



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

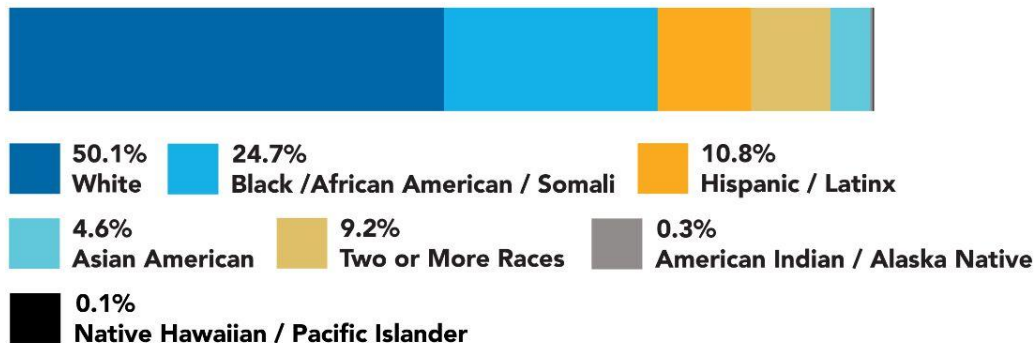
Agenda

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

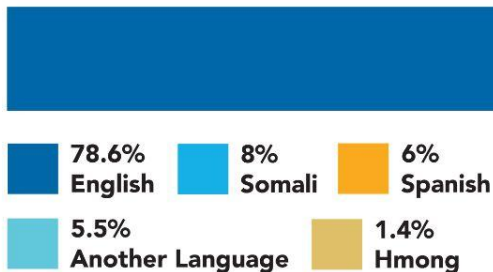


Students - A Population that Reflects the Real World

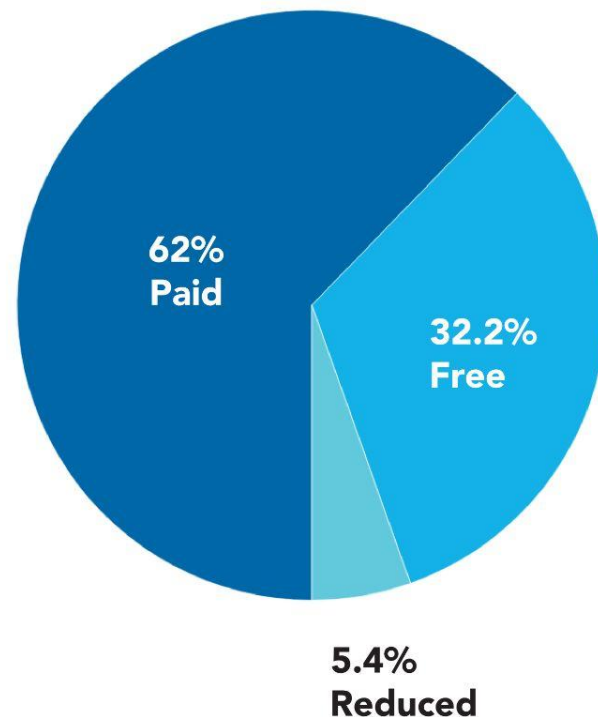
Student Population



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**

How Will We Know When We've Arrived?

Success Indicators for Vision 2031



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



**District seen
as a beacon of
innovation**



**Renowned
students**



**100% college
and career
placement**



**Complete
eradication
of racial and
income
disparities**



**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

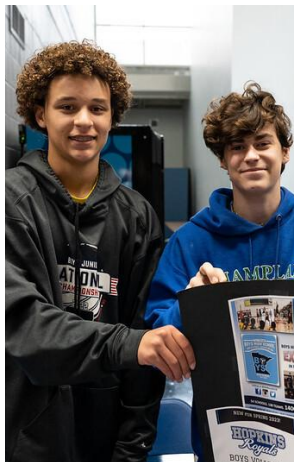
Our global scholars work collaboratively, disrupt the status quo, and will solve some of the world's most complex problems.



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

Our Core Values



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



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



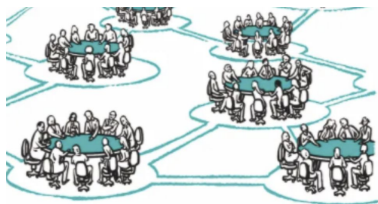
CONNECT

Family &
Community
Partnerships

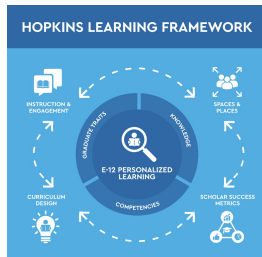


VOICE

Scholar Voice



Teachers
& Teams



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

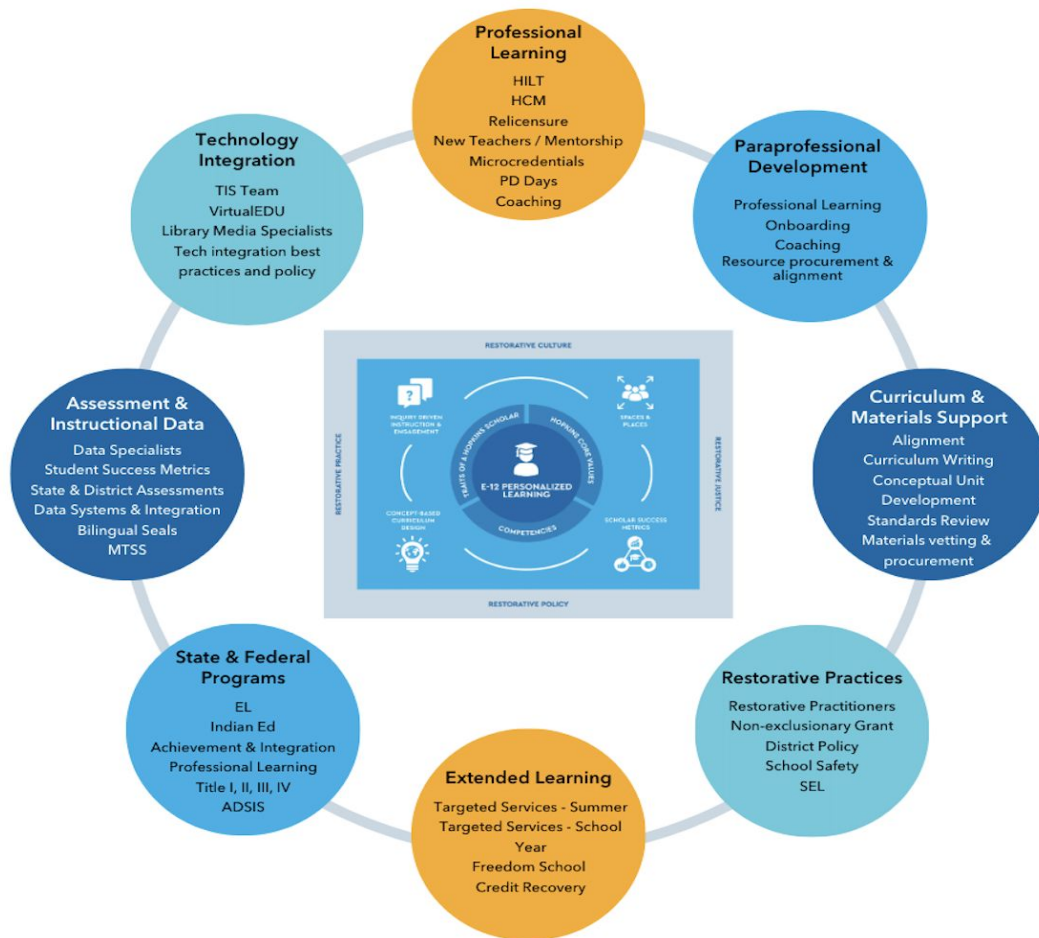
State Legislation

District Policy

Curriculum Support

Implementation

Pedagogy





Innovation, Design, and Learning

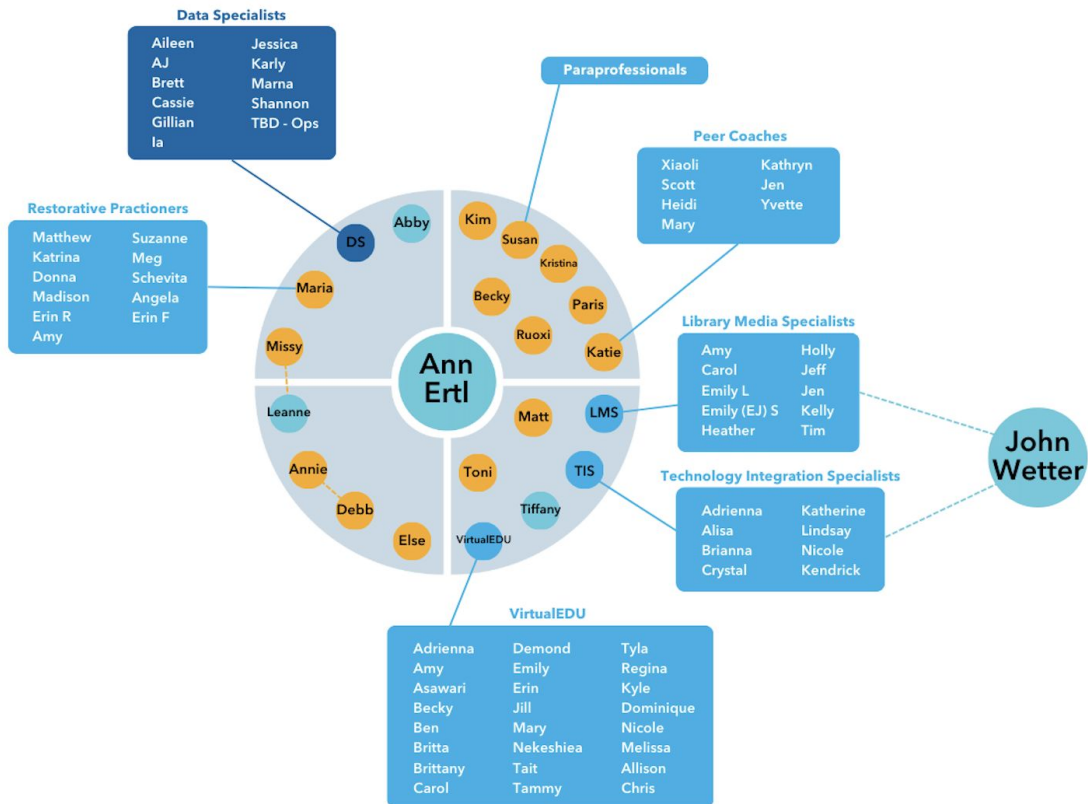
Team Organization

Project management system
using Microsoft Planner

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

Leadership theory:

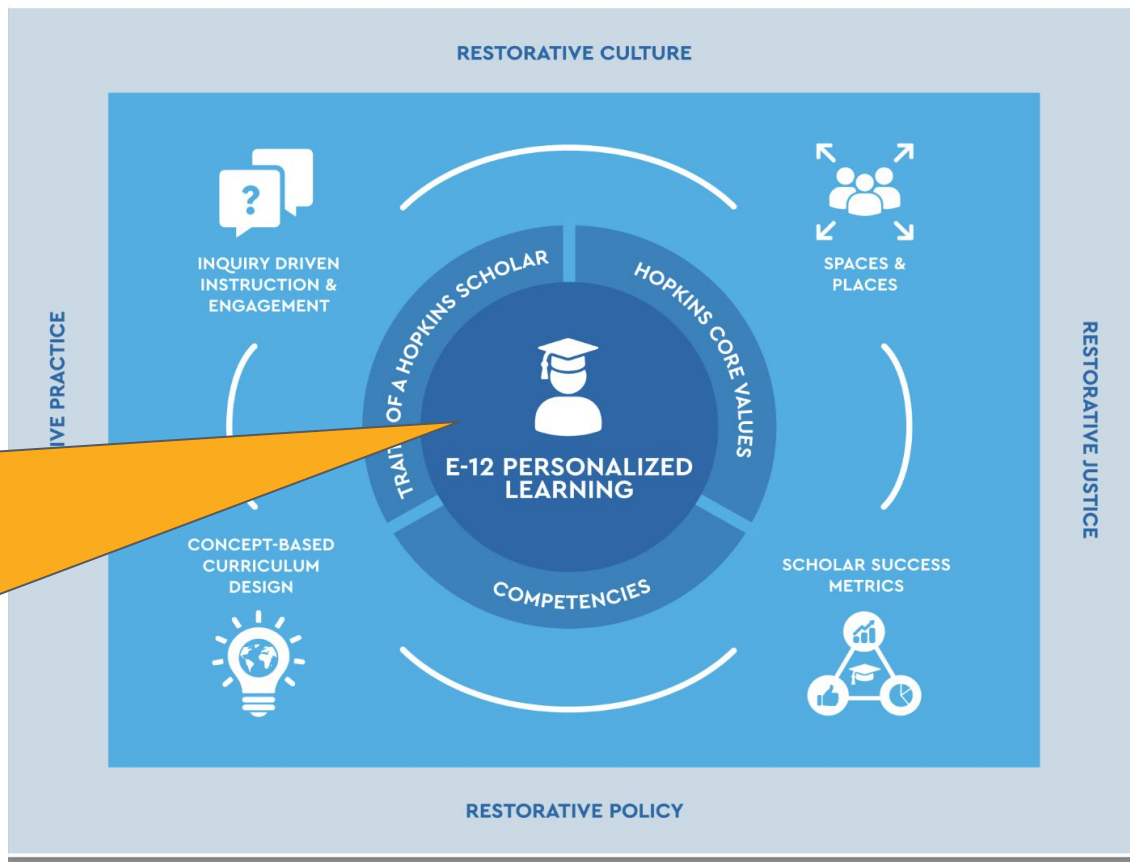
- Hire the best people
- Define / co-create clear outcomes with feedback along the way
- Help remove barriers
- Get out of the way



Case in Point: Changing Role of the Educator

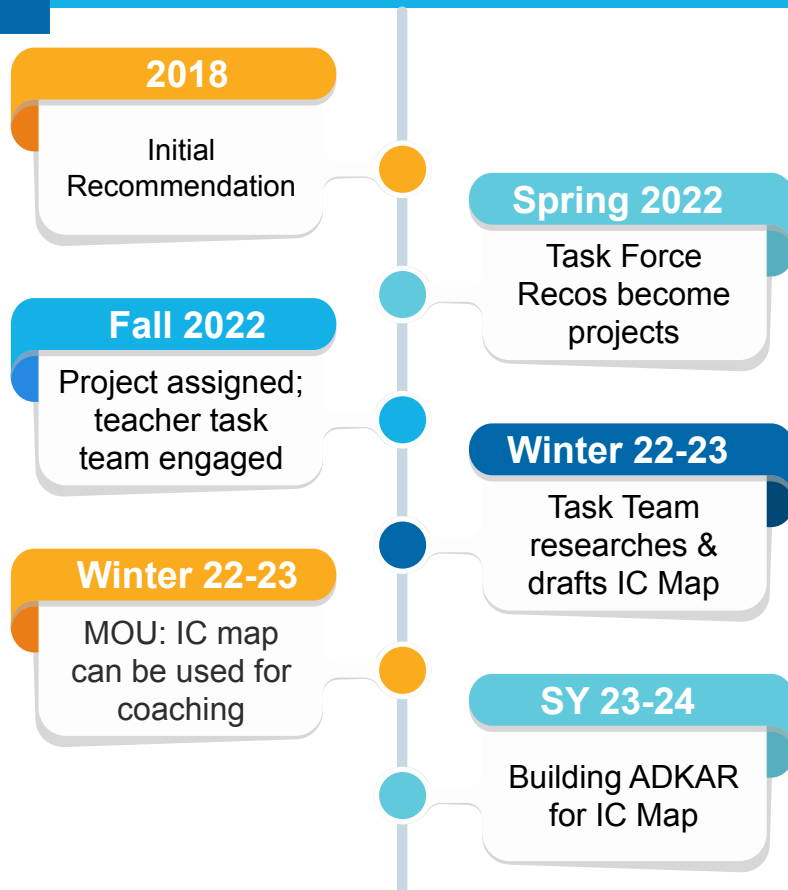
***2018 Task Force
Recommendation:***

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



Moving From	Moving Toward
Teachers make learning decisions	Teachers coach students to make decisions 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 individual learning needs Students learn actively using different pathways and varied pacing
Learning is time- and school-bound	Students progress based on evidence of learning , not when, where, or how the learning took place
Equity and culturally responsive teaching are separate	Equity is embedded in the culture, structure and pedagogy of schools
Google-able assignments & tests	Rigorous, common expectations for learning are explicit, transparent, measurable and transferable

From Recommendation to Fruition



Deliverable:

**The Learning
Facilitator
Innovation
Configuration**



The Learning Facilitator Innovation Configuration Map

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

Components

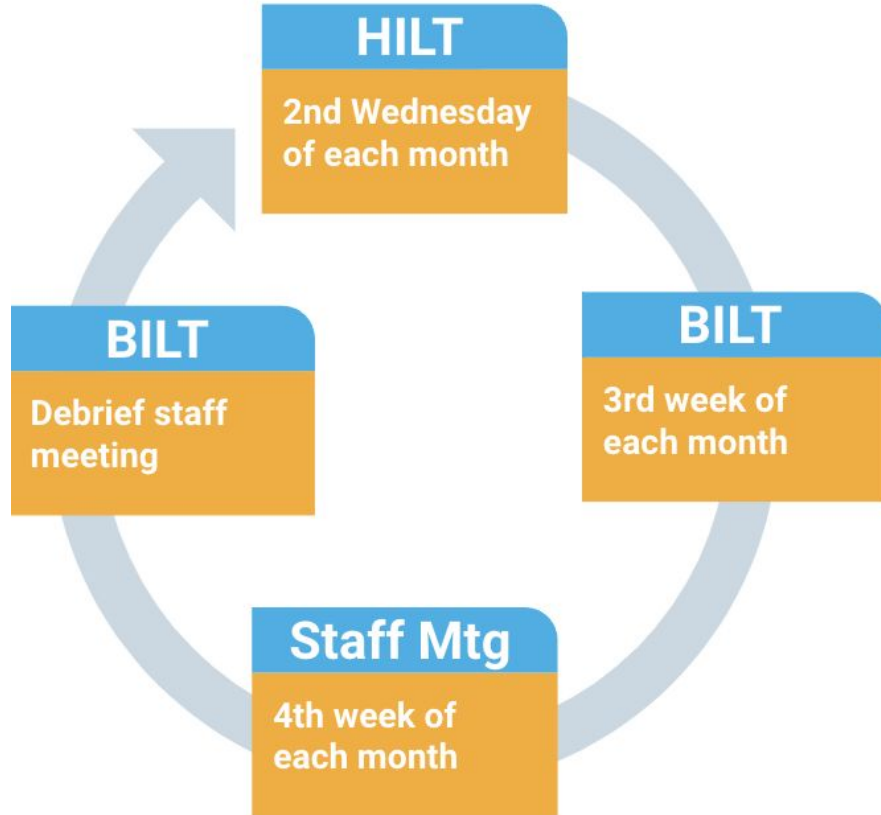
Learning Facilitator disposition	Develops learner agency and independence	Creates authentic learning opportunities	Learning is flexible
Competency driven assessment	Effective use of technology	Uses Inquiry Practices	Co-creates learning through coaching
Relevant feedback for learning	Develops the whole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

The Learning Facilitator Innovation Configuration Map

IDEAL \neq **PERFECTION**

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

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

Fidelity Data

1. Are we implementing the program as it was intended?
2. Are we consistent?
3. Are we engaging in activities in ways that align with our values and the program goals?
4. How do we course-correct when we veer off-track?
5. Do we identify pockets of high/low fidelity?
6. How do we support areas of low-fidelity?

Outcome Data

1. Are we seeing the outcomes we set out to achieve?
2. Is the work we're doing in this program making a positive difference?
3. Are we changing behavior? Outcomes?
4. Are we reaching our program goals?
5. Where are our pockets of success? Where are our pockets of concern?

Empathize
& Explore

Lab

Scale

Accomplished
& Iterate

Implementation
(Time)



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

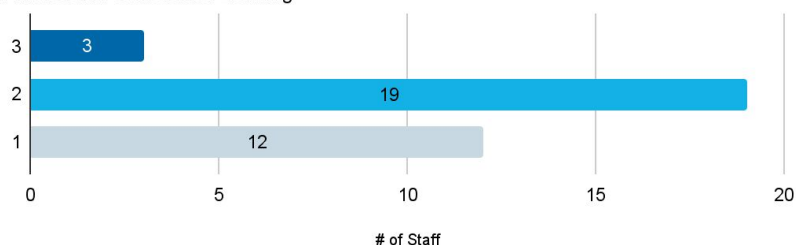
- creates expectations and structures for feedback loops including self-assessment
- provides feedback that is timely and directly connected to rubrics
- provides opportunities for reflection and relearning so learners can continuously demonstrate growth

Learners can

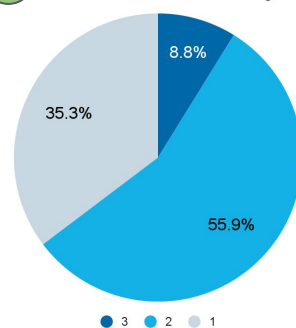
- use scaffolds to begin to develop reflective skills such as self-awareness, open-mindedness, and curiosity
- explain the purpose of feedback

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

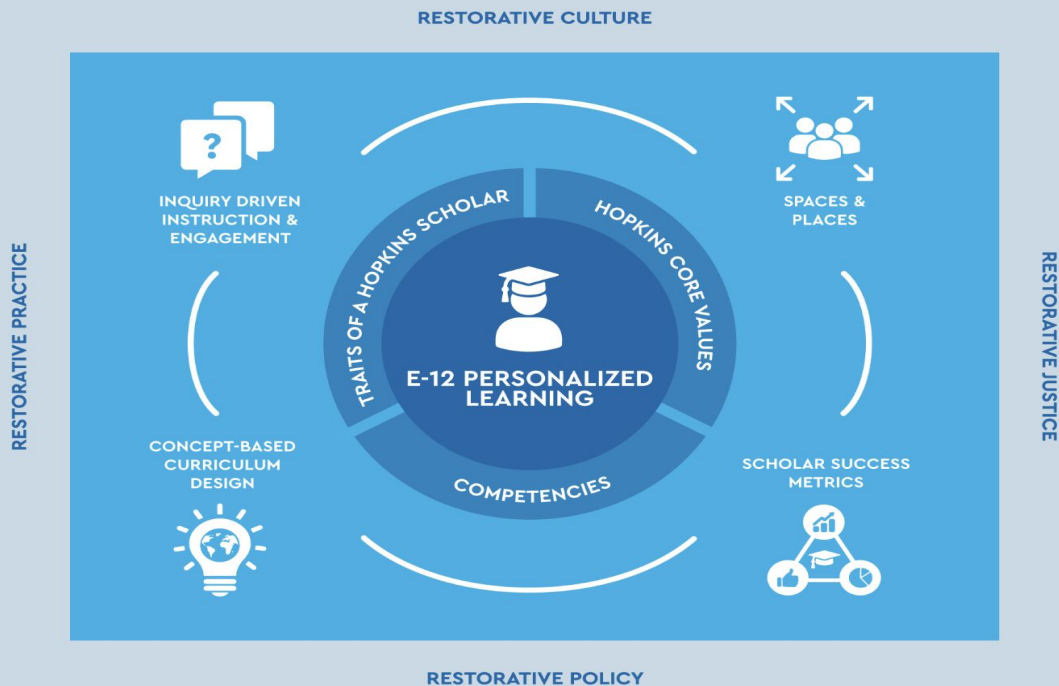
LF: Relevant Feedback for Learning



LF: Relevant Feedback for Learning



Thank You!



VISION 2031

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