



Leading Innovation in Education

INNOVATION LAB HIGH SCHOOL
2021 SCHOOL BOARD VISIT

W E L C O M E !

Thank you for visiting today! We are excited for the opportunity to update you on our progress and showcase the exciting things going on at Innovation Lab!

STARTING WITH
CREW

Everything at Innovation Lab High School starts with our Crew model

Central Structure and Culture of our school

Engine of equity

Driver of our MTSS work

WHO AM I?

Transplanted from the Midwest, set down roots in the Northwest

Science/Math Teacher in Seattle

Assistant Principal in Edmonds

Principal at ILHS

My ethic of service

WHY INNOVATION?



What our schools were designed for...



Our world today...

The Committee of Ten

Henry C. King
Professor in Oberlin college

Oscar D. Robinson

Principal of the High School, Albany NY

William Harris
Commissioner of Education Washington, DC

Richard H. Jesse
President of the University of Missouri, Columbia, MO

Charles Elliot
President of Harvard

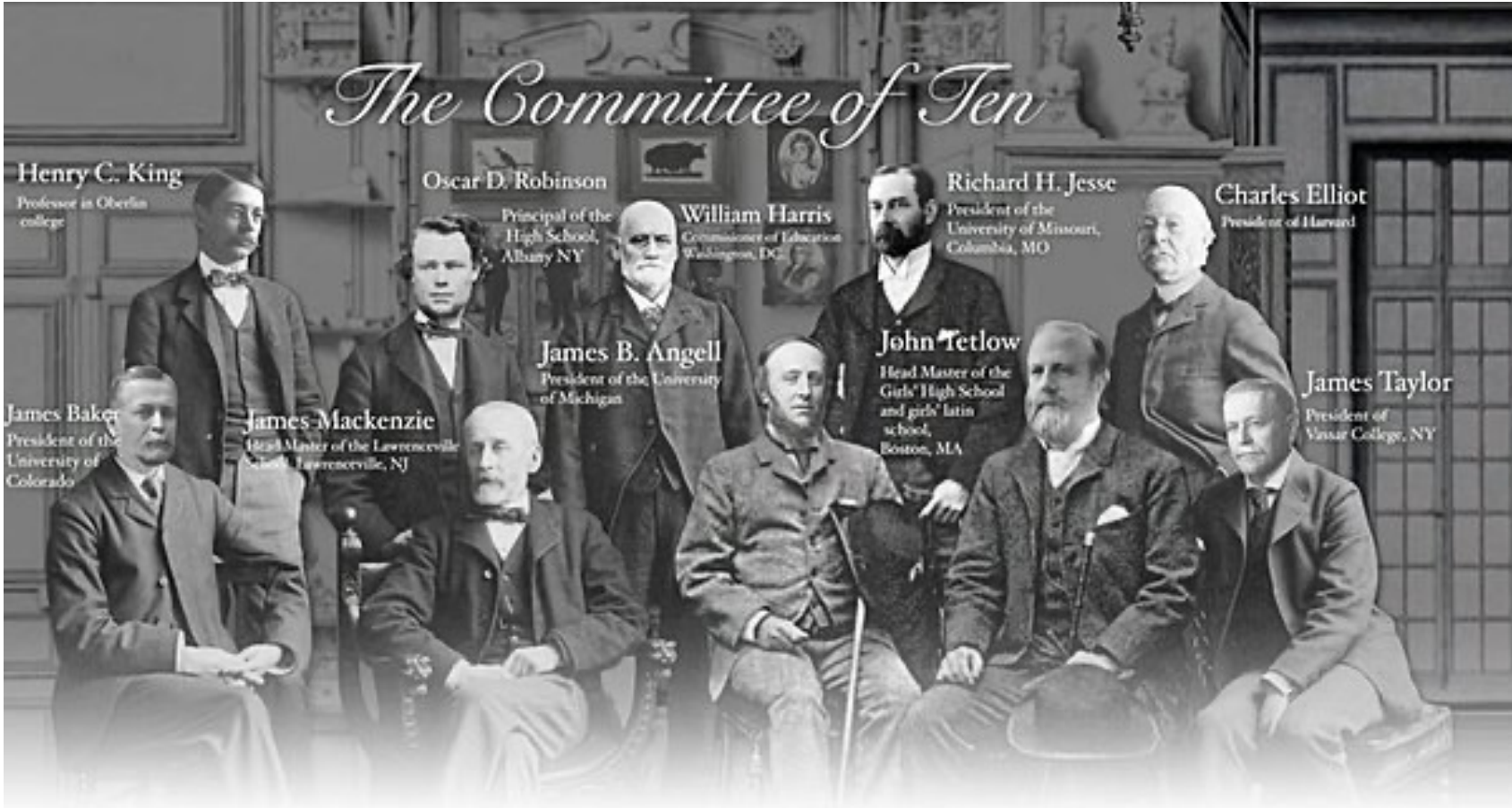
James Baker
President of the University of Colorado

James Mackenzie
Head Master of the Lawrenceville School, Lawrenceville, NJ

James B. Angell
President of the University of Michigan

John Tetlow
Head Master of the Girls' High School and girls' latin school, Boston, MA

James Taylor
President of Vassar College, NY



THE VISION

It is our vision that every student at Innovation Lab High School becomes an articulate, empathetic, thoughtful, and reflective learner who is ready to go forth into the world as a leader and an innovator.



WHAT DO INNOVATORS HAVE IN COMMON?

According to Dr. Wagner's research, for nearly all innovators:

- Childhood PLAY led to
 - Adolescent PASSION, which led to
 - An Adult sense of PURPOSE in their work

HELPING STUDENTS BECOME THE LEADERS OF THEIR OWN LEARNING

- Focus on *Empowerment* instead of Engagement

Engagement:

Getting students interested in OUR

- Content
- Interests
- Curricula

Empowerment:

Giving students the knowledge and skills to pursue THEIR

- Passions
- Interests
- Future

HOW DO WE
ACCOMPLISH
THIS?

Leaning into the work of the Goal 4 Think Tank and our relationship with Dr. Tony Wagner to guide us.

Expeditionary Learning Model

Mastery Learning

Project-Based, Interdisciplinary Learning

Portfolios

Passage Presentations

Student-Led Conferences

EXPEDITIONARY LEARNING



CREW



INTERDISCIPLINARY
LEARNING
EXPEDITIONS



STUDENT ENGAGED
ASSESSMENT
PRACTICES



BETTER WORLD DAY

WHAT IS AN EXPEDITION?

- “Expedition” is the term used for a long-term, deep dive into an interdisciplinary topic.
- Content related to the expedition is learned and assessed from different lenses within participating subjects.
- Staff actively looks for topics of particular interest to students that could be developed into potential expeditions.

EXAMPLES OF LEARNING EXPEDITIONS

Last year:

- Pandemics as a Catalyst of Innovation

This fall:

- Facial Expressions Masks (ASL/Art)
- Stories of the Unseen/Unheard (History/English)

MASTERY
LEARNING

4C's Rubrics

Mastery Transcript

- Used by 15 schools in Washington
- Acceptance by Colleges/Universities



THE MASTERY-
BASED
LEARNING
COLLECTIVE

- ILHS recently applied to the State Board of Education to be included in the new Mastery-Based Learning Collective (MBLC).
 - Membership in the Collective comes with grant funding to accelerate our work on Mastery-Based Learning (MBL).
 - Our application included significant contributions from several teachers and staff.

EXCERPTS FROM OUR PROPOSAL



“This grant represents an opportunity for our school to accelerate our implementation of MBL, bringing us to a place where we can help lead the research and further development of these promising practices.”



“This partnership will provide us the resources for staff members to develop tools to use in-house; tools that may then be scaled up for use by a broader set of schools within our district.”



“We are interested in forming thought partnerships with other schools that have implemented MBL so we can learn from and with them.”

PORTFOLIOS AND PASSAGE PRESENTATIONS

- Portfolio - a selected body of student work--*with reflections*-- that provides evidence of a student's progress toward standards, learning targets, and character growth.
- Passage Presentation - benchmark presentations at the end of pivotal transition years. During these presentations, students use their portfolios as evidence to demonstrate their readiness to move on to the next level of their education.

Leaders of Their Own Learning, p. 256

WHY ARE PORTFOLIOS AND PASSAGES IMPORTANT?



Demonstrate student achievement and growth and underscore the link among assessment, learning, and student empowerment.



Student Ownership - need to understand themselves as learners and advocate for themselves.



Students learn metacognition and analysis - reflect on their work and assess their own strengths, weaknesses, and next steps.



Growth Mindset! - when students can see and reflect upon their continued growth over time and provides them an awareness to set future goals.



Right of passage for a student, bringing together the important people in that student's life (family, friends, teachers, etc) to mark their personal growth.

STUDENT-LED
CONFERENCES

Another powerful practice we will begin implementing this year.

Places the student in the position of being the authority on their own learning as they share artifacts from their portfolio.

Encourages deep reflection on areas of strength and areas for growth.

Excellent preparation for 10th grade Passage.

INNOVATION LAB HIGH SCHOOL - LEADING INNOVATION IN EDUCATION

- Moving from traditional grading and transcripting towards a more meaningful Mastery-Based model.
- Helping students to become reflective leaders of their own learning.
- Encouraging students to identify and direct their learning through their passions.
- Putting students on a path toward an adulthood with a sense of purpose.