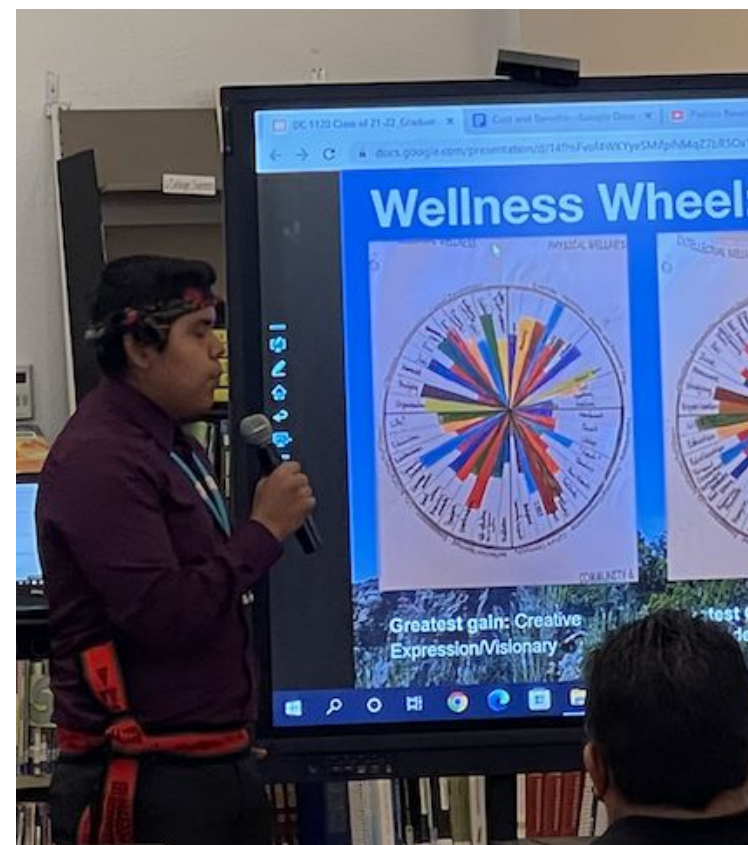
👁 Contributes to their community through education, career, and service to others.

👁 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 Shiwi identity while navigating and adapting in the world.



Affirming Student Identity in Learning and Assessment



Mariah Espino (left) was a Zuni High School senior at the onset of the pandemic in 2020. When COVID stress caused her mental health to suffer, she said her capstone project “grounded me in my culture and especially my Zuni core values” and filled her with confidence to keep going.

Capstones as a solution to the Yazzie-Martinez Lawsuit

“In violation of the state constitution, the state has failed to provide students with the programs and services that it acknowledges prepare them for college and career. Such programs and services include: quality PreK, K-3 Plus, extended learning, **dual language, culturally and linguistically relevant education**, social services, small class sizes, and sufficient funding for teacher recruitment, retention, and training.”

[-NM Center on Law & Poverty](#)

“It’s time for our leaders to be courageous and make real changes for our kids. All across the country, people are standing up against the inequities caused by hundreds of years of systemic racism. It’s time for our state to stop fighting the lawsuit and instead address the inequities in our schools.”

Wilhelmina Yazzie, a plaintiff in the Yazzie lawsuit 06.29.20 SANTA FE

Small Groups in the CoP - Courageous Conversations

- Reflect on curriculum conversations, important big ideas to ground capstone
- The need for deep understanding and connection to Yazzie/Martinez in our working group
- The power of sharing curriculum, resources, materials
- Sharing and reflecting on teaching capstone in New Mexico-
Support and connection

Discussion prompt:

What kinds of inequities have we observed in our own schools that remain unaddressed at the expense of our students' education?

What does it mean to be courageous in order to make changes for our youth?

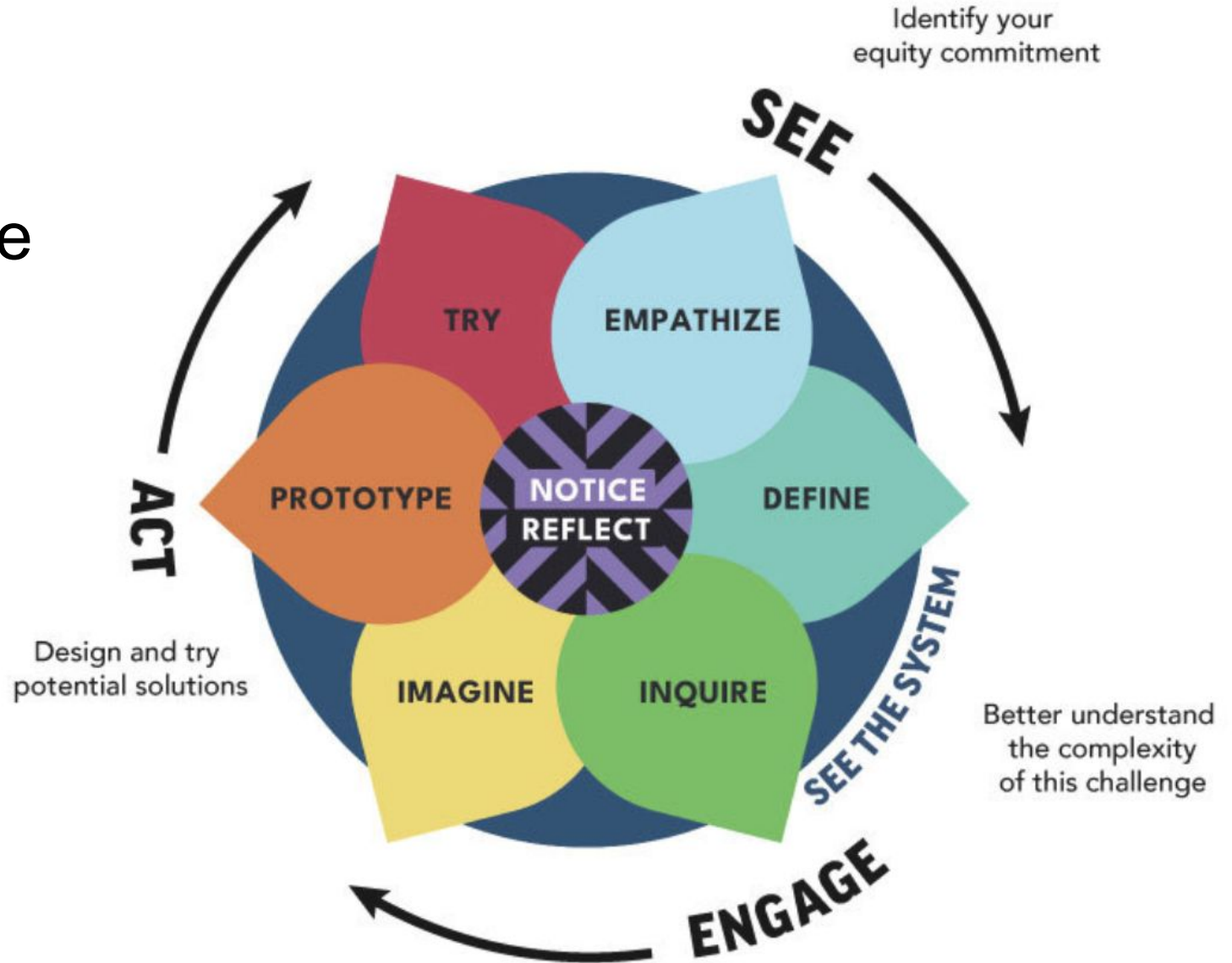
Please unmute or share in the chat.

Decolonizing Assessment and Ourselves

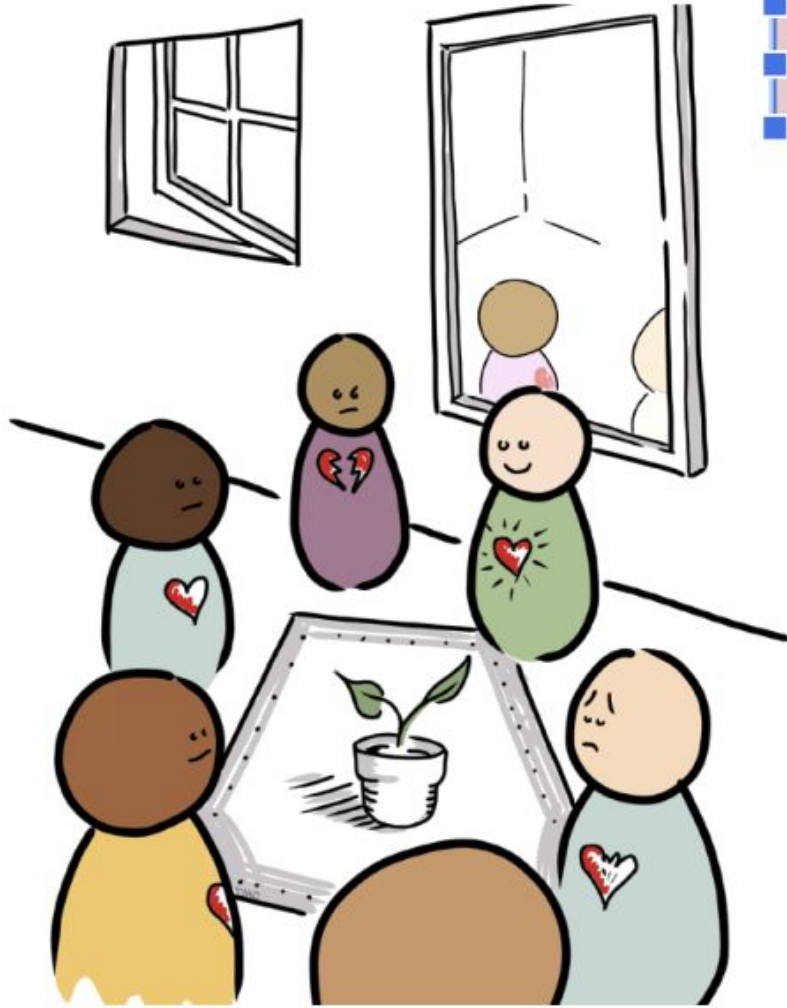
- Recognizing that **compliance is not a learning outcome**
- Ranking and sorting students is antithetical to New Mexican values
- Celebrating and honoring students' **culture, language and lived experiences**, students are worthy and successful because of where they're from
- Recognizing the oppressive systems in which we live and work
- Recognizing our own bias and humanity

Liberatory Design

- Provides structure to the group *and* attends to recognizing oppressive systems
- Group selects *shared* mindsets to attend to



<p>Ronnie</p> <p>Relational Trust</p>	<p>Practice Self-Awareness</p>	<p>Miguel Acosta</p> <p>Sen</p>	<p>Recognize Complexity</p> <p>Lisa</p> <p>Sen</p>
<p>Focus on Human Values</p> <p>Miguel Maizano</p>	<p>Seek Liberatory Collaboration</p>	<p>Work with Fear and Discomfort</p> <p>Kristen</p>	<p>Work with Fear and Discomfort</p> <p>Miguel Acosta</p> <p>Minea</p> <p>Diane</p>
<p>Lisa</p> <p>Kristen</p> <p>Ronnie</p> <p>Emma</p> <p>Julie</p>	<p>Laurie</p> <p>Emma</p> <p>Julie</p> <p>Minea</p>	<p>Take Action to Learn</p> <p>Miguel Maizano</p>	<p>Share, Don't Sell</p>



Attend to Healing

The effects of oppression are complex and often hinder our ability to take action. Integrate ongoing healing processes when designing for equity.

Apapacho (Attend to Healing)

Why?

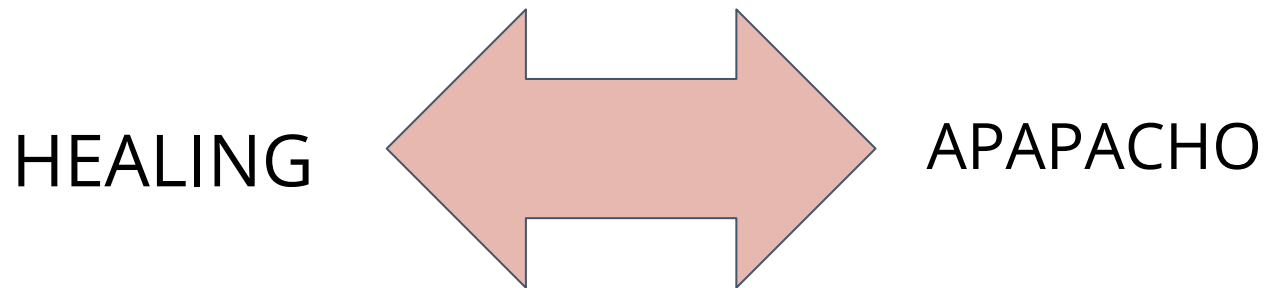
As adrienne marie brown says, "We all have the capacity to heal each other." Equity work is challenging and emotional. Trauma, past and current, is often an unrecognized factor as we seek to collaborate and build trust within our teams. To be effective we must attend to our well-being and healing on an ongoing basis.

How:

- Establish protocols to name situations when someone feels pain or when there is opportunity for healing.
- Practice healing in group and private settings. Consistent use of check-ins, somatic work, counseling, retreats, or creative outlets support team well-being.
- Make it a part of your design process, prioritizing healing in project planning.
- Explore existing frameworks for equitable conflict management. E.g. restorative justice practices.

Apapacho - Attend to Healing

It is "apapacho", a voice of Nahuatl origin that the RAE defines as "affectionate pat or hug".



Varela, G. L. (2021). Pedagogía del apapacho entre los ngigwas de San Marcos Tlacoyalco; contra-pedagogías dialógicas no estadocéntricas en contextos sindémicos. In *XIV Jornadas de Sociología*. Facultad de Ciencias Sociales, Universidad de Buenos Aires.

The Resource *is* the Group

- Topics varied, sometimes about capstones, sometimes offered space to process—**apapacho** and flexible
- Educators emotionally invested in deep work with students, shared experiences and values
- Shared vulnerability and space for healing from test-heavy and top-down assessment and prescriptive learning system

Starting a New School Year

- Capstone teachers experienced pushback because students community-grounded concerns in the capstone
- Capstone teachers need external support to face pushback
- Feeling of powerlessness in systems, strength in the group and vision for capstones as a holistic assessment
- Empowered as educators to make meaningful change statewide



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Thank you for joining us!

Share Your Thoughts

Participate in our one-minute poll (link in chat box)

