AURORA INSTITUTE

SYMPOSIUM BREAKOUT SESSION
WEDNESDAY, OCTOBER 27, 2021 | 1:15-1:35 PM ET

How Laboratory School Communities Can Power Human-Centered Design and Inclusive Innovation

PRESENTERS:

- Eric Tucker, Brooklyn LAB
- Erin Mote, InnovateEDU
- Mary Ryerse, XQ Institute
- Scott Bess, Purdue Polytechnic High School
- Shatoya Ward, Purdue Polytechnic High School
- Sheryl Gomez, Brooklyn LAB

How Laboratory School Communities Can Power Human-Centered Design and Inclusive Innovation

Aurora Institute Symposium
October 27, 2021

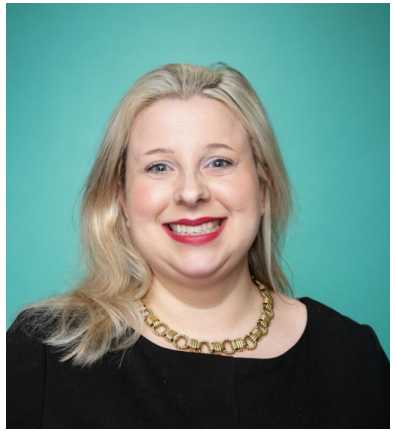
BROOKLYN LAB CHARTER SCHOOL | XQ The Super School Project | PURDUE UNIVERSITY Polytechnic High School

Scott Bess
Executive Director, Purdue Polytechnic High School

Shatoya Ward
Founding Principal, Purdue Polytechnic High School

Mary Ryerse
Managing Director for School Success, XQ Institute

Sheryl Gomez
Chief Financial Officer, Brooklyn LAB Charter Schools



Erin Mote
Executive Director, InnovateEDU

Eric Tucker
Executive Director, Brooklyn LAB Charter Schools

Learning Outcomes for Our Session

Increase awareness of the potential role of human centered design in reimagining the future of education.

Give educators the tools they need to apply the practices of laboratory schools, which we hope will deliver the benefits of these approaches to more school communities.

Help schools equitably engage students, families, educators, and experts to ensure that solutions meet real needs.

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What is User-Centered Design

Research
It begins with research to get to know the users, their objectives and contexts.

Empathy
It is based on empathy to put themselves in the place of the users.

Iteration
Uses an iterative process that allows for constant evaluation and improvement.

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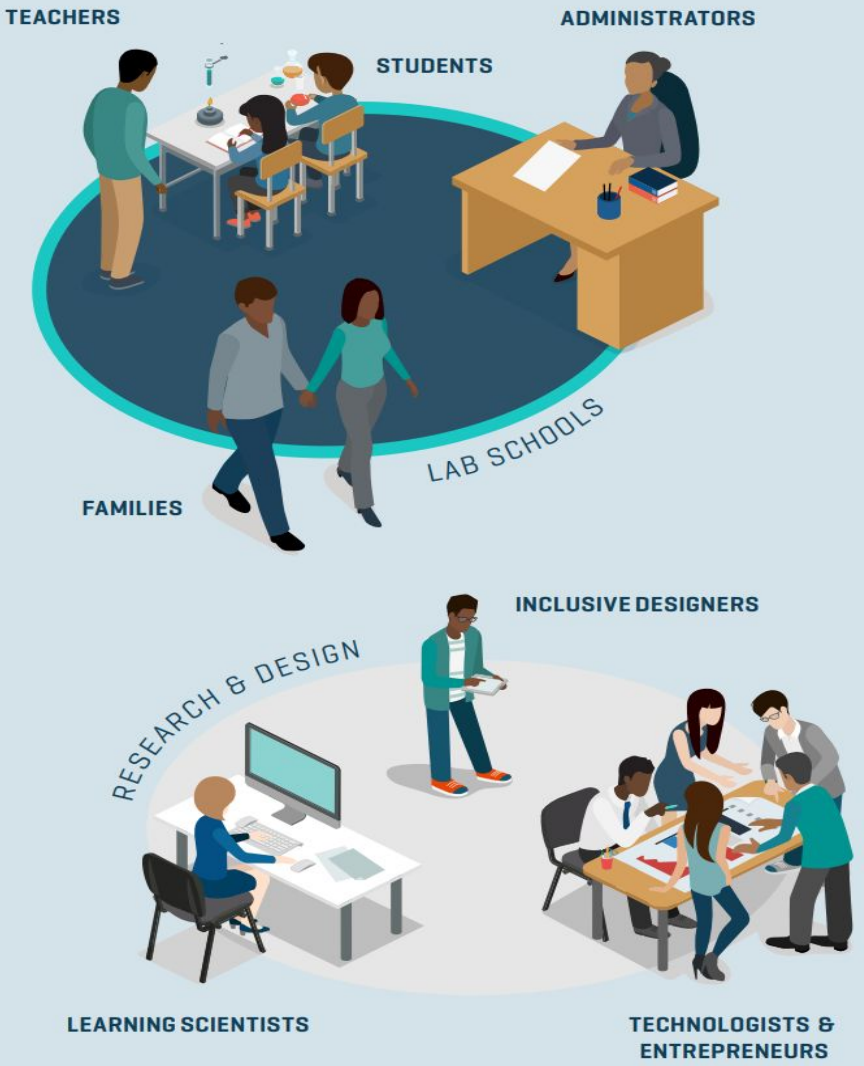


Laboratory schools bring together teams of students, families, educators, instructional leaders, researchers, and designers to support directed R&D and generate innovative solutions to pressing challenges.

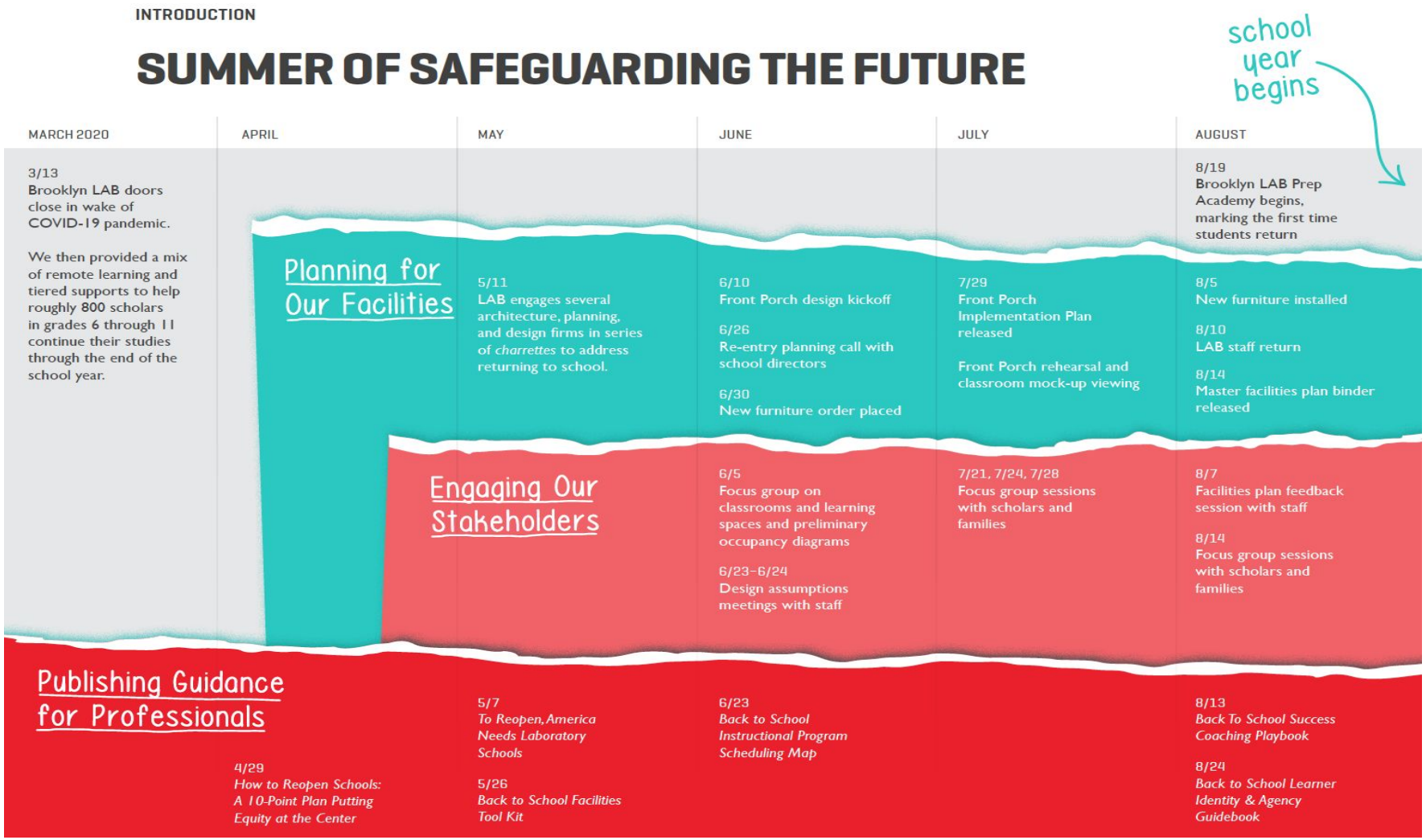
BENEFITS OF THE LABORATORY SCHOOL APPROACH

In the COVID-19 era and beyond, laboratory schools have the potential to generate tremendous value in several ways:

- *They advance equity. The pandemic has revealed the inequity and variation of people's experiences within our country's educational systems. In contrast to options that fail to account for individual experiences and contexts, laboratory schools set the table for the generation of more nuanced solutions and modifications.*
- *They embrace innovation and applied experimentation. This can allow for imaginative work that attempts to solve real problems schools face now—while positioning schools for future success.*
- *They encourage collaboration. Laboratory schools help establish uncommon partnerships across sectors and diverse arenas that benefit both students and society by building and sustaining stronger bridges between schools, civil society, universities, employers, solution providers, and the larger world.*
- *They foster resilience and adaptability. Nimble and adaptable, laboratory schools serve as an antidote to the slower-moving bureaucracies of education. These schools can speed up the pace of improvement by surfacing the most promising prospective solutions for emerging challenges.*
- *They generate evidence regarding prospective solutions. By exploring successes and challenges, laboratory schools are creating a body of experience and a qualitative and evidence record that provide a fact-based foundation for discussions about the need for emerging solutions, creating the conditions conducive to advancing actionable knowledge.*

Lab

Engaging some combination of Students, Families, and Educators in co-design.



- **Engage the core constituents who matter most to us**—the parents, teachers, staff members, and scholars (the "insiders" group on the previous page)—through focus groups, town halls, and conversations.
- **Be in constant communication.** We recognize there are parents, teachers, and staff members who still are not entirely comfortable with the idea of brick-and-mortar school amid a global pandemic. We want to hear from them about their concerns
- **Continually reevaluate our approach** to ensure it is addressing their worries from a public health perspective.We have been reassessing protocols regularly and revising our strategies accordingly to maximize the health and safety of our community.

IMPACT HIGHLIGHT

SAFEGUARDING SCHOOL COMMUNITY HEALTH & WELL-BEING

CHALLENGE

How do we reopen and operate a school in a way that safeguards the physical, mental, and emotional health and well-being of our school community?

PROCESS

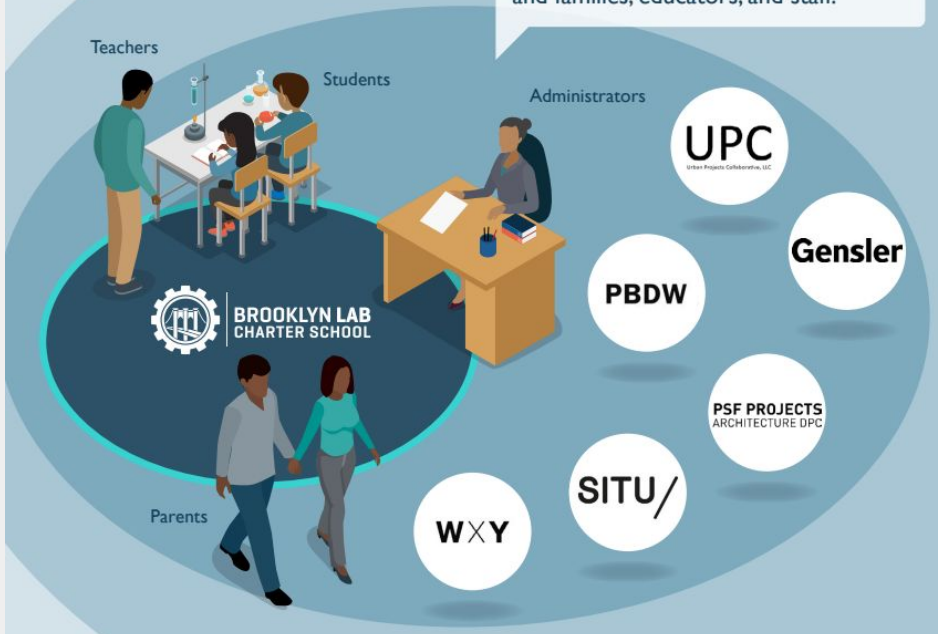
We gathered a group of educators and designers to explore solutions for different challenges, including new safe arrival and departure plans and new classroom layouts that would comply with social distancing requirements while meeting the needs of students and families, educators, and staff.

SOLUTION

Together, we developed a toolkit consistent with the Centers for Disease Control and Prevention (CDC) and the American Federation of Teachers (AFT). Our recommendations include how to map a safe journey from home to the school and how to upgrade school spaces.

BROADER IMPACT

Our rapid-cycle generation and refinement of evidence-based solutions influenced how the fields of architecture, engineering, facilities management, and school operations prepared for reopening.



Back to School Facilities Toolkit

Public School Facilities Planning in the Era of COVID-19 Guide

AIA New York — The Back to School Facilities Toolkit Helps Visualize School Design after COVID-19

ARCHITECT — Visualizations: The Future of Shared Space in NYC

Building Hope — Strategies for a Safe School Reopening

American Institute of Architects (AIA)
Reopening America: Strategies for Safer Schools

Architectural Record
Firms Develop Strategies for Adapting K–12 Schools to the Pandemic

Local Initiatives Support Corporation
Back to School Facilities Planning in COVID-19 Era

American Federation of Teachers
Safeguarding Back to School: Reopening Webinar

IMPACT HIGHLIGHT

TALENT SYSTEMS FOR STUDENT SUCCESS

CHALLENGE

Given the financial and health challenges created by COVID-19, as well as ongoing racial reckoning, scholars need support in a variety of learning contexts. How do we train staff to provide the necessary coaching and support for all students?

PROCESS

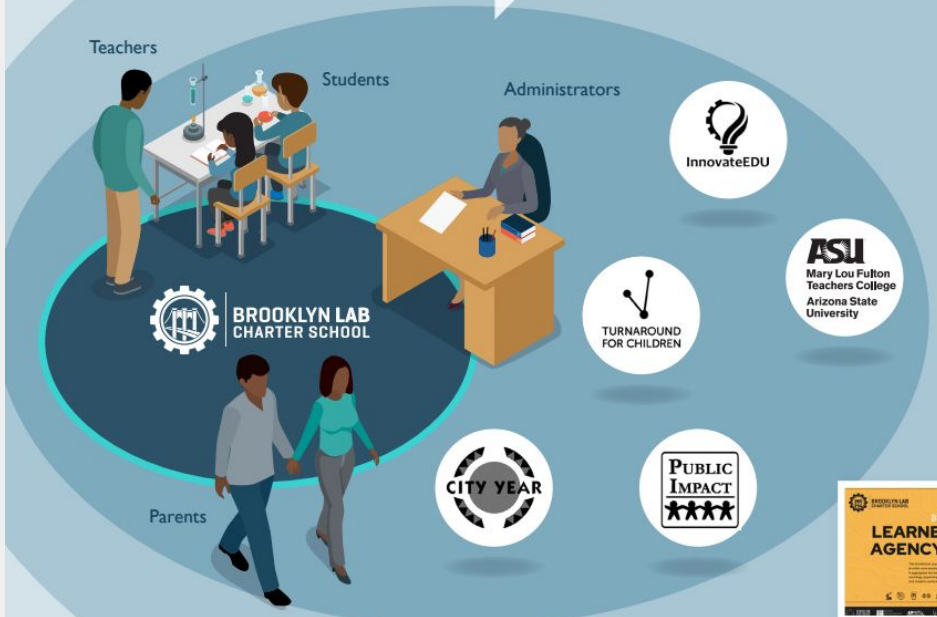
LAB teachers and administrators engaged in joint design sessions with a number of education organizations and a design firm to understand the best ways to implement systems to support students to learn and thrive.

SOLUTION

From our pool of staff, teachers, and school community, we recruited and trained success coaches to serve as safe, trusted advisers who can guide each student in diverse learning environments. We documented our learnings and training resources in a number of research-based frameworks.

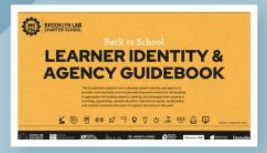
BROADER IMPACT

Our partnerships and training resources have promoted systems and structures that support the growth, development, and effectiveness of human capital. Our solutions have impacted the national conversation, including through the following entities and events.



Instructional Program Scheduling Map

Success Coaching Playbook



Learner Identity and Agency Guidebook

Funding for success coaching in the American Rescue Plan Act of 2021

New Models of Talent Systems for Innovative Schools

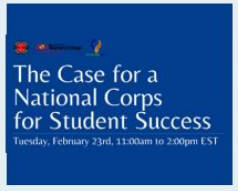
Resilient and Responsive: A conversation about planning for reopening focused on the success of students with disabilities via Education First

Turnaround for Children shares the Back to School Success Coaching Playbook

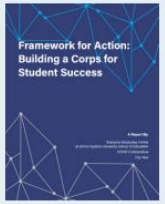
The Center for Black Educator Development shares the Learner Agency and Identity Guidebook

WestEd Center to Improve Social and Emotional Learning & School Safety
COVID-19 Support Resources report includes the Success Coaching Playbook

Public Impact & Christensen Institute
Innovative Staffing to Personalize Learning



InnovateEDU, City Year, ASU Teacher's College
The Case for a National Corps for Student Success event

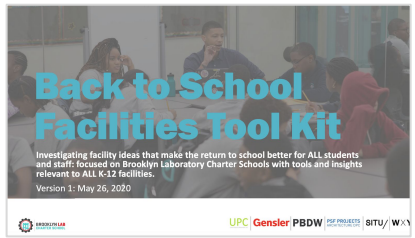


Johns Hopkins University School of Education Everyone Graduates Center
Framework for Action: Building a Corps for Student Success

Lab

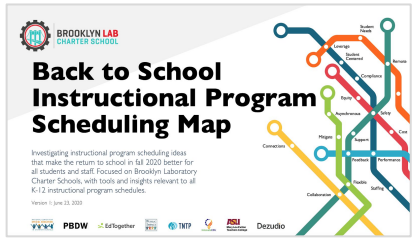
Tools, approaches, Mindsets, and resources that grew out of that.

May 2020



[Facilities Tool Kit]

June 2020



[Instructional Program Scheduling Map]

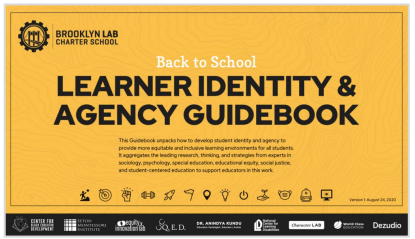
July 2020

[Front Porch]

August 2020

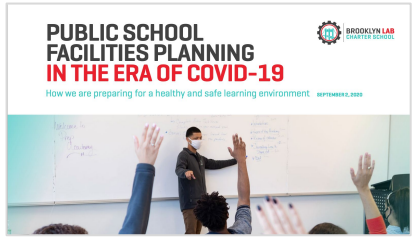
[Success Coaching Playbook]

August 2020



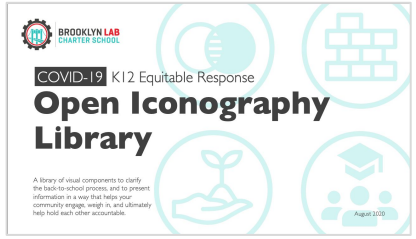
[Identity and Agency Guidebook]

September 2020



[School Facilities Planning]

September 2020

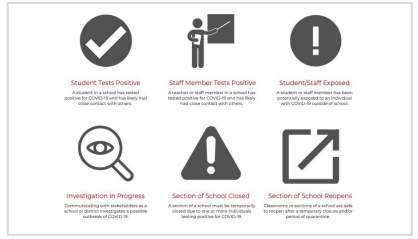


[Open Iconography Library]

September 2020

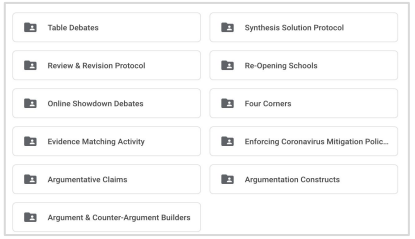
[COVID Personas]

September 2020



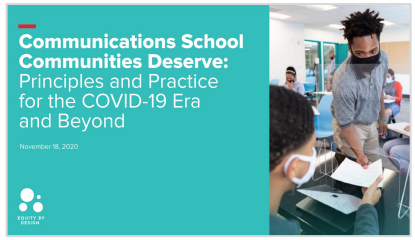
[Engage Equitably]

September 2020



[Arguing for Agency]

November 2020

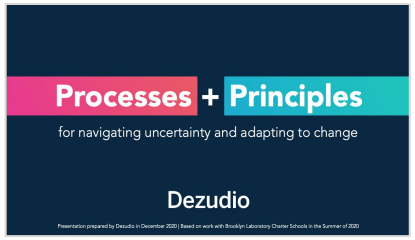


[Communications Toolkit]

November 2020

[TEDxYouth@BrooklynLab]

December 2020



[Processes and Principles]

December 2020

[LEGIT Solutions]

March 2021

[LAB Schools: HCD]

Purdue Polytechnic High School (PPHS)

Our Challenge - Restart, Recover and Renew

Restart

This school year was the first one that we had a full complement of students in our building.

We had all four grade levels last year, but were hybrid all year with a large number of virtual students

Recover

We knew students lost ground - how did we help them move forward while maintaining the essential elements of the school?

Renew

All stakeholders in the school had elements of trauma in their lives - how did we manage the other challenges and provide support to our students and staff?

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PPHS

Meeting the Challenge

We have always been all about student voice and choice in projects

This year we doubled down on that concept

Allowed students to select the learning modality that worked best for them:

- Some choose to do all or some of their learning in an online platform
- Others choose to get their academic credits through immersive projects

Gave teachers wide latitude to choose how to best deliver content and connect with students:

- Passion projects allow teachers to pitch project ideas of interest to them to students
- Immersion projects let teachers design real world application of their content area

Solutions to the challenges came from those closest to the ground

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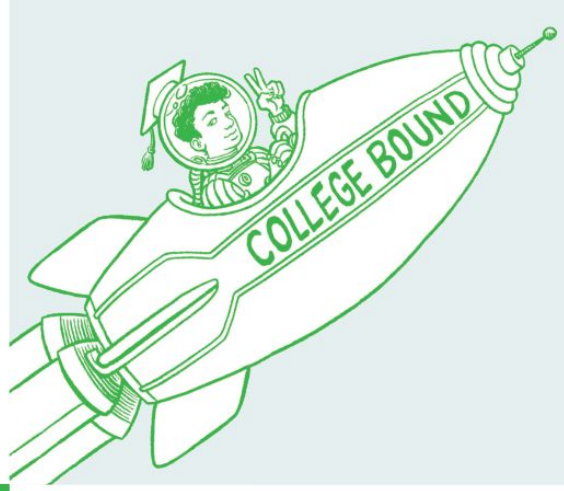
MISSION

MOBILIZING AMERICA'S COLLECTIVE CREATIVITY TO RETHINK HIGH SCHOOL

We need high schools where our students can realize their full potential—schools where learning is engaging and meaningful, creativity is nurtured, and every student is challenged to grow, speak up, collaborate, and contribute. Every community can have great high schools. At XQ, we help communities make that promise a reality.



"HIGH SCHOOLS ARE THE NEXT FRONTIER IN THE FIGHT FOR EDUCATIONAL EQUITY. THEY ARE THE FULCRUM FOR DRIVING IMPROVEMENT AND CLOSING GAPS ACROSS THE SYSTEM, FROM THE LOWER GRADES TO HIGHER EDUCATION."

— RUSSLYNN ALI, CO-FOUNDER AND CEO, XQ

It's time to transform the American high school.

XQ The Super School Project

TRANSFORMING PUBLIC HIGH SCHOOLS ACROSS AMERICA SO EVERY STUDENT CAN SUCCEED.

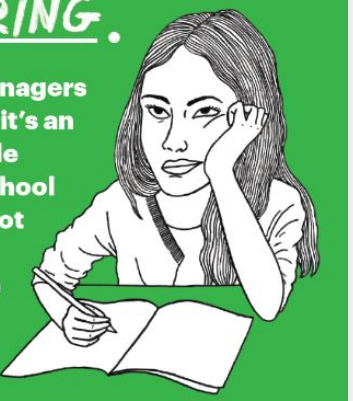
TOOLS

HELPING COMMUNITIES MAKE THE CHANGE THEY NEED

Working together, communities can reimagine the high school experience. We create tools to help them do that, available free on our website. From a complete toolkit on high school design to guides for state policymakers and school board members, our resources are rooted in research and grounded in the voices of students and the know-how of educators and other experts.

High School Is *BORING*.

That's not teenagers complaining, it's an uncomfortable truth. High school is stuck. It's not working. And young people know it.



The ways we communicate, connect, work, and play look dramatically different now than they did for our parents and grandparents. Yet high schools operate in virtually the same way now that they did then. Desks in rows. Students in seats. Seven bells and single-subject courses.

Maybe our century-old system would be okay if it delivered on the real promise of a high school diploma—if a diploma, plus hard work, were a ticket to success in college and the careers of the future. But in many cases, it's not. And young people know that, too.

IT'S TIME TO RETHINK HIGH SCHOOL.

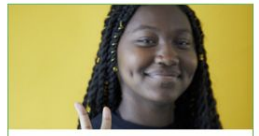
XQ

INSPIRATION

BUILDING MOMENTUM FOR WHAT'S POSSIBLE

Wherever we go, we get people talking about high school—their experiences, their hopes, their questions. We share what we learn so the conversation can continue. Millions have joined in so far through our national television show, our cross-country school bus tour, our newsletters and social media, and countless community discussions and special events. We are always looking for new ways to engage and inspire.

XQ ON A JOURNEY TO RETHINK HIGH SCHOOL



GRAND RAPIDS PUBLIC MUSEUM SCHOOL,
GRAND RAPIDS, MI

TIGER VENTURES,
ENDICOTT, NY

XQ+NYC,
NEW YORK, NY

LATITUDE 37.8 HIGH SCHOOL
OAKLAND, CA

IOWA BIG,
CEDAR RAPIDS, IA

PURDUE POLYTECHNIC HIGH SCHOOL,
INDIANAPOLIS, IN

XQ+RI,
RHODE ISLAND

SUMMIT SHASTA,
DALY CITY, CA

TULSA BEYOND,
TULSA, OK

BROOKLYN LABORATORY HIGH SCHOOL,
BROOKLYN, NY

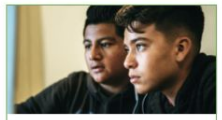
TRINITY ACADEMY FOR THE PERFORMING ARTS,
PROVIDENCE, RI

DA VINCI RISE HIGH,
LOS ANGELES, CA

NEW HARMONY HIGH,
NEW ORLEANS, LA

ELIZABETHTON HIGH SCHOOL,
ELIZABETHTON, TN

PONAGANSET HIGH SCHOOL,
GLOCESTER, RI



CÍRCULOS,
SANTA ANA, CA

VISTA HIGH SCHOOL,
VISTA, CA

FURR HIGH SCHOOL,
HOUSTON, TX

CROSSTOWN HIGH,
MEMPHIS, TN

PSI HIGH,
SANFORD, FL

WASHINGTON LEADERSHIP ACADEMY,
WASHINGTON, D.C.

XQ DESIGN PRINCIPLES

By redesigning traditional approaches to high school, XQ schools are working to prepare students for a brighter future. These six principles, updated in fall 2019 to reflect lessons learned since our launch in 2015, are fundamental to every XQ school. Each school manifests these principles in its own unique way.

STRONG MISSION AND CULTURE

A unifying set of values and principles that provide common purpose, express belief in the potential of every student, and define every aspect of a school.

MEANINGFUL, ENGAGED LEARNING

Innovative approaches to curriculum and teaching that use real-world, interdisciplinary learning experiences to enable students to develop and apply deep content knowledge and complex skills.

CARING, TRUSTING RELATIONSHIPS

Consistent emphasis on truly getting to know students, both inside and outside the classroom, and on building positive relationships among students and between students and adults.

YOUTH VOICE AND CHOICE

An approach to teaching, learning, and an overall school culture that focuses on giving all students opportunities to build their identities as learners and develop the capacity for agency and autonomy.

SMART USE OF TIME, SPACE, AND TECH

Non-traditional, flexible uses of time, technology, space, place, financial resources, and roles to increase the effectiveness of teaching and learning.

COMMUNITY PARTNERSHIPS

Powerful partnerships—with community and cultural institutions, business and industry, higher education, nonprofit organizations, and health and service providers—that provide support, real-world experiences, and networking opportunities for students, enabling them to envision and set goals for the future.

The ultimate goal.

Developing XQ Learners—students who are deeply engaged in their own learning and fully prepared for all that the future has to offer

This blueprint is not exhaustive — it is meant to illustrate how deep, rigorous, and interconnected XQ learning really needs to be.

Holders of foundational knowledge.

+ Curious people who are knowledgeable about the world. Its history and culture. Its sciences and underlying mathematics. Its biology and cultural currency.
+ Engaged participants who are key to creating a more just and functional democracy—who participate fully in all America has to offer.

Masters of all fundamental literacies.

+ Building the academic core necessary to prepare for college, career, and life.
+ Critical readers.
+ Compelling writers.
+ Mathematical and numeric thinkers.
+ Data and visual thinkers.

Original thinkers for an uncertain world.

+ Sense-makers—dealing with conflicting knowledge.
+ Generative thinkers—creating many ideas in ambiguous and new situations.
+ Creative thinkers—reframing, imagining, and seeing problems from different perspectives.

Generous collaborators for tough problems.

+ Self-aware team members who bring their strengths. Talent-seekers who find the expertise of others.
+ Essential co-creators—because of what they bring, and how they show up.
+ Inquisitive world citizens who seek out—and respect—diversity and diverse points of view.

Learners for life.

+ Self-driven, self-directed. Curious learners—about themselves, and the world.
+ Inventors of their own learning paths, careers, and lives.

Resources to Share

Brooklyn LAB Human Centered Design

Brooklyn LAB Snapshot

Purdue Polytechnic High School Passion Project Example – EV Cart

Purdue Polytechnic High School Snapshot

XQ Design Principles

XQ Learner Goals

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AURORA INSTITUTE

Symposium

OCTOBER 25-27, 2021 | VIRTUAL

"Leading Competency-Based Education Redesign"

Thank you for joining us!

Share Your Thoughts.
Participate in our one-minute poll (link in chat box).