QTEA Innovation Award Application - 2016

Application # 11
School Name: Hoover Middle School
School Org Number: 607
Principal Name: Carline Sinkler
Principal Email: sinklerc@sfusd.edu
Person submitting grant:
Submitter's Email:

Describe the equity challenge or opportunity you would like to tackle in a different way.

Our challenge is to focus momentum gained from several experiences with Design Challenges and the iLab 3D (Discover, Define, Do) process. We aim to capture a growth mindset and "hacker" spirit that exists throughout the school and formalize what it looks like for a large, urban school to employ widespread use of Design Thinking - in classrooms, instruction, offices, behavior support, and essential processes. While we have made significant progress toward Vision 2025, gaps persist and our school has not yet become a place that enables all of our most vulnerable students to thrive. With equity at the center, our challenge is an opportunity to gain empathy, empower our community to solve persistent problems, and accelerate progress toward Vision 2025. Thus, our question -

How might we leverage the iLab 3D design process to accelerate our school wide progress toward Vision 2025? This overarching challenge can be further defined as three subsets of questions:

1) How might we develop a process to encourage, implement, and capture school wide Design Thinking/ iLab 3D process in action?
2) How might the iLab 3D design be used in instruction to promote personalized, challenge based learning?
3) How might we empower students and staff through the iLab 3D design process to transform spaces and address equity challenges?

What outcome(s) or change(s) would you like your design to achieve at your school site?

DEFINED PROCESS for when, how and why the iLab 3D process can be used in practice along with a method for capturing results. Innovation and design is highly encouraged at our school site. This includes small and big "hacks" into how we operate, how we use learning and common spaces, and how we deliver instruction. A defined

process will allow for more cohesion and the ability to share our progress, both in and outside the school community more efficiently.

Measurable outcome - Articulated process and feedback mechanism for iteration.

STUDENTS DRIVE THEIR LEARNING through identifying meaningful, relevant problems students want to solve. In most cases, students are given problems to solve or content to analyze based on curricular materials. In content areas, with teacher facilitation and guidance, the 3D process can be adapted and leveraged in instruction to give students an opportunity to identify challenges, create and test innovative solutions.

Measurable outcomes - At least 5 teachers will use the iLab 3D process in instruction. These will serve as a model and we will iterate on these lessons. Students will understand and use vocabulary related to the 3D process such as “hack, iterate, prototype, empathy, design, analogous research etc.”

EMPOWERMENT TO TRANSFORM spaces and learning environments gives students and staff a sense of self efficacy in addition to insight into how “flow” affects one’s disposition for learning and teaching. The 3D process will also empower students and staff to go beyond, “see something, say something” to “DISCOVER, DEFINE and DO” something. We have currently transformed several spaces and there is a heightened awareness of the positive impact on learning and teaching environments. We also have several staff who see patterns of inequity and wish to disrupt these patterns in a focused, strategic way.

Measurable outcomes - At least 7 staff members go through 3D process to re-imagine spaces and at least 7 staff members will participate in equity “hacks” and share results.

How is this challenge or opportunity an equity dilemma, one that affects with your school’s ability to ensure that all of your students will thrive?

Rather than focusing on a single challenge, we see Design Thinking and the iLab 3D process as way transforming school culture, processes, and learning environments. We plan to address multiple challenges that include student engagement, patterns of behavior that impact learning outcomes, system wide issues that impact attendance, and overall access to programs and resources at Hoover with the purpose of meeting the goals set forth in Vision 2025. Specifically, a number of our students are not on a path to achieve capacities outlined in the Graduate Profile. We need to find creative ways to ensure that students gain experiences, knowledge and skills that accelerate

them on this path. Shift #9 calls for schools to be part of an Innovative System. We are creating a model for school centered, staff and student driven, innovation.

What solutions have you tried or considered to address this challenge or seize this opportunity so far?

We have been part of several design challenges that have transformed space and processes. These have led to substantial growth as a school. For example, our Library is now a Learning Commons, we implemented the first STEAM class in the district, have a Makerspace, have participated in tech and schedule challenges, and used a Design Thinking approach to re-thinking systems, structures, and spaces throughout the school. We want to see what happens when Design Thinking reaches students in the learning process and apply our experience to current challenges. We can accomplish a great deal this year and have the capacity to tell stories via video as one of our Design Team members is a videographer. We hope this is a medium that will capture our process, learning, and growth.

How have you engaged your school to identify your challenge/opportunity for this process?

All staff members were invited to participate in the development of the grant through an email from the principal with Prop A hours available to staff. Paraprofessionals, counselors, science teachers, elective teachers, security guards, support staff and Assistant Principals engaged in the process. The grant was developed through a boot camp with the iLab followed by an additional session on how the 3D process could be used in multiple ways within the school. Strategies were identified, strengths, and a coalescence of what we know works and what we believe would have positive impact if we had the resources to try. The grant text was written via a shared google doc with group member and UBC input.

Who is on your design team? (the more diverse the better)

Our design team is actually quite large and is comprised of teachers (Science, Spanish Immersion, STEAM, and English), counselors, family liaisons, a parent, Assistant principal, a paraprofessional and security guard.

How will you make sure your team will commit the time and effort needed to succeed?

As our team is large, we will need do most follow up as a team on-site and will attend one meeting at the iLab. We will ensure that we include components of the iLab process and are committed to working with a coach.

Which Innovation bootcamp did your school participate in?

August 22, 2016, 4:30pm-7:30pm