



Education Research and Redesign

Credit: General Elective or Social Studies Elective

Engagement Guides (Educators):

Breana Jacques Email 612-888-4919	Shannon Finnegan Email 612-399-6610
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Hopkins Collaborative Lab School - Fall 2022



Hopkins High School (HHS) and [Thrive Ed](#) (a nonprofit) are partnering to launch the [Hopkins Collaborative Lab School](#), a new pathway in Fall 2022 for HHS students. Students will work alongside educators, called Engagement Guides, to research and co-design key elements of an entirely different way of doing school. Building on each student's skills and interests, we will collectively work to center student voices in creating a new and innovative school experience where all can thrive.

COURSE OBJECTIVE: To reinvent the education system and co-create a brand new school experience that

- centers student, family, educator, and community voices and perspectives.
- develops critical skills and competencies that support students' post-secondary plans.
- disrupts current power hierarchies in schools that perpetuate inequitable outcomes.

Course Description

Hopkins Collaborative Lab School's Education Research and Redesign course will be held at **Eisenhower Community Center (Rooms 205-209)** during **Block 1**. Transportation will be provided for students to Eisenhower before Block 1 and back to Hopkins High School for Block 2.

In this course, students and Engagement Guides will ...

- **co-create** a restorative and inclusive community where all students and staff feel heard, seen, valued, respected, and safe to be their full authentic selves.
- **reflect** on their school experiences and **explore** what schools could be.
- **research** educational issues of interest and **co-design** proposals for reimagining school that will be implemented at the Collaborative Lab School.
- **build** on previous student and Engagement Guide plans for the Collaborative Lab School and **finalize** design for the Collaborative Lab School.
- **engage** in feedback sessions with one another to practice both giving and receiving feedback as well as implementing revisions based on feedback from team members.
- **visit** and **seek** insight and inspiration from other innovative schools across the country that are disrupting and reinventing the school system.
- **plan** and help **lead** events to celebrate and share our work with families, friends, and community members.

Course Competencies for Credit:

Core Competencies are central and critical concepts, skills, systems, and frameworks applied across context and time in our learning and work together. As we move throughout the term, we'll reflect on our growth in these areas and seek feedback throughout the term..

CORE COMPETENCIES		
LEADERSHIP	LIFE	LITERACY
Collaboration* Communication Creativity Critical Thinking	Global Citizenship Self Awareness* Social Justice Health and Wellness	Digital (<i>Use of technology</i>) Information/Media (<i>Multiple Perspectives</i>) Numeracy Reading and Writing*

Curricular Competencies are more contextualized and specific concepts, skills, systems, and frameworks practiced within a particular course and supporting growth in the core competencies. Similar to core, we'll reflect on our growth in these areas and seek feedback throughout the term. Some examples we'll use in this course are:

- ☐ **Share** our stories and experiences in order to build relationships, strengthen our sense of community, and guide our proposals, solutions, and ideas.
- ☐ **Dissect** texts in order to demonstrate understanding of the information and how it applies to the course objectives.
- ☐ **Draw** evidence from literary and informational texts to support analysis, reflection, and research.
- ☐ **Produce** clear and coherent writings in which the development, organization, and style are appropriate to task, purpose, and audience.
- ☐ **Speak** and **present** in order to deepen an audience's knowledge, understanding, or perception of a topic.
- ☐ **Engage** in **research** practices (*reading, interviewing, surveying, etc.*) to inform our proposals, solutions, and ideas.
- ☐ **Integrate** and **evaluate** multiple sources of information in order to address a question or solve a problem.

Grading (Assessment + Feedback)

Our Philosophy: Assessment and grading practices provide information that highlights a student's strengths and next steps. Assessment and grading practices communicate quality (evidence of learning) over quantity (amount of work or number of points).

Our Purpose: to build power and create a liberating assessment and grading practice that builds hope, efficacy, and excellence.

Tenants	Principles
1. Assignments / Grades	<ul style="list-style-type: none"> Timelines and work flow are co-created and responsive to individual and collective needs Quality Based (evidence of learning is used to determine grade) Multiple opportunities to revise, practice further, and deepen understanding
2. Type of Work Assessed	<ul style="list-style-type: none"> Multiple pathways to practice and demonstrate competencies, standards and growth (Home) Work and assessment evidence is co-created and determined collaboratively Ongoing reflection on growth and level of mastery on competencies and standards
3. Transparency, Feedback, and Communication	<ul style="list-style-type: none"> Competencies, standards, and/or skills will be identified at the onset of each learning experience Ongoing communication between students, families, and Engagement Guides (regular feedback meetings with EGs, access to information on students' progress) Students, Families, and Engagement Guides all get a voice in reflection and evaluation

Credit / Transcript Recording: General Elective or Social Studies Elective

How will my semester grade be recorded on my transcript?	Must Select One:	Traditional Grade (A - NC) <ul style="list-style-type: none"> - Factors into your cumulative GPA - Provides more specific feedback on your overall work - Credit counts towards graduation (by earning D- or higher) 	Pass / No Credit <ul style="list-style-type: none"> - Credit counts toward graduation (by passing) - Does not impact GPA - Communicates that you did what was deemed satisfactory to pass
How will the course be listed on my transcript?	May Select:	Education Research and Redesign: General Elective or Social Studies Elective Credit Honors Option: This course has the option to be designated as an Honors course by designing an additional phase of your learning experience. By completing this option, the course will be listed on your transcript as <i>Honors Education Research and Redesign</i>	

Course Policies and Expectations

Attendance: This class is rooted in **co-design** and is dependent on *all* voices being at the table as decision makers and thought leaders. According to our Thrive Ed student interns, co-design is *“a welcoming space where people come together to share power in creating a solution to identified problems that addresses inequities and honors identities.”*

If we are showing up to class on time and attending every day, we are demonstrating that we have successfully co-created and collectively maintained a welcoming, inclusive communal space for learning and working together.

If we are showing up to class late, or not at all, we are demonstrating that something may be off or that we may feel as though our voices, perspectives, and contributions are not needed. **In this event, we will reach out to you, and potentially your family or other support systems, so that we can work together to ensure you feel valued, seen, heard, and respected as a part of this community.** Our number one priority is to co-create an environment that we all *want* to be in so our mutual learning, growth, and success can take place.

Canvas: This class requires that you are both regularly checking Canvas and your school email. All assignments will be posted on Canvas; internet access outside of school isn't required.

Course Supplies / Materials / Resources

Potential Texts:

- *Hip Hop Genius 2.0: Remixing High School Education* by Sam Seidel, Tony Simmons, and Michael Lipset
- *What Schools Could Be? Insights and Inspiration from Teachers across America* by Ted Dintersmith
- *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation* by Shane Safir and Jamila Dugan
- *We Want To Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* by Bettina Love
- *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* by Cornelius Minor
- *Cultivating Joyful Learning Spaces for Black Girls: Insights into Interrupting School Pushout* by Monica Morris

Technology:

- Charged chromebook; bring daily

Supplies:

- A folder or pockets in your notebook
- Pens/pencils
- Highlighter
- Optional: notebook dedicated to this class

Schedule and Transportation Info (Eisenhower Community Center Rooms 206/208)

In order to reimagine and reinvent education, we will be working together *outside* of the traditional classroom spaces at Hopkins High School (HHS). The Hopkins school district has provided us with space at **Eisenhower Community Center (ECC)** where many of the district offices are housed. We'll be in Rooms 205-209.

Students will report to HHS and board the Thrive Ed Shuttle by 8:40am to be transported to ECC. The shuttle will be located in the bus loop and Thrive Ed staff will meet you there the first few days to welcome you!

Thrive Ed Shuttle Info: Route 716 (will wait for students in the bus loop each morning.

Departs HHS: 8:40am

Block 1 Class - 8:50am-9:55am

Departs ECC: 9:55am

Arrives ECC: 8:50am

Arrive HHS: 10:05am

Most CLS Students will have Royals Connect (formally known as Opportunity Hour) during Block 2. Students will be given passes to their Royals Connect time as the bus will arrive a few minutes after Block 2 begins. We will ride back to HHS with students for the first few days to ensure a smooth transition. **Note:** *If you have a Block 2 course, we will help arrange alternative transportation so you may leave our class early to return to HHS for Block 2)*