



# Bottom-Side Up: Positioning Student Voice and Staff Perspective to Inform Student-Centered Approaches to Learning and Teaching

Dr. Rhoda and Dr. Ann

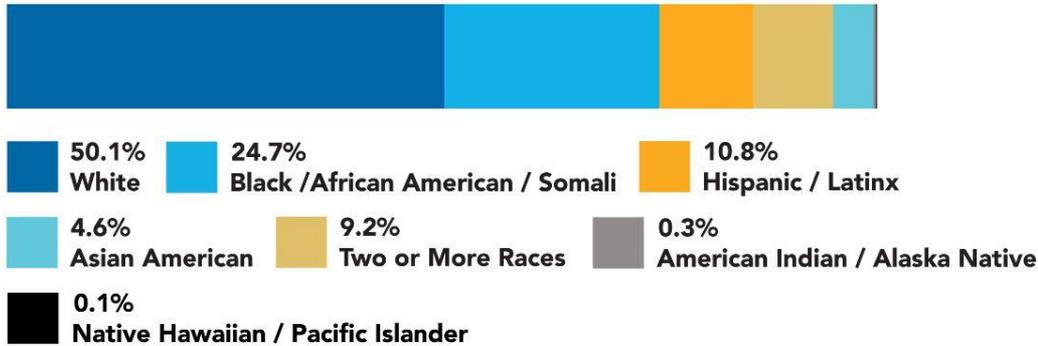
Hopkins Public Schools

- Our Why
- Who We Are
- What We Do
- How We Do Our Work:  
Operationalizing Vision 2031

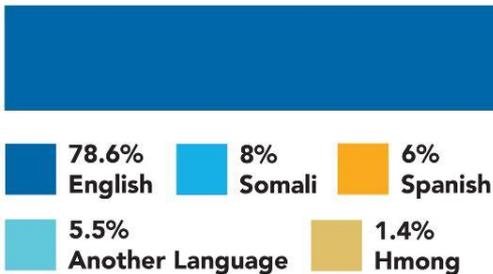


# Students - A Population that Reflects the Real World

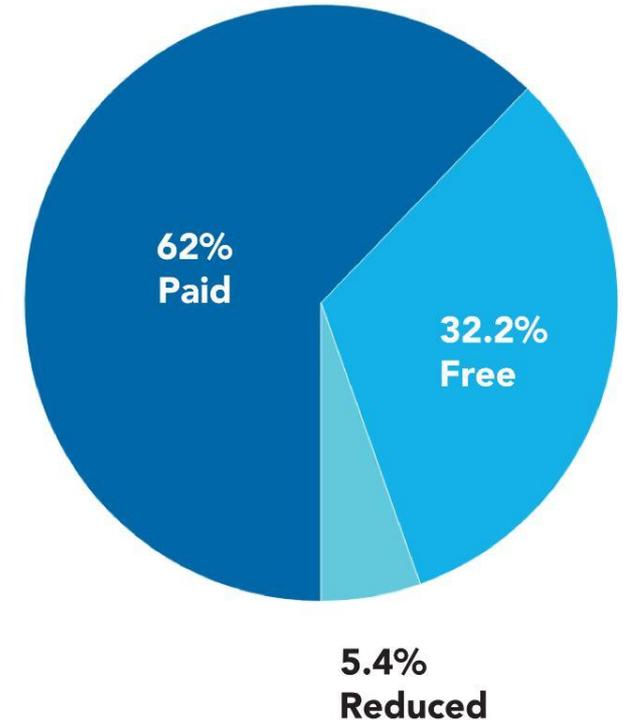
## Student Population



## Language Spoken



## Free / Reduced Lunch Breakdown





## Our Collective Why: Preparing Students for a Bright Future



### **CULTIVATING THE SKILLS THAT OUR GRADUATES WILL NEED**

The traditional school system was designed to prepare students for industrial work.

We need to prepare students for the future. Their future will be radically different from anything any of us have ever experienced.



## Vision 2031 Est. 2018

**3,000+**

Staff, Students, &  
Community  
Members

**250+**

Strategic Task  
Force Participants

**24**

Task Forces  
2018-2021

**VISION  
2031**

## Success Indicators for Vision 2031



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#1 choice of parents, students, teachers, and employers



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District seen as a beacon of innovation



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Renowned students



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100% college and career placement



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Complete eradication of racial and income disparities



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Staff demographics reflect student demographics

# VISION2031

# Roadmap

## CORE VALUES

Values that demonstrate how we show up to school and work everyday.

## GRADUATE TRAITS

Traits we are preparing our students to embody when they graduate.

## SUCCESS INDICATORS

How we define success and distinguish ourselves from other school districts.

## GRADUATE ACTIONS

Qualities and actions that we guide our graduates to take throughout their lives.

## TRANSFORM SCHOOL

Innovations that will fuel success throughout our school district.

## INNOVATION DRIVERS

How we are supporting our transformation on a district-wide level.

# Traits of the Hopkins Graduate

**Our global scholars work collaboratively, disrupt the status quo, and will solve some of the world's most complex problems.**



**Critical Thinker**



**Global & Well Traveled**



**Confident**



**Have a Voice**



**Holistic**



**Empathetic**



# The Hopkins Promise

## WE ARE HOPKINS

- A destination district offering a world-class education for all students
- Innovative approach to learning
- We see and hear our students and families
- Everyone is welcome and valued
- You are welcome in Hopkins.  
You belong in Hopkins.

## THE HOPKINS PROMISE

Hopkins promises an educational experience for students ages 0-21 that prepares them to succeed in our increasingly complex, rapidly changing world. Our students are recognized as global scholars who work collaboratively, disrupt the status quo, and solve some of the world's most complex problems. They are the best and brightest citizens of tomorrow. Together, we are creating a better world by inspiring each student to reach their full potential.



## Crowdsourcing & Strategic Focus Teams

- **Fall 2018:** 10 strategic focus teams that met 8 times, weekly for 2 hours
- **Summer 2020:** 6 pandemic-related task forces to decide what school should look like
- **Spring 2021:** 8 task forces to identify ways of being to prepare for coming out of Covid

# Reimagining:

School Day & Year Structures  
Students of the World  
Lab Spaces, Mindsets & Behaviors  
Career & College Readiness & Connections  
Early Learning  
Student Success Metrics  
Communications, Marketing & Public Relations  
**Educators' Evolving Roles**  
Vigilant Equity



### Hopkins' Core Values

- Authentically Inclusive
- Intentionally Adventurous
- Optimistic Innovation
- Humility of Heart
- Vigilant Equity
- Love

**Our students are at the center of everything we do.  
That's why "love" is one of our core values.**

# Strategic Plan & Roadmap Deliverables

Objective	Strategy	2031 District Deliverable	SY18-19 - SY21-22	SY22-23	SY23-24	SY24-25	SY25-26 - SY30-31
<b>Goal: Learning &amp; Teaching</b>							
<b>Tier One Instruction is Student-Centered / Personalized Learning</b>		Inquiry pedagogy in every classroom	<i>Empathize &amp; Explore</i>	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Scale</i>	<i>Accomplished &amp; Iterate</i>
		Concept-based units for every grade level/band	<i>Empathize &amp; Explore</i>	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Scale</i>	<i>Accomplished &amp; Iterate</i>
		Teacher as facilitator; students as agents of their learning	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Lab</i>	<i>Scale</i>	<i>Accomplished &amp; Iterate</i>
		E-12 Competency system centered on grad traits (incl. acceleration)	<i>Empathize &amp; Explore</i>	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Lab</i>	<i>Scale</i>
		Reimagined Talent Development	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Lab</i>	<i>Scale</i>	<i>Accomplished &amp; Iterate</i>
		E-12 Personalized Math	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Lab</i>	<i>Scale</i>	<i>Accomplished &amp; Iterate</i>
		Redesigned assessment plan aligned with competencies	<i>Empathize &amp; Explore</i>	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Lab</i>	<i>Scale</i>
		Portfolio of digital subscriptions aligned to learning framework	<i>Lab</i>	<i>Scale</i>	<i>Accomplished &amp; Iterate</i>	<i>Accomplished &amp; Iterate</i>	<i>Accomplished &amp; Iterate</i>
		Redesigned Curriculum Review Cycle	<i>Empathize &amp; Explore</i>	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Scale</i>	<i>Empathize &amp; Explore</i>
	<b>Student-Centered Learning for All (as defined by Hopkins Learning Framework)</b>	<b>New SEL System (Restorative Practices in Culture)</b>	Classroom communities and schools that are intentionally restorative	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Scale</i>	<i>Accomplished &amp; Iterate</i>
Social Emotional Learning embedded in all conceptual units			<i>Empathize &amp; Explore</i>	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Lab</i>	<i>Scale</i>
Social Emotional Learning as a part of E-12 curriculum			<i>Empathize &amp; Explore</i>	<i>Empathize &amp; Explore</i>	<i>Lab</i>	<i>Lab</i>	<i>Scale</i>



**LEARNING and TEACHING**



**SCHOOL and DISTRICT CULTURE**



**OPERATIONS**



**PORTAGE PARTNERS**  
CONSULTING

# Strategic Goals



## LEARNING & TEACHING:

Every E-12+ classroom will move toward **concept- and inquiry-based personalized learning** that activates literate, critically conscious behaviors and helps every graduate be well prepared for college, trade school, or career.

### **Equity Commitment:**

To eradicate achievement and opportunity gaps, we will identify, interrupt, and act against disproportionality (race, income, language), biased achievement tracking, or patterned discrimination.



## PEOPLE & CULTURE:

As a district we will increase wellness by **building a workplace culture that is safe and caring**. We will experience wholeness by increasing trust, sharing power, and ensuring people are of equal worth.

### **Empathy Commitment:**

We will acknowledge the imbalance of power across our system and distribute it so that everyone has equal worth and reaches their full potential.



## SCHOOL & DISTRICT CULTURE:

We will identify and **address system gaps or flaws** that prevent employees from doing their jobs efficiently or effectively.

### **Innovation Commitment:**

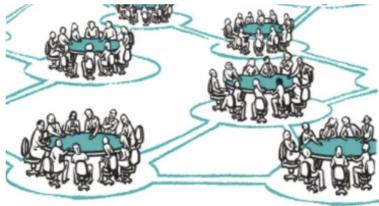
We will use the Lab Operating System (LOS) to deeply understand the root causes of important problems, and identify solutions that will address and solve key learning or operational problems.

# How We Do It:

## Build and Sustain Great Schools

**LEAD**

School  
Leadership



Teachers  
& Teams



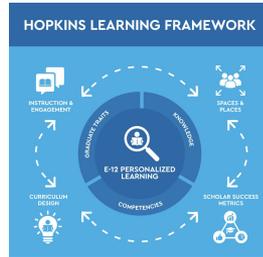
**CONNECT**

Family &  
Community  
Partnerships



**VOICE**

Scholar Voice



Learning that Evolves  
Students into Scholars



**LEARNING and  
TEACHING:**

Every E-12+ classroom will move toward **rigorous concept- and inquiry-based personalized learning** that activates literate, critically conscious behaviors and is undergirded by wellness and restorative practices.



Innovation, Design, and Learning

# The Work in IDL

IDL team members have some shared responsibilities and some unique.

Site Partnerships

State Legislation

District Policy

Curriculum Support

Implementation

Pedagogy





Innovation, Design, and Learning

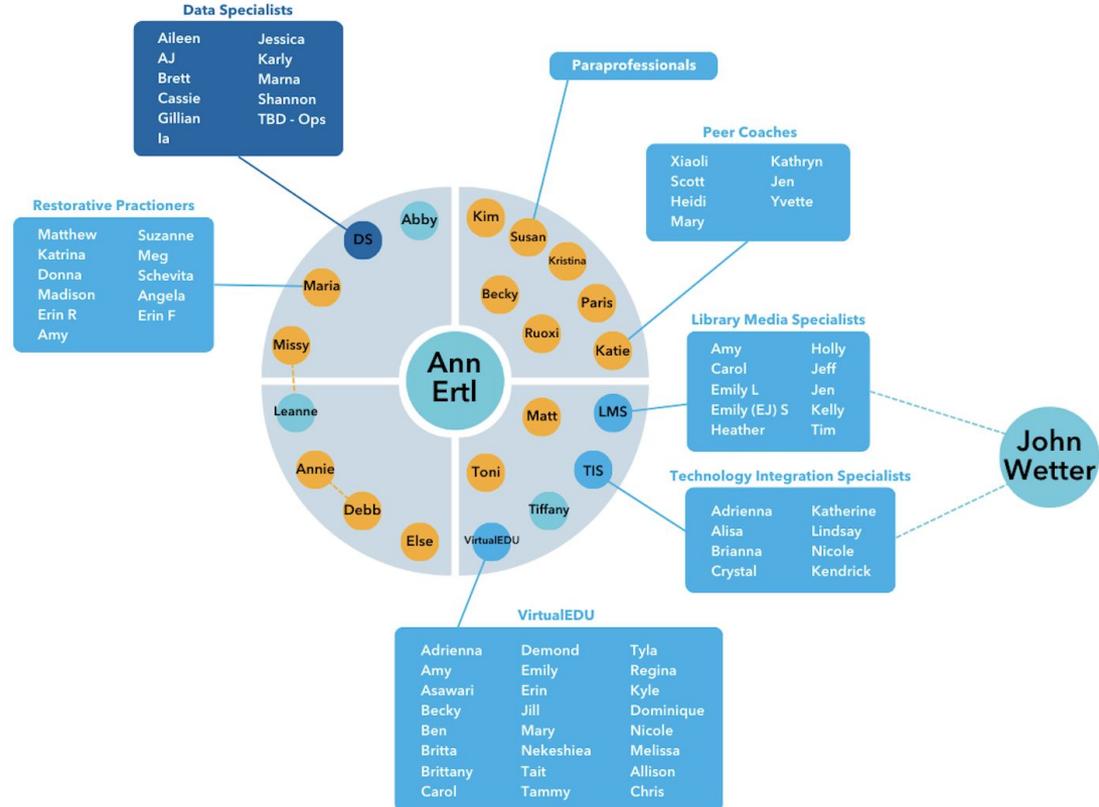
# Team Organization

Project management system  
using Microsoft Planner

1:1 check-ins bi-weekly on  
projects + ongoing work

Leadership theory:

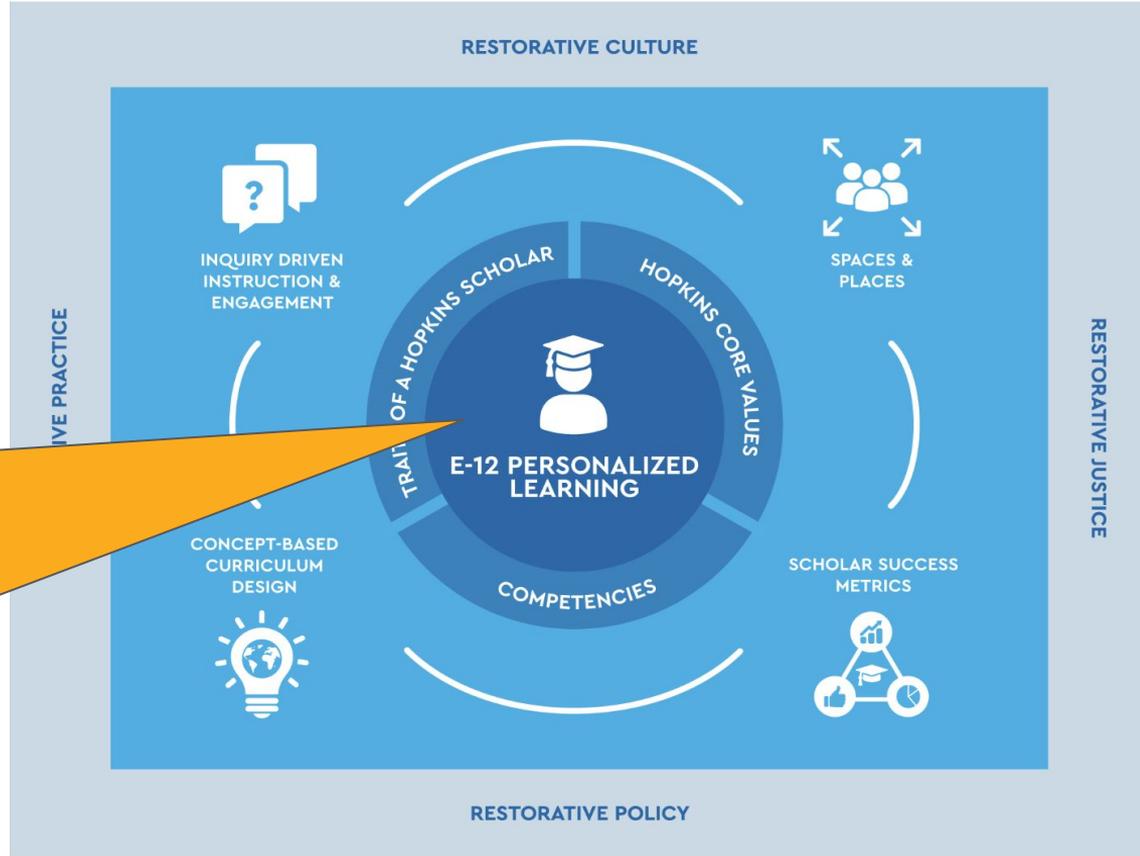
- Hire the best people
- Define / co-create clear outcomes with feedback along the way
- Help remove barriers
- Get out of the way



# Case in Point: Changing Role of the Educator

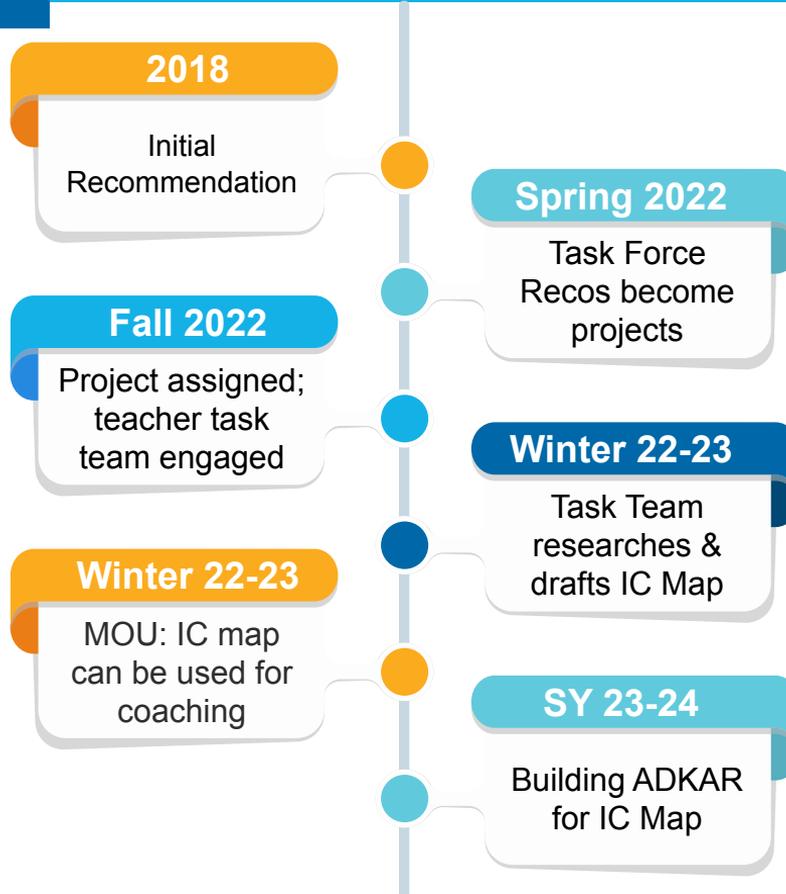
***2018 Task Force  
Recommendation:***

**Teacher as Facilitator  
= personalized,  
student-centered  
learning**



Moving From	Moving Toward
Teachers make learning decisions	<b>Teachers coach students to make decisions</b> about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning
One-size-fits-all classroom, curriculum, and assessment	Teachers and students design learning based on <b>individual learning needs</b> <b>Students learn actively</b> using different pathways and varied pacing
Learning is time- and school-bound	<b>Students progress based on evidence of learning</b> , not when, where, or how the learning took place
Equity and culturally responsive teaching are separate	<b>Equity is embedded</b> in the culture, structure and pedagogy of schools
Google-able assignments & tests	<b>Rigorous, common expectations for learning are explicit, transparent, measurable and transferable</b>

# From Recommendation to Fruition



**Deliverable:**

**The Learning  
Facilitator  
Innovation  
Configuration**



<https://bit.ly/3YcIlsN>

## Components

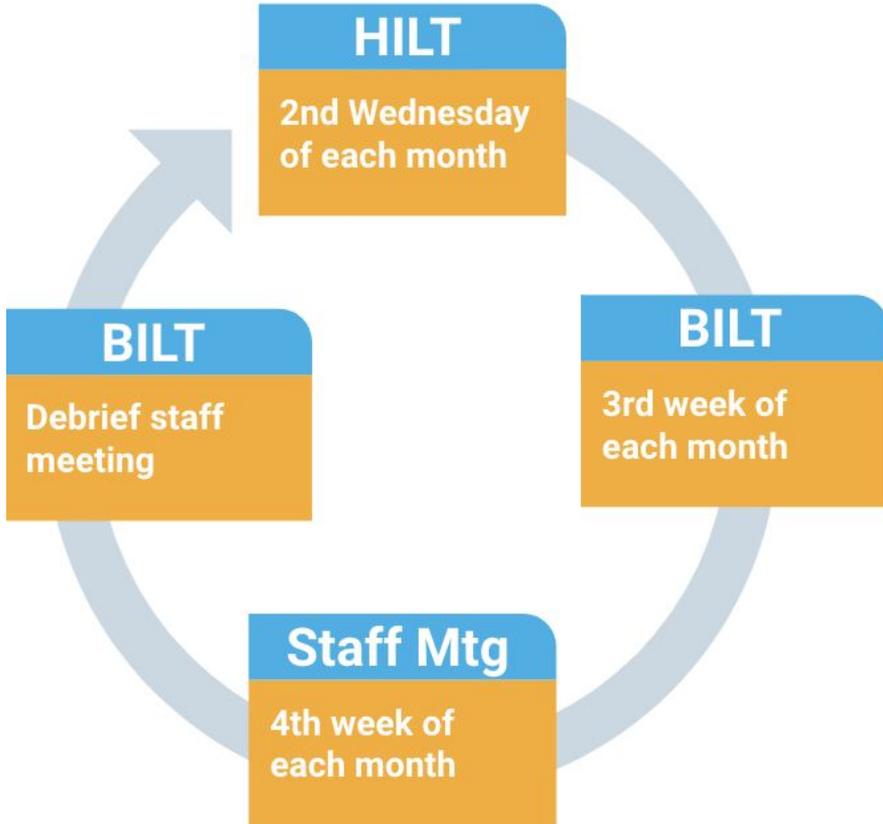
<b>Learning Facilitator disposition</b>	<b>Develops learner agency and independence</b>	<b>Creates authentic learning opportunities</b>	<b>Learning is flexible</b>
<b>Competency driven assessment</b>	<b>Effective use of technology</b>	<b>Uses Inquiry Practices</b>	<b>Co-creates learning through coaching</b>
<b>Relevant feedback for learning</b>	<b>Develops the whole person</b>		

# The Learning Facilitator Innovation Configuration Map

**IDEAL**  $\neq$  **PERFECTION**

Component	IDEAL		ENTRY		
<b>Learning Environment is Flexible</b>	<p>LF provides <b>opportunities</b> for learners to:</p> <ul style="list-style-type: none"> <li>learn independently</li> <li>collaborate with peers seamlessly</li> <li>learn in settings outside the classroom or school</li> <li>access learning anytime, anywhere using technology or</li> </ul>	<p>The learning facilitator <b>confers</b> with the learner who will explain the learning plan.</p> <p>The learner creates a learning plan that addresses the following:</p> <ul style="list-style-type: none"> <li>learning independently or collaboratively</li> <li>learning in a specific space or location</li> </ul>	<p>The learning facilitator <b>provides opportunities</b> for learners to</p> <ul style="list-style-type: none"> <li>choose whether to work independently or collaboratively</li> <li>identify ideal learning spaces to meet learning needs</li> <li>To reflect on the impact of their choices:</li> </ul>	<p>The learning facilitator <b>models</b></p> <ul style="list-style-type: none"> <li>how to work collaboratively or independently</li> <li>how to adapt to various learning environments</li> <li>how to seek choices for working in spaces beyond the classroom</li> <li>how to choose resources and</li> </ul>	<p>The learning facilitator <b>allows</b> learners to</p> <ul style="list-style-type: none"> <li>work collaboratively with permission</li> <li>participate in limited field trips</li> <li>learn in other school spaces beyond the classroom</li> <li>use technology or other tools as directed by the educator</li> </ul>

# The Adult Learning Cycle



Checkpoint      Checkpoint      Checkpoint      Checkpoint      Checkpoint      Checkpoint

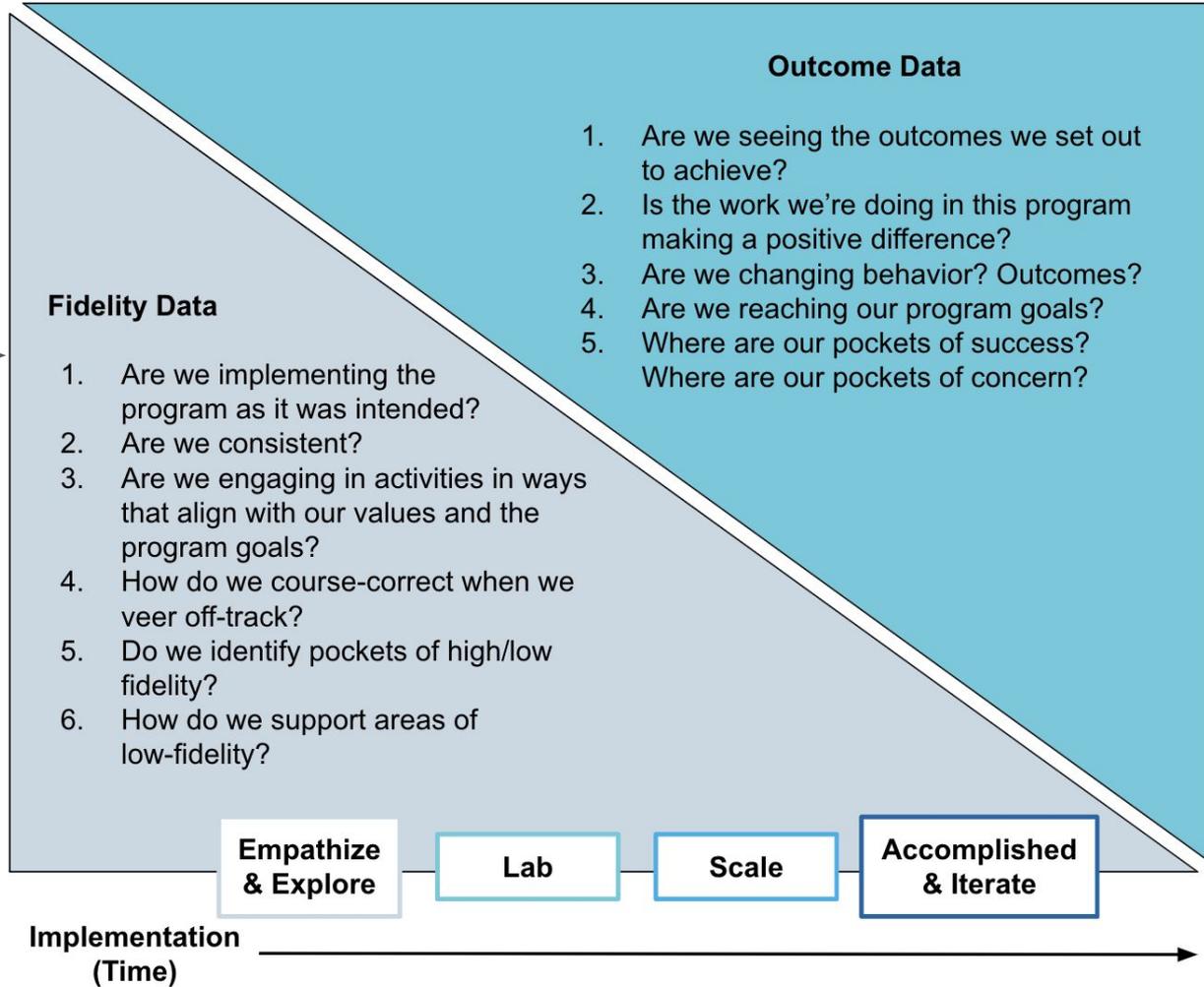
**Leadership Moves:**

Where are we at?

What is our awareness of this work?

Is there awareness/desire for this work?

Launch of New Program, Project, Initiative



# Learning Facilitator

## Relevant feedback for learning

Structures for continuous feedback and the effective use of rubrics result in reflection, improved performance, and on-going growth

3 - Ideal

2

1 - Entry

Continuous feedback loop structures which are co-created between LF and learner

- foster meaningful and timely feedback via self- and peer-assessments
- authentically impact learner mindset, skills, and knowledge
- include co-created rubrics
- develop learner self-awareness and skills necessary to autonomously and continuously reflect on their learning
- result in action on areas for growth
- inform goal-setting

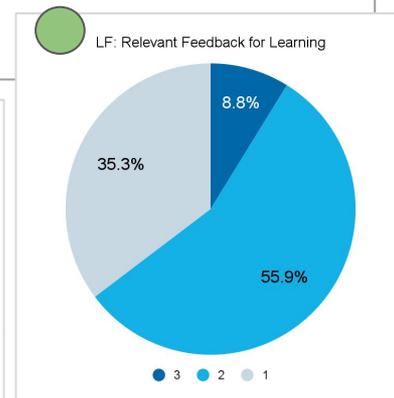
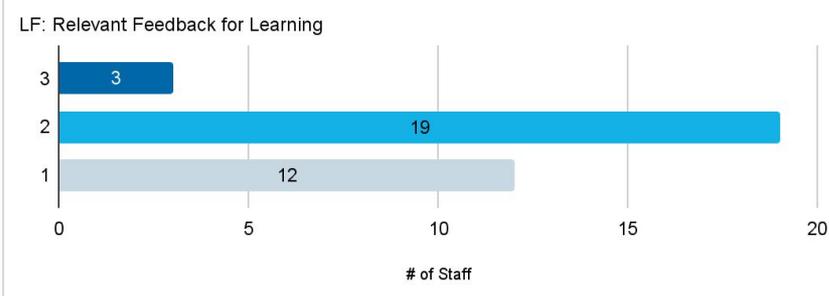
The learning facilitator

- creates expectations and structures for timely feedback loops including peer- and self-assessment utilizing learner generated input.
- authentically use rubrics to self-calibrate and reflect to show growth; learners can generate examples of work at varying levels of the rubric
- show intrinsic motivation for reflection and re-learning to demonstrate growth
- develop reflective skills such as self-awareness, open-mindedness, and curiosity with minimal LF support
- reflect on and implement guidance from rubrics to authentically progress in their learning

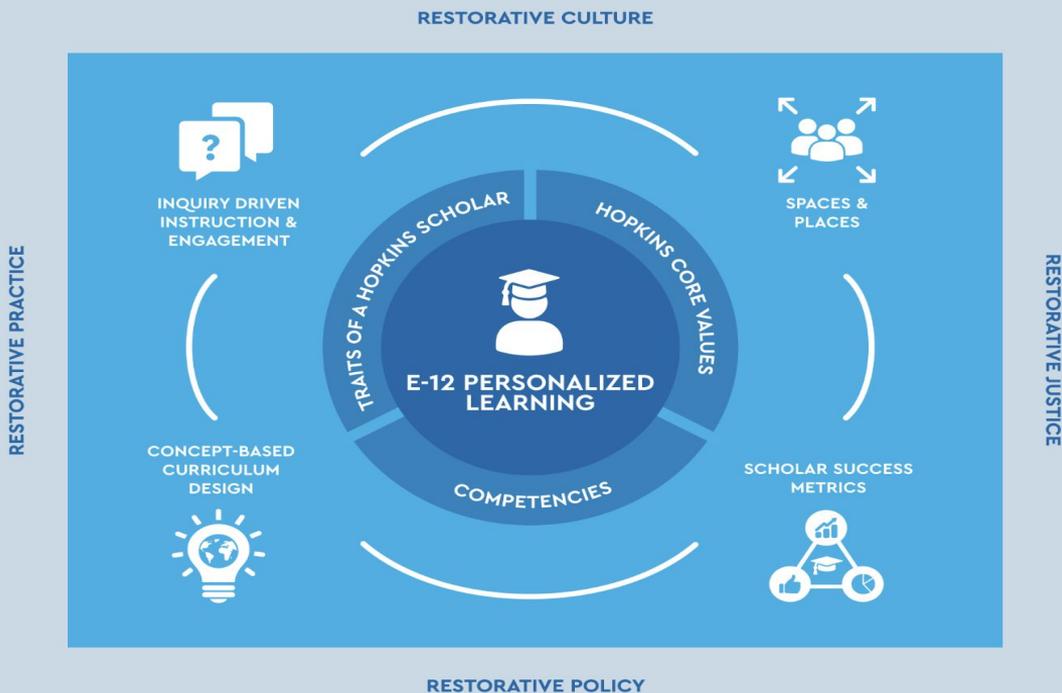
learning facilitator

- creates expectations and structures for feedback loops including self-assessment
  - provides feedback that is timely and directly connected to rubrics
  - provides opportunities for reflection and relearning so learners can continuously demonstrate growth
- Learners can
- use scaffolds to begin to develop reflective skills such as self-awareness, open-mindedness, and curiosity
  - explain the purpose of feedback

	3	2	1
# of Staff	3	19	12
% of Staff	8.82%	55.88%	35.29%



# Thank You!



**VISION**  
**2031**

**VISION2031**