

North Dakota Community Design Partnership

Meeting 7 !!!

Please rename yourself to follow *this* pattern

Name, City or District

For Example: Gretchen, Denver



Community Agreements

Accept and expect non-closure

Speak your truth

Experience discomfort

Stay engaged

Take an inquiry stance

Agenda

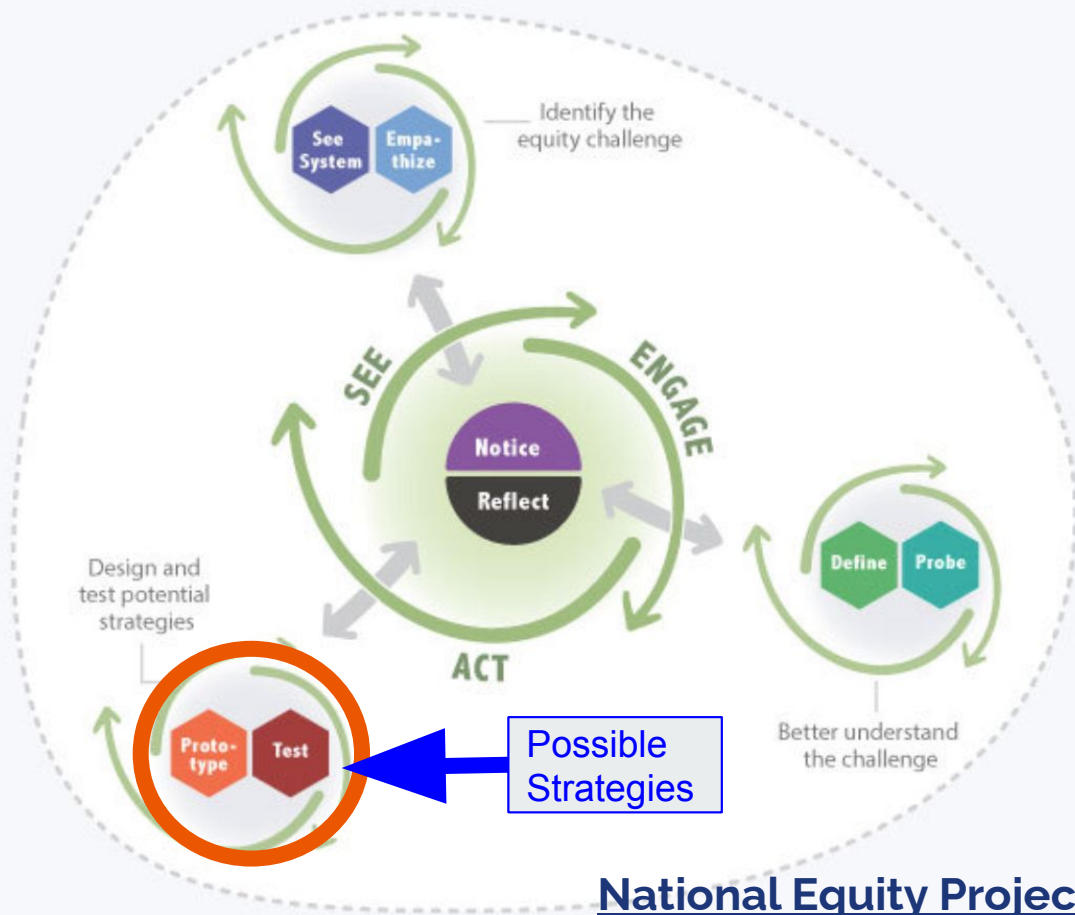
Last time... we nailed down our problem statements, and generated prototype ideas to go test with our users

Then you spent the last week testing top strategies...

Would this address your needs?
Would this build trust?
How could we implement this strategy so that it did all that it could to build understanding and trust?

This was the simplest way to test... have you surfaced an idea worthy of further development and testing?

LIBERATORY DESIGN CYCLE



National Equity Project

Problem Statement - Example where Fargo left off

Key needs and insights from the student user profile...

- Right now feelings of isolation are high
- Right now trust isn't high
- Right now confusion is a source of mistrust
- Right now school communications do not speak to me (student)

How might we address students' confusion with the process and their lack of trust that their concerns will be addressed?

How might we engage with learners and families regarding the grading change in a way that builds relationships and expands trust?

How might we engage with learners and families regarding ____ in a way that builds relationships and expands trust?

Prototype Strategies! Fargo

Problem Statement: How might we create more two-way communications using diverse media platforms with students, parents, and families from all cultural backgrounds in the Fargo community to address their concerns and questions over time in order to build trust and confidence in the schools--How can everyone feel they have an opportunity to have a Voice?

Selected Strategies

- Create a **1:1 text link** available to users on the district's website and have it be staffed by Fargo educators so students and families can dialogue about their questions and concerns with staff
- Any communication should go out in **multiple languages** and perhaps be given to a respected elder or person of the community to share out and dialogue with other community members. We should also record and make recordings of key meetings available to those who cannot attend.
- If we had regular **cultural celebrations** we might expand trust... Celebrations with our community and learn about other cultures with food, dance, music, games of that culture and then have a "meeting" or give information after we have celebrated. We could use our schools as they are neighborhood schools and perhaps a central location or go to a venue that the particular culture uses.
- Create a **Q&A on-line platform** open to students, parents, and families and arrange to have it monitored by Fargo PS staff with a full understanding of the system.

What ?s would you like to ask

WHETHER such a strategy could be used to build trust while expanding understanding of the grading change...

but also HOW such a strategy would have to be implemented such that the user you are talking with would think themselves likely to have greater understanding AND trust.

Group Work Time #1 30 min



Fargo:

- Share what you learned when testing the 4 lead strategies with users
- Track themes on slide 7

DPI staff

- Please help with note taking on slide 7

Paul and Doannie -- go to Fargo

United 7

- Reflecting on what you learned about the process modeled here, what would you like to plan to do in the fall, or in the ramp up to the fall?

Gretchen to to United 7

Prototype Strategies! Fargo

We asked...WHETHER such a strategy could be used to build trust while expanding understanding of the grading change... AND ALSO ... HOW such a strategy would have to be implemented such that the user you are talking with would think themselves likely to have greater understanding AND trust.

Selected Strategies	What did we hear?
Create a 1:1 text link	<ul style="list-style-type: none">• This is how students and parents want to receive information -- how can we do this in a more two way environment?
Any communication should go out in multiple languages, and recorded.	<ul style="list-style-type: none">• Testing this idea with leaders from various EL communities -- to see what would work best for them
If we had regular cultural celebrations we might expand trust	<ul style="list-style-type: none">• Student shared that due to Ramadan he had not slept and had gotten up before dawn for breakfast -- is listening and hearing students share about their unique personal experiences -- will that help us to be more responsive to their path for learning.• One way to build trust is to show that educators are making an effort to meet them where they are• On-line calendar recognizing cultural celebrations -- shows there is effort being made so teachers can have more information about what is going on in kids lives• Remembering an experience where students at a young age were recognizing different cultural customs and how this helped them learn and appreciate differences in culture
Create a Q&A on-line platform	<ul style="list-style-type: none">• Could this be done in a way that invites more two way communication?• There will be a Fall Forum to address Evidence Based Grading -- it would need to be on-site with

Group Share Out #1 10 min



Fargo:

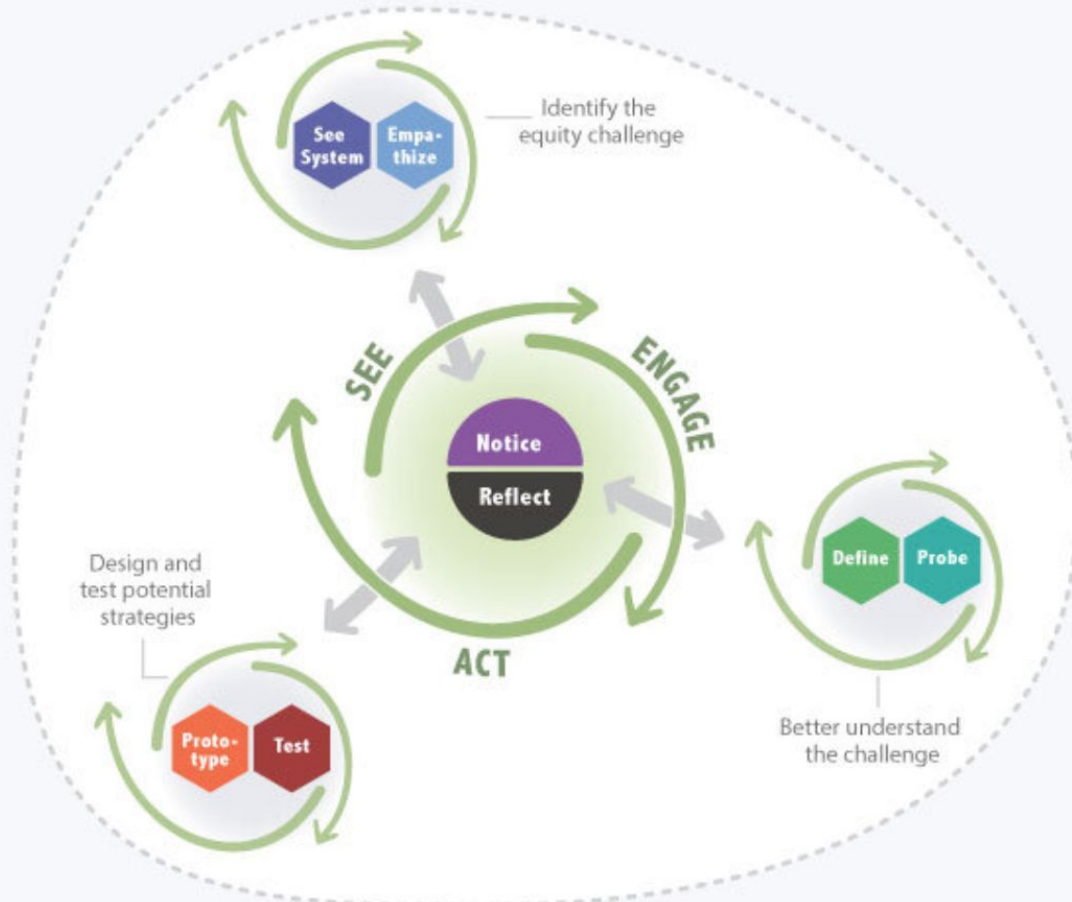
- What do you plan to do with the strategy ideas you generated?

United 7

- Reflecting on what you learned about the process modeled here, what would you like to plan to do in the fall, or in the ramp up to the fall?

Gretchen to to United 7

LIBERATORY DESIGN CYCLE



Remember we reflected on this last time...



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*

If we try to address those things outside of the core work of school, and leave the core work of school unchanged, it erodes rather than builds trust.

Reminder about Targeted Universalism...

Beginning with a **universal goal...** then determining **targeted solutions** better addresses systemic inequities and is more resource efficient.

And... sometimes it has collateral benefits




Provocation/Connection - in final padlet

Think about the liberatory design process...

- *What issues in your local context might be a good fit for a process like this?*
- *Are there any smaller habits from this process that you could bring into daily/weekly habits?*

LIBERATORY DESIGN CYCLE





Reflection - write your own ideas in the [padlet](#), then discuss in small teams

How are you feeling about being a designer, creator, and innovator?

How are you feeling about being a lead learner in family, learner, educator co-created design processes in the future?

How are we feeling about the idea of targeted universalism?

Resources... <https://docs.google.com/document/d/1DPCTILE9WxUEULQsrxKe7xFxLLRViUdD2zrdyImxQyU/edit?usp=sharing>

Family, Community, Student Co-creation Process Resources

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Family, Community, Student Co-Creation Process Resources

All resources are openly shared with view access. Make a copy to customize for use in your communities. |

Design Resources

[Empathy Interview Guide and Form](#)

[Process Overview and Resource Deck](#)

Recorded Design Sessions

[ND Family Partnership Project Session 1: Opening](#)

[Intro to Liberatory Design](#)

[ND Family Partnership Session 1: Initial Focus and Empathy Interviewing](#)

[ND Family Partnership Session 3: Sharing Empathy Data](#)

[ND Community Design Partnership Project Session 4](#)

[ND Family Design Partnership Project Session 5](#)

[Brief Liberatory Design Overview](#)

Design session ppt decks

[ND Community Design Partnership - Meeting 1](#)

[ND Community Design Partnership - Meeting 2](#)

[ND Community Design Partnership - Meeting 3](#)

[ND Family Partnership Project - Meeting 4](#)

[ND Family Partnership Project Meeting 5](#)

[ND Family Partnership Project Meeting 6](#)

[ND Family Partnership Project Meeting 7](#)

Thank you!



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION



center for innovation
in education

leading with learning

LIBERATORY DESIGN CYCLE

