

NMPED Innovation Zones Self Assessment Rubric

For Innovation Zones, the vision is clear: Students will be successful because of--not in spite of--who they are and where they come from. Applicants to participate in an Innovation Zone will utilize a **self-assessment rubric to evaluate current practice** and develop a **10 minute presentation to a panel of experts** describing how they would partner with the Public Education Department to provide the **technical, financial, and capacity-building supports** needed to realize the **goals of the community** and **move toward innovative practice** as defined by the "Innovating" column in the self assessment rubric.

The Innovation Zones initiative will support schools regardless of where they are in the innovation process - progressing from planning to implementing is just as important as moving from implementing to innovating. Successful presentations will exemplify **shared power and voice, powerful student and family engagement**, and provide clear evidence of **reimagining the high school experience with critical changes to how students are engaged**. Successful applications will also demonstrate how schools and districts will work with the department to **evaluate the success of the innovation**. Ultimately, Innovation Zones participants will need to clearly articulate how **innovative change in practice leads to substantial improvements to the student experience of learning** with the overarching goal of **demonstrating innovation in each criteria over time**.

Criteria	Scoring			Justification
Six Essential Practices for Community Schools	1= Planning and Experimenting	2 = Implementing	3 = Innovating	Yazzie Martinez Findings
1. Collaborative Leadership, Shared Power and Voice	Planning to partner with community to identify local, state, and federal resources and design, implement, and assess critical changes to the student experience of learning	Engaging multiple community partners to identify resources and design and implement innovation without clear evidence of how the innovation will improve the student experience	Demonstrating clear evidence of shared power and voice from a diverse set of community partners in the design and implementation of innovation. Effectively weaving local, state and federal resources to reimagine the high school experience and support critical changes to how students are engaged	Failure to meet the NM constitutional obligation to provide an adequate, sufficient education to children experiencing poverty, English learners, Native American students, and children with disabilities
2. Powerful Student and Family Engagement	Experimenting with tools and strategies to engage students and families to identify community-specific student and family assets to foster innovation	Leveraging multiple community assets and local innovations without weaving into a comprehensive approach	Leveraging community-specific student and family assets and building upon local innovations to ensure all students are served by substantial improvements to the student experience of learning	
3. Expanded, Enriched, and Relevant Learning Opportunities	Planning to build challenging college and career pathways by expanding and enriching relevant learning opportunities both inside and outside of the school building	Implementing work-based, career-technical, or other learning-by-doing strategies both inside and outside of the school building without clear connection to core academics, graduate profiles, or capstone experiences	Building challenging college and career pathways by integrating high-quality technical education, work-based learning, and core academics - both inside and outside of the school building. Pathways are accessible to all students, connected to graduate profiles, and assessed by meaningful, locally-developed capstone experiences. Students exhibit agency in navigating pathways and have meaningful opportunities to reflect on their progress	Limited access to after school, summer school, and extended learning time programs
4. Meaningful Community-Connected Classroom Instruction	Planning to develop local graduate profiles and meaningful capstone experiences to improve classroom instruction and enhance the student experience of learning	Implementing graduate profiles and/or capstone experiences without clear evidence of integration with meaningful, community-connected instruction or community-driven learning opportunities	Providing community-driven learning opportunities connected to prior-lived-experiences, language, and culture. Instruction and innovation are driven by locally-developed graduate profiles and all students have equitable access to meaningful and relevant capstone experiences	Failure to develop culturally-relevant curriculum and instructional material
5. Integrated Systems of Support	Planning opportunities to expand upon academic, social, emotional, health and wellbeing supports	Implementing academic, social, emotional, health, and wellbeing supports without evidence of student voice and personalization in design	Integrating robust academic, social, emotional, health and wellbeing supports into the student experience with clear evidence of student voice and personalization in design	Insufficient resources for counselors, social workers and other non instructional staff
6. Culture of Belonging, Safety, and Care	Planning to promote a culture of belonging, safety, and care through surveys, focus groups, resource directories, etc.	Promoting a culture of belonging, safety, and care without clear evidence of diversity, equity, and inclusion	Cultivating a culture of belonging, safety, and care for all students. Adults are trustworthy, demonstrate trust in students, and are hopeful about future possibilities for all young people	If school factors support and strengthen students' cultural and ethnic identities, student achievement tends to benefit