

# North Dakota Community Design Partnership Kickoff

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NORTH DAKOTA DEPARTMENT OF  
PUBLIC INSTRUCTION

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center for innovation  
in education

leading with learning

# Facilitator Team



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# Why are we here?

ALL members of the North Dakota community are leaders, designers and creators

Our Purpose: Go from community engagement to co-creation, building a partnership between the community and schools to support our young people.

Schools can't do it alone!

**“I can do things you cannot, you can do things I cannot; together we can do great things”  
- Mother Teresa**

## **IN THE CHAT:**

**Name, community, organization, team status: (part of a team, want to form a team, individual, not sure)**

# We've already heard that you are interested in.....

Improving family engagement and communication

Hearing from families about what their needs really are

Increasing the diversity of representation on leadership groups

And we're sure there's more!



## Family Partnership Strategy Brief

*Built by the PK-12 Alliance, a partnership among families, learners, educators and community based organizations*



### Strategy #1: The Point Person



#### **Who is this strategy for?**

***Learners who say things like:*** "There are so many different assignments and so many different programs I am supposed to be using on my computer. I just feel overwhelmed because I have different kinds of questions. I end up emailing different people, but then I get different direction or advice from each of them and honestly, sometimes, I end up feeling even more confused."

# Agenda

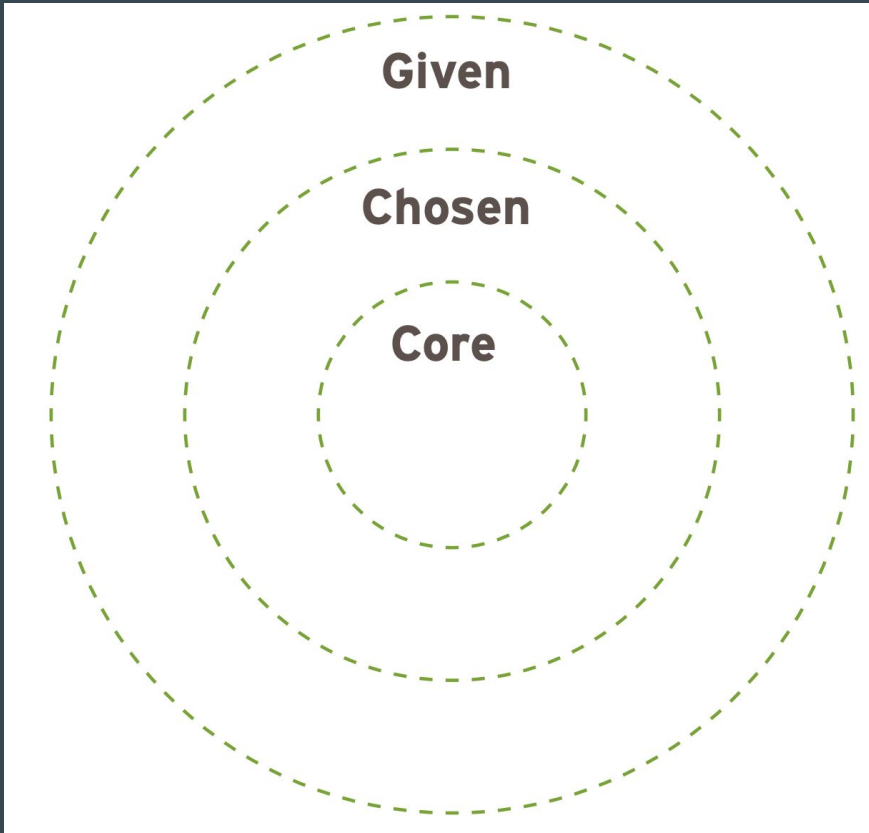
- Build a sense of community and common purpose
- Name and describe the steps of the liberatory design process
- Reflect on the balance of voices and perspectives on the team
- Build skill with empathy interviewing and plan for your initial conversations

# Community Agreements

- Accept and expect non-closure
- Speak your truth
- Experience discomfort
- Stay engaged
- Take an inquiry stance

# Part 1: Building Community and Connection

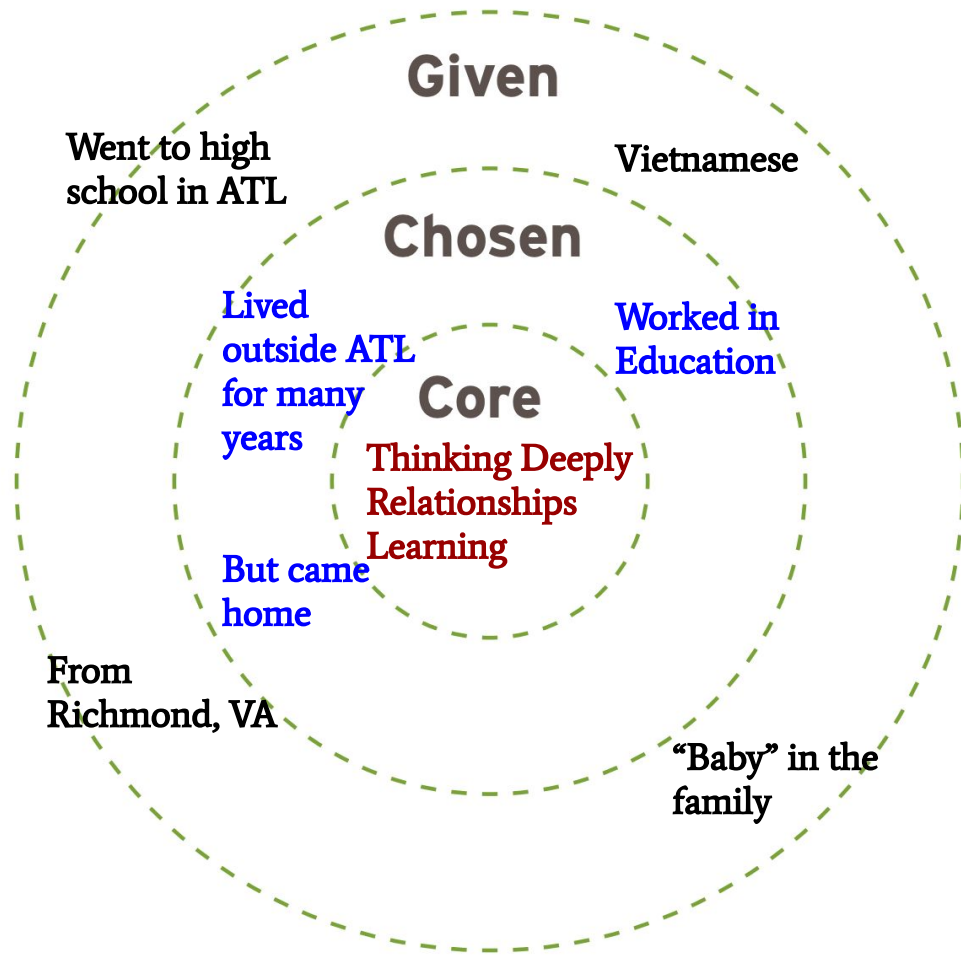


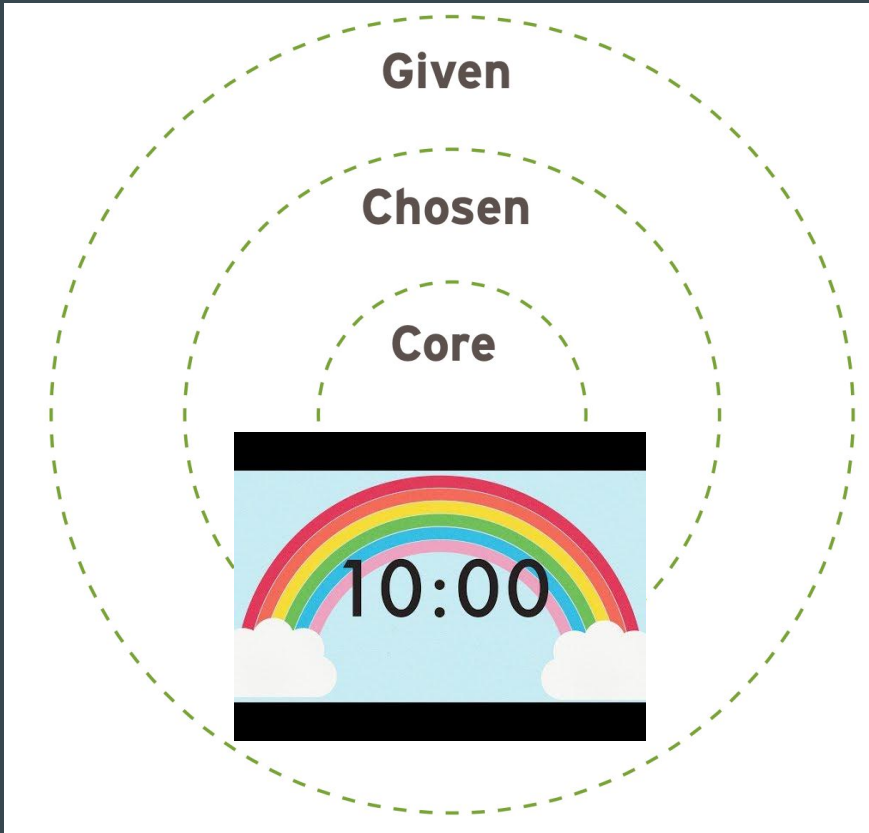


**Given**: words that describe your given identity: attributes that you had no choice about such as your nationality, age, gender, physical characteristics, certain family roles

**Chosen**: Aspects of your chosen identity. Consider including your occupation, hobbies, political affiliation, where you live, certain family roles, possibly religion.

**Core**: Your core attributes—traits, behaviors, beliefs, values, characteristics, and skills that you think make you unique as an individual. Select things that are enduring and key to who you are.

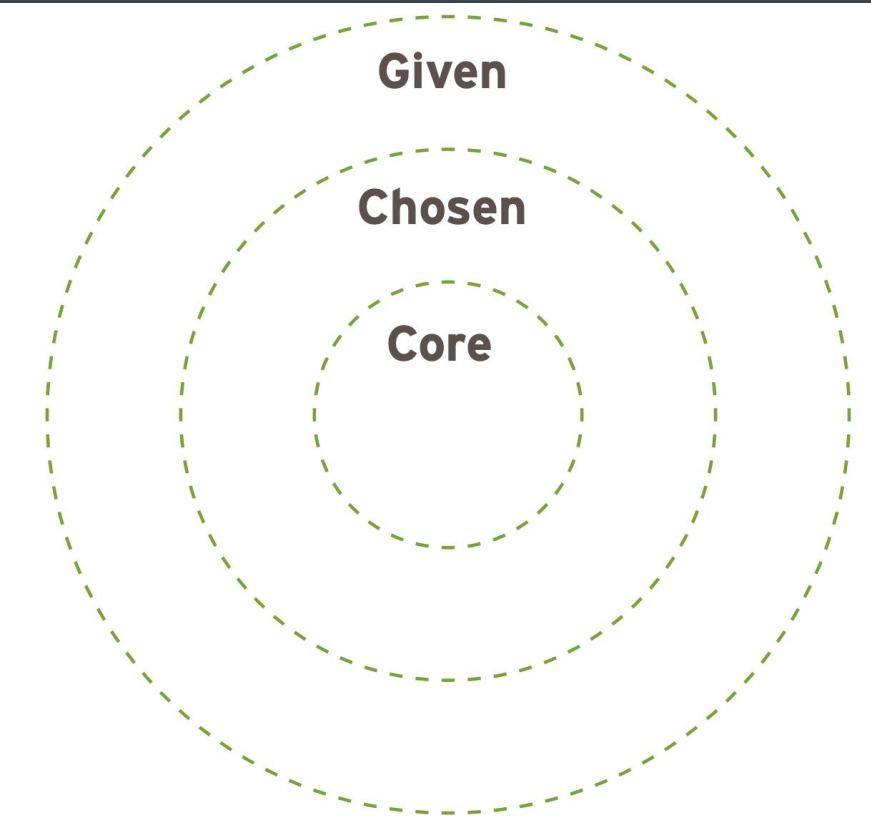




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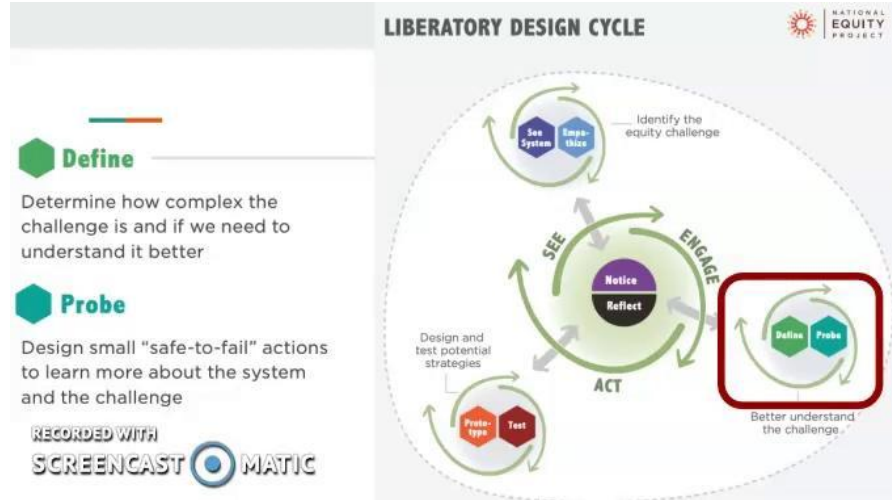


***FORM A GROUP OF 3 - SHARE YOUR  
MAP WITH YOUR GROUP***



# Liberatory Design

An approach to supporting the needs of all learners and families



**Consider:**

**Which part is most similar to the work that you currently do?**

**Which part is the most different?**

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# Two Paths

## TEAMS

Please plan to have your whole team at each meeting

## INDIVIDUALS

Come along as learners then choose:

Try with a team in your community

OR

Support one of the other teams here!

# Where do you want to focus as a team?

Given the common experiences of folks around ND and the country, you might be interested in topics such as:

- Planning for Summer Relationship and Learning Re-engagement
- Planning for a start to the fall that helps bring learners, families and teachers back in with a positive and collaborative tone
- Determining how to use federal recovery funds (next year, or full three year window)
- Learning from new family partnership habits that emerged in the last year to recreate standard collaboration, communication and partnership structures

OR there may be something else, or something more specific

# Where do you want to focus as a team?

**Why would we use this approach to address issues like this?**

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- Planning for Summer Relationship and Learning Re-engagement
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# REFLECTION DISCUSSION

15 MIN

What is it that you think you might want to work on?

Based on what you now know about each other and the liberatory design process, are there other experiences, voices and perspectives you want to join the team?

How might you reach out to them?

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# Empathy Interviewing

“You want to understand a person’s **thoughts, emotions, and motivations**, so that you can determine how to innovate for [the person]. By understanding the choices that person makes and the behaviors that person engages in, you can **identify their needs, and design to meet those needs.**” - Stanford d.school



# From the perspective of an educator

I thought I really 'knew' the families at my school until I did empathy interviews. I discovered through this process that I had been making assumptions about families. I learned through empathy interviews about cultures and beliefs, about the hopes and dreams families have for their children, and about the obstacles they face. I realize now that to truly engage families we can't make assumptions. We need to build true authentic partnerships by listening, learning, leaning in, embracing families, and including them in decision making!

- Sara Medalen, 2020 North Dakota Teacher of the Year

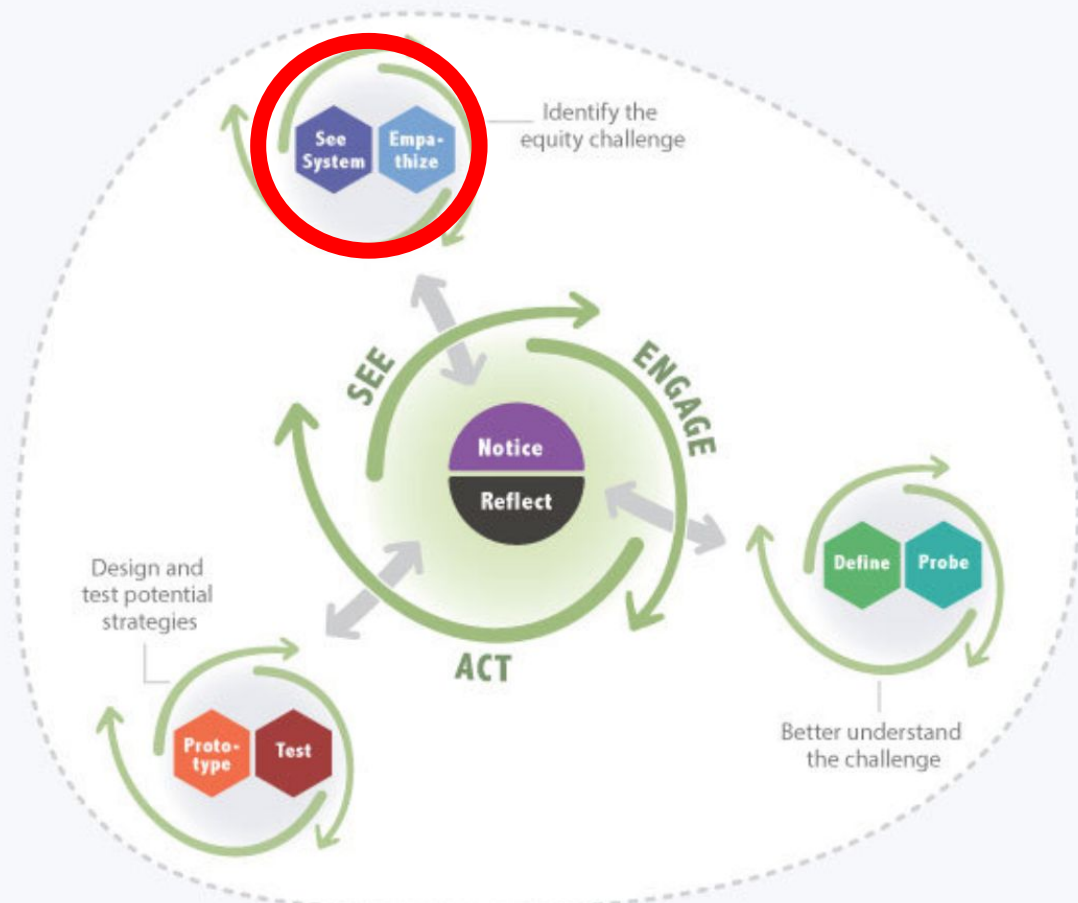
What words or phrase resonates with you from this quote - share in the chat.

# Liberatory Design Modes

Via

National Equity Project

## LIBERATORY DESIGN CYCLE



# Walkthrough of the Template

What does an empathy interview look like?

Confidentiality

Who should I interview?

Starting the interview

Choosing Questions

# Fishbowl: Empathy Interviewing

Open up the note-taking template - that's where you'll be watching the notetaking and follow up question process.

Key observation foci:

- How do we ask follow up questions?
- How do we take notes?

Debrief: What did you notice?



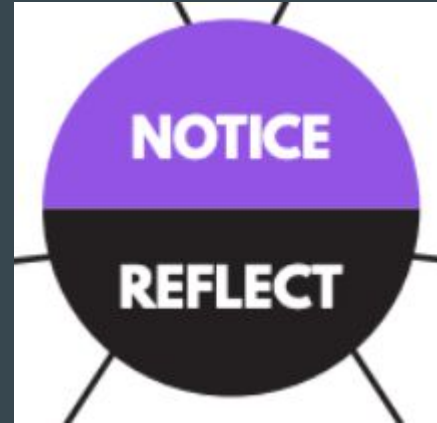
# Breakout: Practicing Empathy Interviewing

Choose roles - one interviewer, one interviewee

Ask one of the questions from the interview form

Conduct the mini interview - 10 minutes

Debrief (5 min): What questions made it easy to share useful insights? What follow up techniques helped uncover information?



# Whole Group - Sharing out what works

Interviewers: What technique(s) helped you learn about the thoughts, emotions and motivations of your partner?

Interviewees: What helped you feel at ease and open to share?



# Next steps

**Whether you are on a team or not...**

- Choose someone to interview from the community. Remember our focus on those who might feel constrained or under-served by the current system.
- Check in call Thursday - opportunity to get support with empathy interview and engage team members. Let us know what you need.
- We will be distributing video from today (in component parts)









# Team Slide - Room 19 ND Full-Service Community Schools Consortium Team

What is your team thinking about working on?

## Empathy Interview List

<b>Interviewee First Name</b>	<b>Role of the person being interviewed</b>	<b>Interviewer</b>
Maddie	CREA-FSCS Site Coordinator	Anne Williamson
Friend-Family Member	Friend/Family Member	Rachel Tabler

