Future Focused Education invites middle and high school New Mexican educators to join the Capstone Educator Network and engage in learning about community-based learning and assessment. This group meets on the first Wednesday of every month from 4:00-5:30 and will begin on September 21. The stipend for this group is $1,000 a semester or $2,000 a year and includes a 3 hour monthly commitment for meetings and pre and post work. To join, educators can complete [this form](https://docs.google.com/forms/d/e/1FAIpQLSf1Uqw8x3N0FNTnRkIeu4SYqJHnxvfq1K2VpT4bjXZdtn8xdA/viewform) or attend the orientation meeting on September 7th; the Zoom link is included in this [flier](https://drive.google.com/file/d/1VVVhP-ngJT4IgpbFPPTUKNL-maPgmkzZ/view?usp=sharing).

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| **Beginning of the Year PDP:** |
| **SMART Goal: What is your objective for improving your teaching and student learning?** |
| I will join the Capstone Educator Network to learn about innovative and community-centered learning and assessment strategies with teachers across the state for the 2022-23 school year. This group of middle and high school teachers meets monthly to learn about project based learning, the principles of high quality performance assessments, standards-based grading, and how to engage the community in culturally relevant learning and assessment practices.  My students will benefit from what I learn in the Network and practice in my classroom, as I offer them new ways to demonstrate what they know and can do and engage them in applicable learning-by-doing strategies. |
| **Rationale: Explain the new skill, knowledge, or ability you will need in order to**  **meet this goal. Be sure to include evidence such as data, experience, etc. Why have you chosen this focus area?** |
| The Capstone Educator Network is part of a larger movement to develop capstone learning and assessment opportunities that are culturally and linguistically relevant. As we come out of the pandemic, student disengagement rates are at an all-time high, as %19.6 of New Mexican youth not enrolled in school and not working, according to the [Measure of America Youth Disconnection Report](https://measureofamerica.org/DYinteractive/#:~:text=YOUTH%20DISCONNECTION-,NATIONALLY,extent%20of%20disconnection%20in%202020.). The authentic learning and assessment strategies we will learn in the Network will create relevant opportunities to engage young people to learn and show what they know and can do. |
| **Actions/Timeline: Identify the action steps you can take which will enable you to gain the requisite skill, knowledge, or ability. Demonstrate your commitment by creating a measurable and attainable timeline. What steps will you take to reach your measurable student outcomes? When will you get these steps done?** |
| I will join the Capstone Educator Network in September of 22 and by April of 22, I will engage in 8 new learning topics and network meetings. I will complete the meeting pre-work and post-meeting learning assignments to practice what I have learned with my students. By April, I will create my own mini-capstone exhibition of learning to demonstrate what I have learned throughout the school year. |
| **MOY Reflection: What kind of classroom-evidence could you show to demonstrate that you have improved on this Element including student data? What adjustments do you need to make for completing this work by April? What support(s) do you need? How are you feeling about your progress?** |
| The mid-year reflection and classroom evidence might include some of the Network learning assignments throughout the year with examples of student work. Supports described in this section might include some of the Network meeting topics, resources, and strategies offered each month. |
| **EOY Reflection: Reflecting on your SMART goal(s), provide a narrative that connects your growth to your action steps, classroom-data, and artifacts. Based on your classroom-data, what was the impact on your professional development goal(s)? What are the highlights of your PD journey? How did you address challenges, new ideas, or student reactions as they were uncovered? How will you use what you have learned to impact your teaching in the future?** |
| The end-of-year reflection might include your mini-capstone presentation to the Capstone Educator Network that is aligned to these prompting questions. |