North Dakota Community Design Partnership

Meeting 5

Please rename yourself to follow *this* pattern

Name, City or District, which profile you worked on last time (student, family, educator)

For Example: Gretchen, Denver, family

Community Agreements

Accept and expect non-closure

Speak your truth

Experience discomfort

Stay engaged

Take an inquiry stance

Community Reflections

Many folks felt power dynamics were even and interactions were balanced, even if learners or families didn't begin the conversation.

Some folks who felt that way also acknowledged they weren't in a very diverse group in terms of role, perceived expertise, race, age, gender, etc... and that the work of ensuring balanced dynamics might look different and be more challenging in a different group

Some folks also said that their group would be helped by someone feeling responsible for facilitation, sometimes work moved more slowly without someone assuming that role

And there were some reflections on groups differing levels of clarity about their goals and what they hope to get from the process -- ranging from people having joined because they had a pet project in mind and hoped this was a venue to implement that idea who are now maybe having to slow down and really consider what is emerging from empathy interviews -- to groups coming together without any shared topic of interest, but a general interest in learning about the process who are now wondering if they can find a shared focus and both learn about the process and get something tangible done together.

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With this in mind - set your intention for today's work in teams.
- What role do you want to play?
- Who do you want to be sure to hear from, either members in your group - or voices from empathy interviews?
- What can you look out for to gauge whether others are feeling welcome and valued?

Write yourself a quick note that you can keep in front of you as you work today

Provocation/Connection - in the chat

How might beginning with empathy change common work that happens in your school community? Such as...
- *Annual calendar design*
- *Curriculum selection*
- *Design of teacher evaluation*
- *Grading policy design*
- *Discipline policy design*

Agenda

One way to design for a group of users who may have different needs

Refine our User Profiles

Craft Problem and "How Might We" Statements

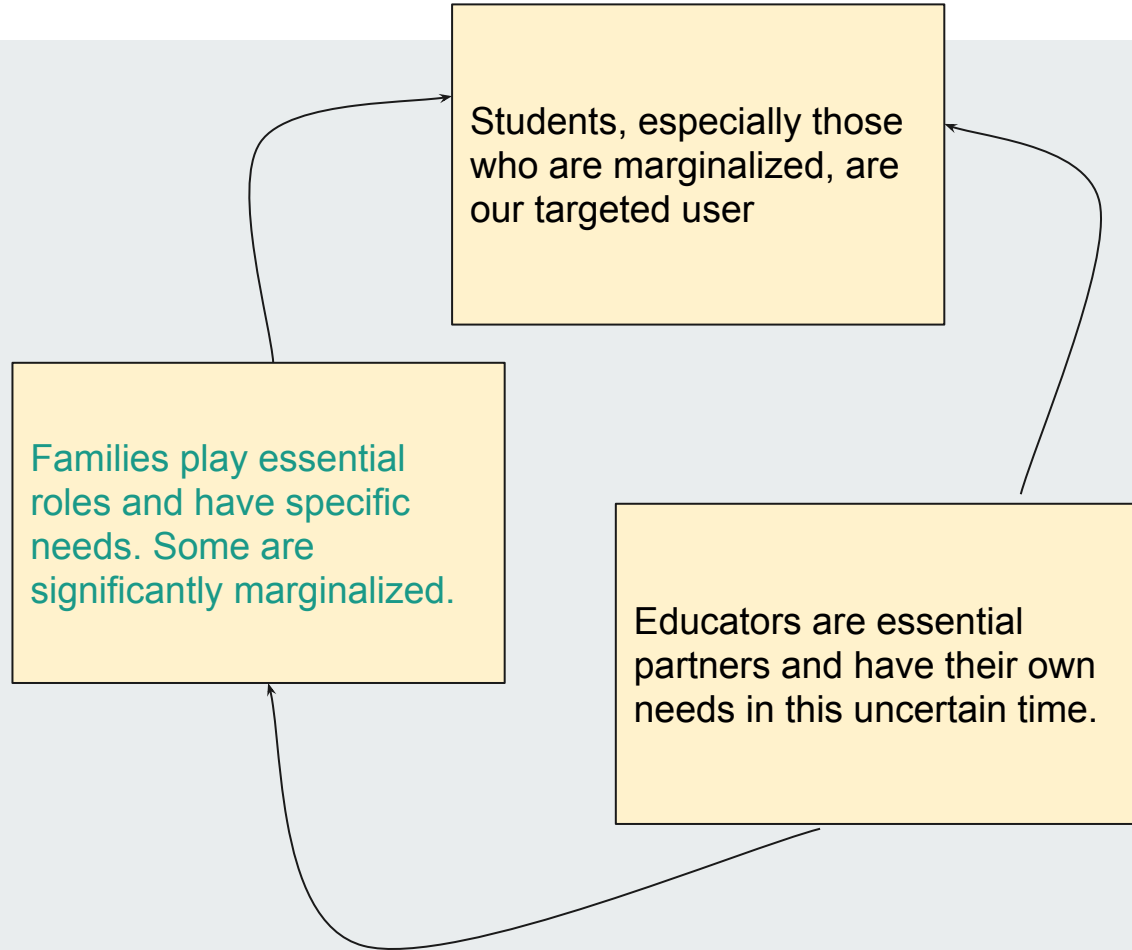# Liberatory Design Modes

Via

National Equity Project

2 considerations as we finalize profiles and head toward problem statement identification...

1) How can we design for multiple users?
2) How can we keep the profile as close to what is observed as possible instead of drifting away from that and into the land of inference?
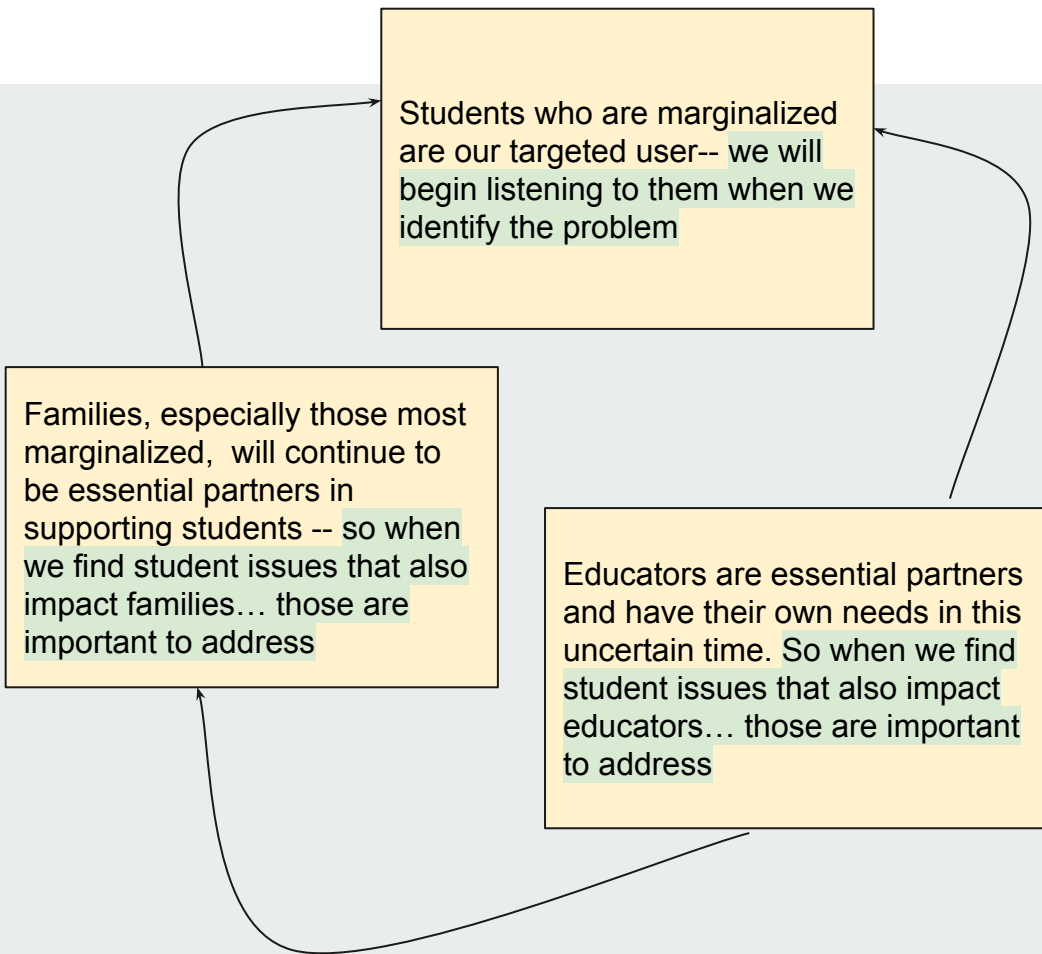

LIBERATORY DESIGN CYCLE
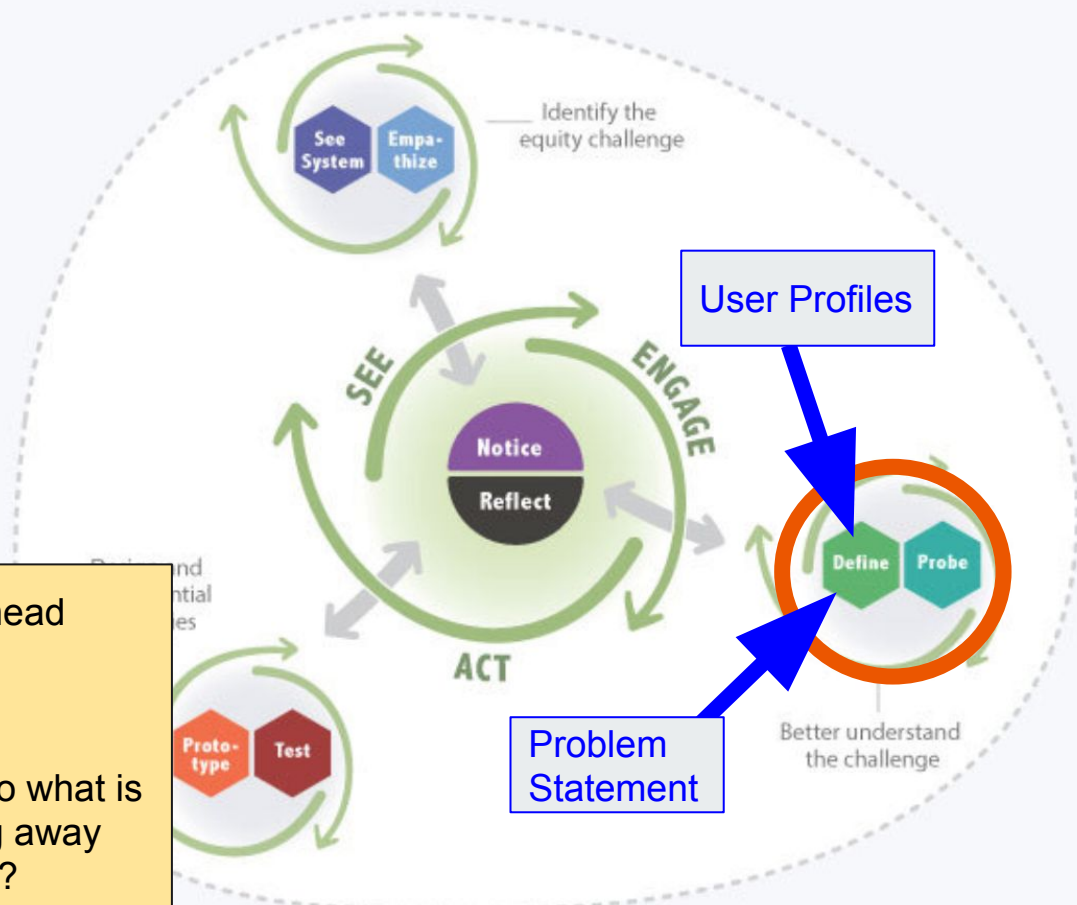
How can we approach the process of problem identification (define) when we have three user groups we care deeply about and whose needs may not align?

Students, especially those who are marginalized, are our targeted user

Families play essential roles and have specific needs. Some are significantly marginalized.

Educators are essential partners and have their own needs in this uncertain time.

Students who are marginalized are our targeted user-- we will begin listening to them when we identify the problem

Families, especially those most marginalized, will continue to be essential partners in supporting students -- so when we find student issues that also impact families… those are important to address

Educators are essential partners and have their own needs in this uncertain time. So when we find student issues that also impact educators… those are important to address

Looking for targeted universalism opportunities

1 **Problem Statements per user group**

2 IF we begin identifying and evaluating possible problems just focusing on students...where would that lead us?

3 How might progress toward solving this problem for learners help families?

4 How might progress toward solving this problem for learners help educators?

To do this...we need clear profiles for each kind of user

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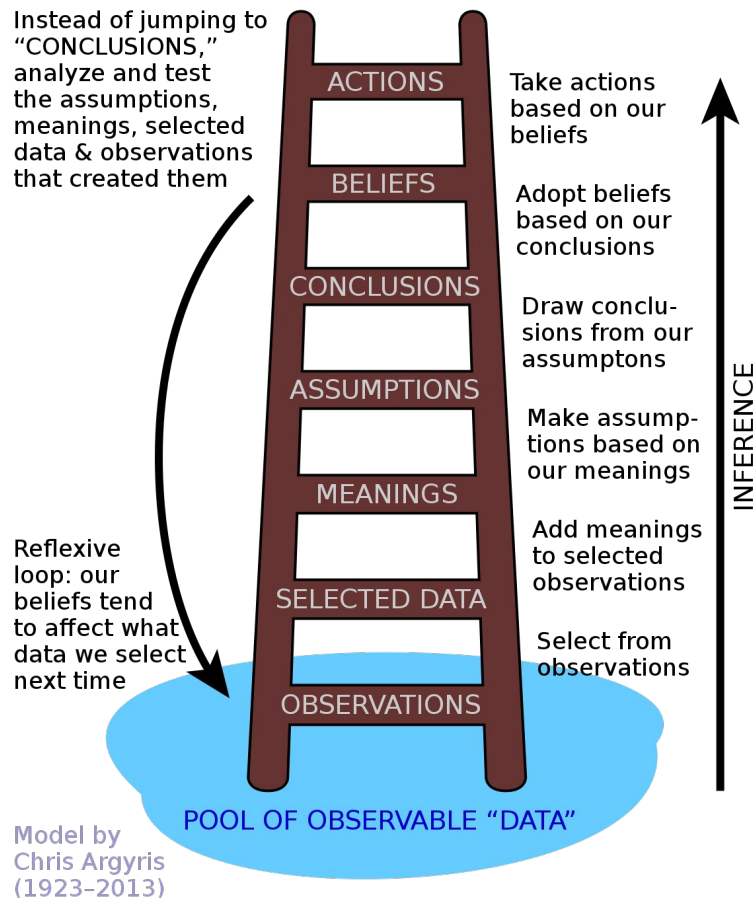**Looking for targeted universalism opportunities**

Ladder of Inference

In order to support difference, we have to examine our assumptions.

As we review the user profiles, ask yourself:

"Where am I on the ladder of inference with different parts of this profile?"

Instead of jumping to "CONCLUSIONS," analyze and test the assumptions, meanings, selected data & observations that created them

ACTIONS

Take actions based on our beliefs

BELIEFS

Adopt beliefs based on our conclusions

CONCLUSIONS

Draw conclu-sions from our assumptons

ASSUMPTIONS

Make assump-tions based on our meanings

MEANINGS

Add meanings to selected observations

Reflexive loop: our beliefs tend to affect what data we select next time

SELECTED DATA

Select from observations

OBSERVATIONS

INFERENCE

POOL OF OBSERVABLE "DATA"

Model by Chris Argyris (1923–2013)

Group Work Time!

United 7 -- we assume you can get and stay together to do the following
- Refine user profiles
- Determine what problem from students you think is important to respond to in this design process
- Consider other users - how would addressing this problem perhaps also also help them
- And.. maybe...Write a clear problem statement (see slide 25 for some guidance on this). Also pop back out to the main room for some instruction if you want

Fargo -- we suggest a different method for you…
- 10 min… Begin in your user-specific groups and try to sharpen your user profiles. Try to hone in on what you see as the most striking/powerful experiences they shared with you, hone in on their key needs and most pressing desires.
- 20 min...Come back together as a large group. We will help facilitate this time
  - Share out profiles (in this order - students, families, educators)
  - Brainstorm in the chat -- what do you think is the student problem your group should focus your design on
  - Students -- looking at what is in the chat -- where do you think your team should focus in terms of student need?
  - Let's try beginning with what students (and/or families) identify
  - Hop to slide 25 -- write a clear problem statement
  - Imagining you able to generate effective strategies to respond to this problem/need… how might this also benefit families and/or educators?

Closing

- United 7 -- Share your problem statement
- Fargo -- Share your problem statement

In the chat -- fist to five… how do you feel your group did today in terms of beginning with the needs of students, and in terms of balancing voice, influence and power as you world?

Next Time… Begin brainstorming solutions!

We gathered themes and key quotes in padlet

https://padlet.com/doannie1/et0br3v0yzjzxoa9 - Fargo

https://padlet.com/doannie1/9z6dd9mfqczwip6f - Minot + Regional Centers

https://padlet.com/doannie1/etthu9nqrrklc63w - United #7

https://padlet.com/doannie1/st6e9vpt7vthb8gc - Individuals

Parent User Profile: Tired Ted

Quotes

- "The school knows my kids well, but they don't know me."

- "I'm not worried about the kids going back to school. I just hope the school has a plan ready to go and that parents know what is going on. Keep me in the loop. Don't expect me to find out what's going on with my kids. I feel terrible because sometimes the kids tell me what's going on and then it's too late."

Compelling Needs

- Some more personal connection with the school as a parent even though they are very busy.
- May need help navigating public services or other supports outside of school
- Need to feel that they are not alone in this situation -- they feel both overwhelmed and alone

Profile Insights

- Feeling like a bad parent because they feel they need a break.
- Feeling like a bad parent because they couldn't always engage their kid(s) in the learning they were supposed to.
- There are a number of other factors -- multiple kids, divorced parents, parents are both working or out of work, financial challenges are front and center, recent immigrant family…. All of the Tired Teds have a number of these factors going on at once
- Worries about their children being stigmatized for needing resources, (backpacks, food, etc.)

Family User Profile: *Underinformed Ursula*

Quotes

- "No best day of learning at home"
- "The kids just need normal"
- "I hope the school has a plan to go, and that the parents know what's going on - keep me in the loop"

Compelling Needs

- Want really strong communication from the school.
- Normal - familiar and comfortable, an anchor in all the uncertainty/unknown - they want a plan and they want to feel in the loop.
- Help - with devices, teacher support, just HELP!

Profile Insights

- Feels underinformed and not well understood by the school.
- Feels overwhelmed
  - Device and tech challenges
  - Inconsistency between teachers
  - Balancing life and work + school
- Drifting and getting by day by day - but need a plan to help them live rather than just survive.
- Because they experience poverty and that base level of anxiety, at baseline, their lives were challenging, but this is constantly overwhelming

Student User Profile: Virtual Student

Members of our Triad
- Amber
- Ganesh
- Aarya

Quotes

- I need to teach myself instead of someone else teaching me and I learn."
- It was a very good time with friends at school.
- Switching from virtual academy to in person will be a challenge
- School friends may not remember me

Compelling Need

- Social involvement for confidence
- The need for a schedule as a student struggles with turning work in on time
- An easier pathway to asking questions of teachers or for other assistance
- Also in Hybrid it is difficult to get help from a teacher or peer
- Connections with teachers once in virtual environment needs to be attended to

Profile Insights

- High school student
- Virtual Academy
- Confident in virtual setting
- Challenging when the program or schedule does not meet a student's needs

nt User Profile: _____(Staff Interviews)_

s

This family recognized that the mental health pieces played into every aspect of their child's life.
want to protect the ones I love.``
Families and the district have a part to play for future success.
2 generations of boarding school and we have parents who lack the skills to build a family.
Fulfilling your child's school journey impacts the student's mental health, future income, and the overall community.
Lack of parenting skills comes from an abundance of technology in household. Lots of young parents may hand a child a phone to entertain
hem, lots of older parents may not have learned those technology skills growing up.

elling Needs

Social-Emotional & mental health needs of students and
amilies
Resources for students and families
Knowledge of available resources
Student equity
Getting kids back in school buildings for a more
well-rounded experience
Building trust with families
Reducing chronic absenteeism and increasing student
engagement
Understanding the shifts in parenting paradigms
Parent training/support in parenting students in today's

Profile Insights

- Schools do a good job of having resources available, but
  don't always communicate that availability
- Importance of SEL and making sure we talk about it
- School is about more than academic learning, it's about
  taking care of the whole person
- Portrait of a graduate could be helpful
- Real sense of love, respect, and reverence for families,
  staff tries to be more respectful of needs and less
  judgemental
- Lack of knowledge around how addictive technology is

Student User Profile: Frustrated Fanny (multiple interviewees)

Quotes

- Communications are directed for people for have already had 10 kids go through this school or graduated from here . . .
- Feeling- if you are not already part of the group you are not needed to particpate. (Staff member/family)
- "I just really want my children to be good humans" My response was "What does being a good human mean to you?" (speaking to family)
- "I am just very confused and isolated and I don't know where I can ask for help" (Speaking to a student)

- As a teacher I feel defeated when I know that a student is struggling. Students could not or would not open up about experiences from outside of the classroom. (Speaking to a staff member/family)

Problem Statement: How might we address a student's confusion with the process and their lack of trust that their concerns will be addressed?

Compelling Needs

- There is a need for connection and understanding. Wanting to be more in the know.
- Building trust between the school system and families.
- In line with issues that many parents and feeling lost among the pandemic.
- Building communication and also trust between school and home.

Profile Insights

- Communications shared by the school district dont speak in me
- Trust needs to be built through communication and by treating a student as a whole child (?--what is meant by this term?)
- Trust can be built with students and parents through meaningful connections with educators, which can also address confusion about what is happening for students.

Parent User Profile: Stumped Schaefer

Members of our Triad
- Mary
- Kristi
- Christopher

Quotes:

"If relationships were better between schools and families it would look like emails from teachers about patterns of behaviors good and bad."

"It would be nice to have some communication with teachers, but not sure if I as a parent am supposed to start the conversation or if the teacher should."

"I didn't even know that Laker Time was a thing."

Problem Statement: How might we improve the way we share information with parents and how might we improve communication between parents and teachers in a way that strengthens student learning?

Compelling Needs

- Understanding limitations in current methods of communication (time, method/technology, type of message)
- School resources and information are difficult to find for some parents

Profile Insights

- Parent would like to hear more from teachers -- positives as well as concerns.
- Parent is unsure about where to find some types of information and when parent should reach out and when to wait for teacher to reach out.

Student User Profile: Just wantin' to learn Jack

Members of our Triad
- Kristi
- Mary
- Christopher

Quotes

- "I feel that some teachers are better at knowing what is important to learn than others."
- "I like the fact that he (teacher) talks to so many students in the hallway, even when they're not in his class."

Note: we feel we need more information and interviews to develop a meaningful problem statement

Compelling Needs

- Knowing that teachers care about what they are teaching

Profile Insights

- Student responds most when teacher appears to be invested in the subject -- the teacher likes and is interested in what is being taught and passes this on to the students.
- Student pays attention to the presentation style
-

Parent User Profile: _____Frustrated Parent_____

Members of our Triad
- Amber
- Ganesh
- Aarya

Quotes

- "The multiple choice questions in math is a problem"
- "The child should not be frustrated and feel rejected"

Compelling Needs

- Student is not getting opportunity to analyze answers
- Access to teacher in online math class is difficult
- Does the teaching method match the student learning style or needs

Profile Insights

- Student is approaching math testing with unanticipated way
- Teacher is not easily available in a timely manner to solve the issue or show how to solve the problems
- Virtual academy has limited teaching methods
- Child is in middle school doing virtual academy

Problem Statement

"Families and students want to work with PCS to develop goal-directed persistence across the community. Everyone struggles with clarity in communication about needs, compassion for needs that require flexibility, and collaboration to develop flexible solutions."

TASK - Create a sharper problem statement for your user. Consider:
- Who is experiencing the problem?
- What is the problem?
- Where does the problem present itself?
- Why does it matter?

"How Might We…." from User → Problem → Possibility

"How might we….[connection between **users**, **needs** and **insights**]?"

"How might we help **airline travelers** **learn important safety information** during **pre-flight routines they currently find boring**?"

"How might we help **working parents** **get the information and/or support they need** to understand and support their leaner with remote learning and/or homework?"