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

- 50.1% White
- 24.7% Black/African American/Somali
- 10.8% Hispanic/Latinx
- 4.6% Asian American
- 9.2% Two or More Races
- 0.3% American Indian/Alaska Native
- 0.1% Native Hawaiian/Pacific Islander

Language Spoken

- 78.6% English
- 8% Somali
- 6% Spanish
- 5.5% Another Language
- 1.4% Hmong

Free / Reduced Lunch Breakdown

- 62% Paid
- 32.2% Free
- 5.4% Reduced
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.
Our global scholars work collaboratively, disrupt the status quo, and will solve some of the world’s most complex problems.
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.
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
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.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Strategy</th>
<th>2031 District Deliverable</th>
<th>SY18-19 - SY21-22</th>
<th>SY22-23</th>
<th>SY23-24</th>
<th>SY24-25</th>
<th>SY25-26 - SY20-31</th>
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<tbody>
<tr>
<td><strong>Student-Centered Learning for All</strong> (as defined by Hopkins Learning Framework)</td>
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<td><strong>New SEL System</strong> (Restorative Practices in Culture)</td>
<td>Empathize &amp; Explore</td>
<td>Empathize &amp; Explore</td>
<td>Lab</td>
<td>Scale</td>
<td>Accomplished &amp; Iterate</td>
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<td>Classroom communities and schools that are intentionally restorative</td>
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<td>Social Emotional Learning embedded in all conceptual units</td>
<td>Empathize &amp; Explore</td>
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<td>Social Emotional Learning as a part of 5-12 curriculum</td>
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<td>E-12 Competency system centered on grad traits (incl. acceleration)</td>
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<td>Reimagined Talent Development</td>
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<td>E-12 Personalized Math</td>
<td>Empathize &amp; Explore</td>
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<td>Redesigned assessment plan aligned with competencies</td>
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<td>Portfolio of digital subscriptions aligned to learning framework</td>
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<td>Lab</td>
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<td>Redesigned Curriculum Review Cycle</td>
<td>Empathize &amp; Explore</td>
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<td>Empathize &amp; Explore</td>
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</table>

**Goal: Learning & Teaching**

- Inquiry pedagogy in every classroom
- Concept-based units for every grade level/band
- Teacher as facilitator; students as agents of their learning
- E-12 Competency system centered on grad traits (incl. acceleration)
- Reimagined Talent Development
- E-12 Personalized Math
- Redesigned assessment plan aligned with competencies
- Portfolio of digital subscriptions aligned to learning framework
- Redesigned Curriculum Review Cycle

**SCHOOL and DISTRICT CULTURE**

**LEARNING and TEACHING**

**OPERATIONS**
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

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.

TEACHERS & TEAMS
Learning that Evolves Students into Scholars
The Work in IDL

IDL team members have some shared responsibilities and some unique.

- Site Partnerships
- State Legislation
- District Policy
- Curriculum Support
- Implementation
- Pedagogy

- Professional Learning
  - HLT
  - HCM
  - Relicensure
  - New Teachers/Mentorship
  - Microcredentials
  - PD Days
  - Coaching

- Paraprofessional Development
  - Professional Learning
  - Onboarding
  - Coaching
  - Resource procurement & alignment

- Curriculum & Materials Support
  - Alignment
  - Curriculum Writing
  - Conceptual Unit Development
  - Standards Review
  - Materials vetting & procurement

- State & Federal Programs
  - EL
  - Indian Ed
  - Achievement & Integration
  - Professional Learning
  - Title I, II, III, IV
  - ADSIS

- Technology Integration
  - TIS Team
  - VirtualEDU
  - Library Media Specialists
  - Tech integration best practices and policy

- Assessment & Instructional Data
  - Data Specialists
  - Student Success Metrics
  - State & District Assessments
  - Data Systems & Integration
  - Bilingual Seals
  - MTSS

- Extended Learning
  - Targeted Services - Summer
  - Targeted Services - School Year
  - Freedom School
  - Credit Recovery

- Restorative Practices
  - Restorative Practitioners
  - Non-exclusionary Grant
  - District Policy
  - School Safety
  - SEL
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
<table>
<thead>
<tr>
<th>Moving From</th>
<th>Moving Toward</th>
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<tbody>
<tr>
<td>Teachers make learning decisions</td>
<td><strong>Teachers coach students to make decisions</strong> about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning</td>
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<tr>
<td>One-size-fits-all classroom, curriculum, and assessment</td>
<td><strong>Teachers and students design learning based on individual learning needs</strong></td>
</tr>
<tr>
<td>Learning is time- and school-bound</td>
<td><strong>Students learn actively</strong> using different pathways and varied pacing</td>
</tr>
<tr>
<td>Equity and culturally responsive teaching are separate</td>
<td><strong>Students progress based on evidence of learning,</strong> not when, where, or how the learning took place</td>
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<tr>
<td>Google-able assignments &amp; tests</td>
<td><strong>Equity is embedded</strong> in the culture, structure and pedagogy of schools</td>
</tr>
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<td><strong>Rigorous, common expectations for learning</strong> are explicit, transparent, measurable and transferable</td>
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From Recommendation to Fruition

**Deliverable:**

The Learning Facilitator Innovation Configuration

**2018**
- Initial Recommendation

**Fall 2022**
- Project assigned; teacher task team engaged

**Winter 22-23**
- MOU: IC map can be used for coaching

**Spring 2022**
- Task Force Recos become projects

**Winter 22-23**
- Task Team researches & drafts IC Map

**SY 23-24**
- Building ADKAR for IC Map
# The Learning Facilitator Innovation Configuration Map

## Components

<table>
<thead>
<tr>
<th>Learning Facilitator disposition</th>
<th>Develops learner agency and independence</th>
<th>Creates authentic learning opportunities</th>
<th>Learning is flexible</th>
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<tbody>
<tr>
<td>Competency driven assessment</td>
<td>Effective use of technology</td>
<td>Uses Inquiry Practices</td>
<td>Co-creates learning through coaching</td>
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<td>Relevant feedback for learning</td>
<td>Develops the whole person</td>
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## The Learning Facilitator Innovation Configuration Map

### IDEAL

<table>
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<tr>
<th>Component</th>
<th>IDEAL</th>
<th>ENTRY</th>
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</table>
| Learning Environment is Flexible | **LF provides opportunities** for learners to:  
  - learn independently  
  - collaborate with peers seamlessly  
  - learn in settings outside the classroom or school  
  - access learning anytime, anywhere using technology or | The learning facilitator **confers** with the learner who will explain the learning plan.  
  The learner creates a learning plan that addresses the following:  
  - learning independently or collaboratively  
  - learning in a specific space or location | The learning facilitator **models** how to work collaboratively or independently  
  - how to adapt to various learning environments  
  - how to seek choices for working in spaces beyond the classroom  
  - To reflect on the impact of their choices:  
  - how to choose resources and | The learning facilitator **allows** learners to  
  - 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

HILT
2nd Wednesday of each month

BILT
Debrief staff meeting
3rd week of each month

Staff Mtg
4th week of each month

Proci ADKAR: Change Management

Awareness
Desire
Knowledge
Ability
Reinforcement
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?
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

Learners begin to independently

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

Learning Facilitator

Relevant feedback for learning
Structures for continuous feedback and the effective use of rubrics result in reflection, improved performance, and ongoing growth

<table>
<thead>
<tr>
<th># of Staff</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td># of Staff</td>
<td>3</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>% of Staff</td>
<td>8.82%</td>
<td>55.88%</td>
<td>35.29%</td>
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</tbody>
</table>

LF: Relevant Feedback for Learning

- 3 - Ideal
- 2
- 1 - Entry
Thank You!