

# North Dakota Community Design Partnership

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Process Resource Deck



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**



center for innovation  
in education

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leading with learning



## 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



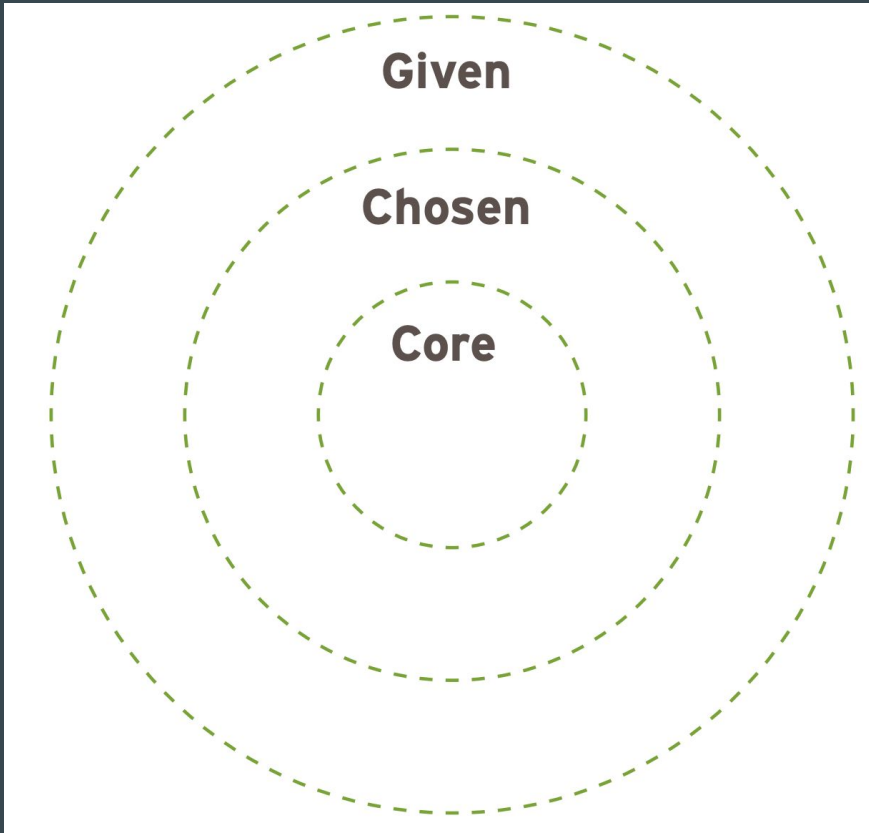
#### **Who is this strategy for?**

***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."

[Link to the Alliance Strategy Briefs](#)

# Community Agreements

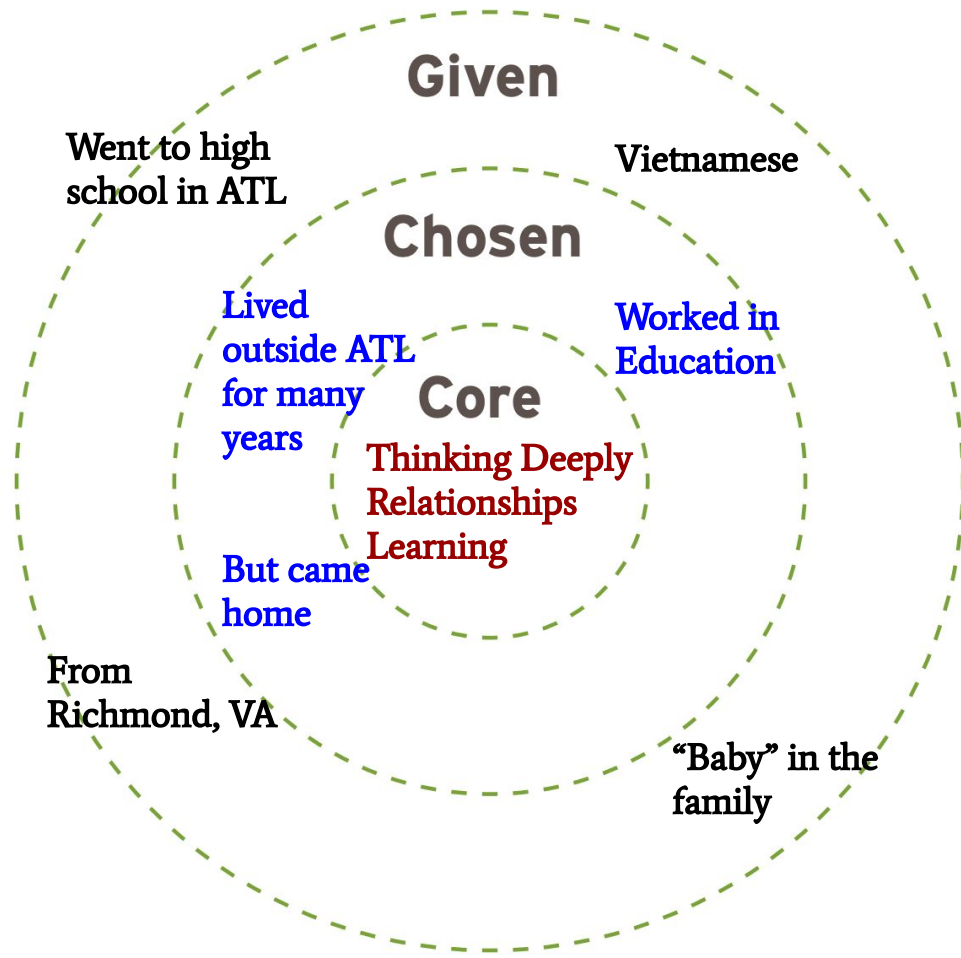
- Accept and expect non-closure
- Speak your truth
- Experience discomfort
- Stay engaged
- Take an inquiry stance

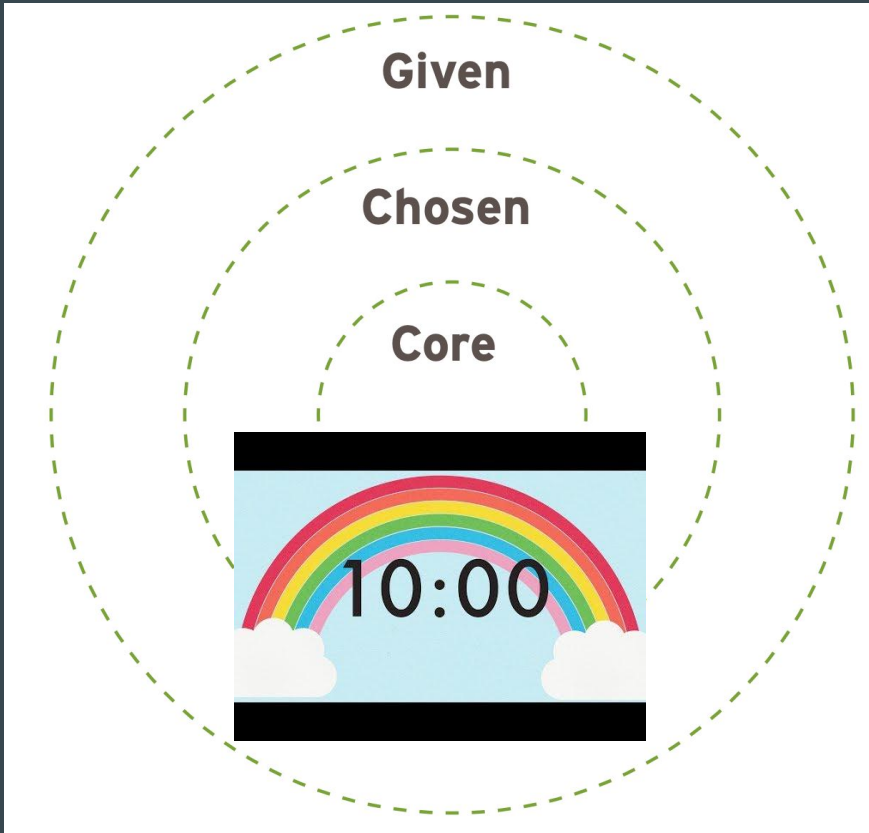


**Given**: words that describe your given identity: attributes that you had no choice about such as your nationality, age, gender, physical characteristics, certain family roles

**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.

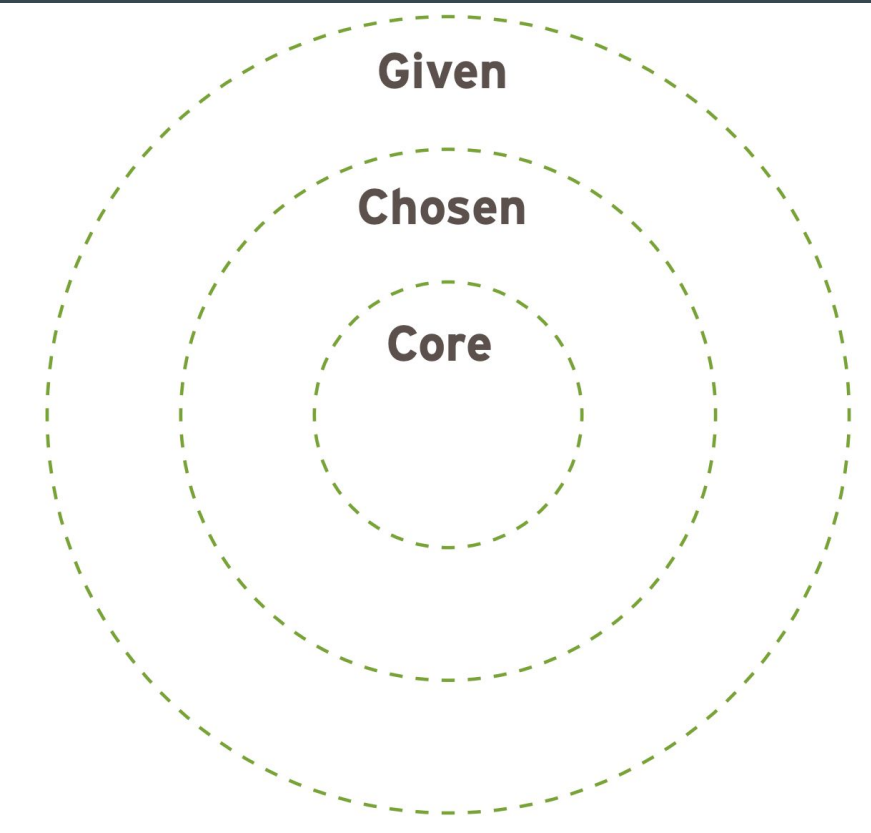




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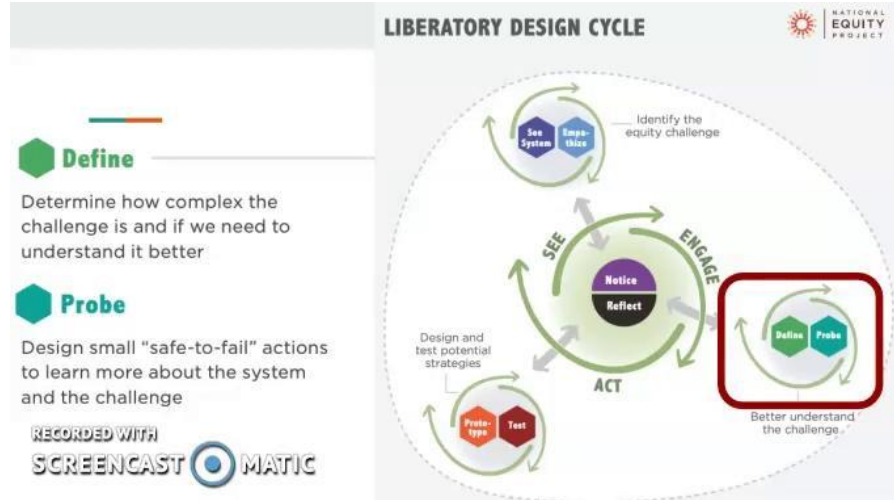


***FORM A GROUP OF 3 - SHARE YOUR  
MAP WITH YOUR GROUP***



# 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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# Where do we want to focus as a team?

Learning to work together is most authentic when teams work on something of importance together. Working just on how to work together often falls flat.

So, what topics are emerging for us right now?

- It should be important enough that the work of collaborating will be worth it
- It should be something all parties really care about and are impacted by
- It should be something that gives you a clear reason to engage with those furthest from opportunity or most marginalized in your community

# 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 a 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

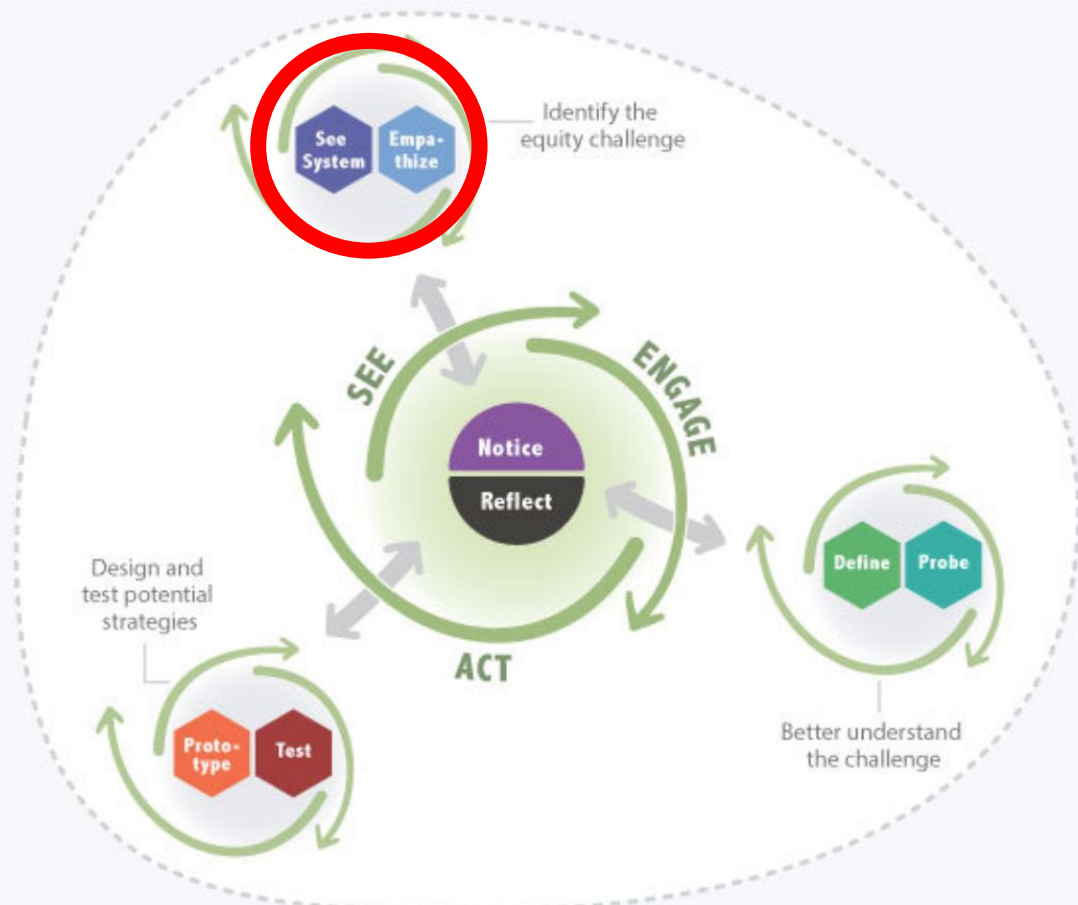
What words or phrase resonates with you from this quote - share in the chat.

# Liberatory Design Modes

Via

National Equity Project

## LIBERATORY DESIGN CYCLE



# Walkthrough of the Template - [check out the video demo](#)

What does an empathy interview look like?

Confidentiality

Who should I interview?

Starting the interview

Choosing Questions

[Viewable Version](#)

[Copy Version](#)



# Targeted Universalism

An approach to supporting  
the needs of all learners and  
families





**Universal solutions often do not work as we imagine, and can make gaps larger**

**Targeting those most marginalized can separate the effort from our true universal goals and can be divisive**

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

# Recent COVID Example:

In the spring of 2020 as our nation's schools closed and we went to remote learning... we had a **universal goal** which was to **ensure continued access to learning for each and every child** regardless of barriers they may have to engaging in learning.

## Obvious Barriers

- Devices
- Internet
- At home support

What if we tried to address each of these in a universal way?

- Where would we waste resources?
  - What supports might we never provide?
  - Who would that impact the most?
-

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

And... sometimes it has collateral benefits



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# Targeted Universalism in Schools

We have a group of users.

Solutions need to be the best  
for those most in need of  
support

Really good solutions will  
also have collateral benefits  
for others

All solutions need to be  
feasible

So -- we take our users needs into  
account in this order:

1. Students with greatest barriers  
to sustained engaged  
meaningful learning
2. Families of those learners
3. Educators who support those  
learners

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# Parent User Profile Example: 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.)

Parent User Profile: \_\_\_\_\_

Members of our Team

- 
- 
- 

### Quotes

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### Compelling Needs

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### Profile Insights

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# Liberatory Design Modes

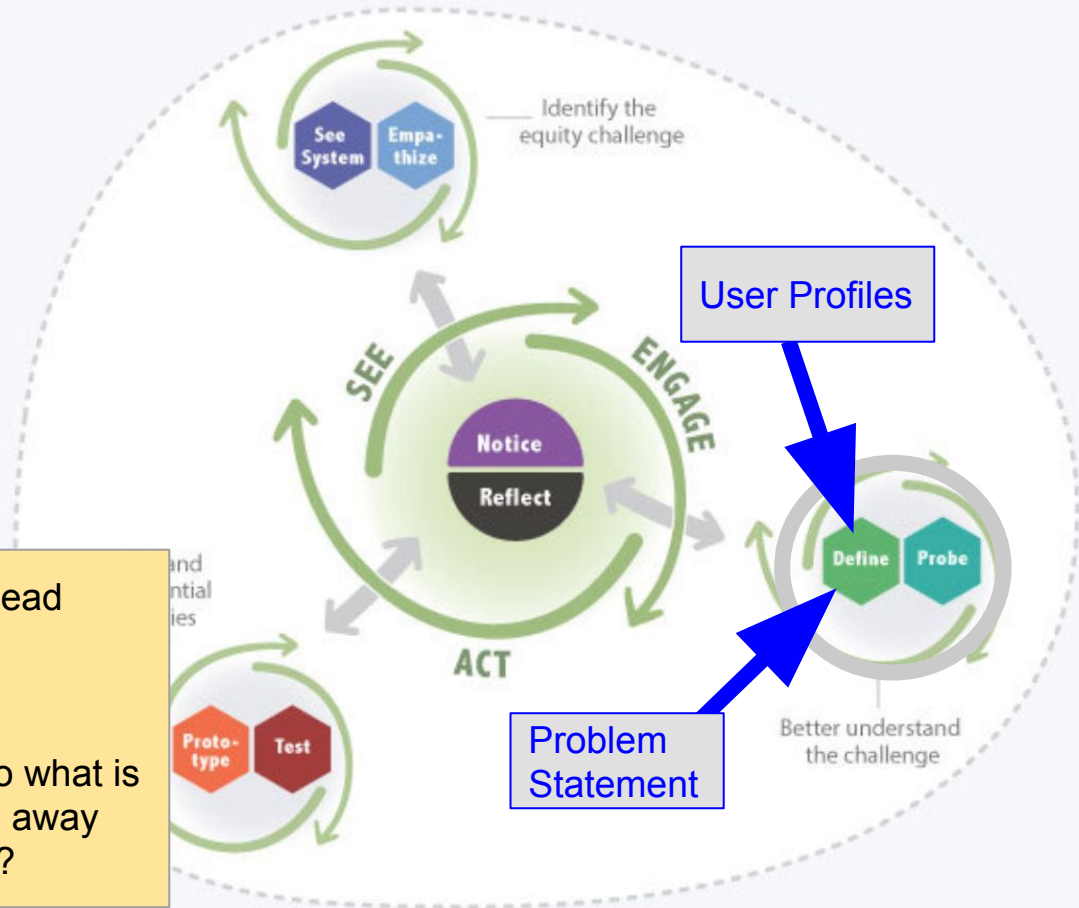
Via

## 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

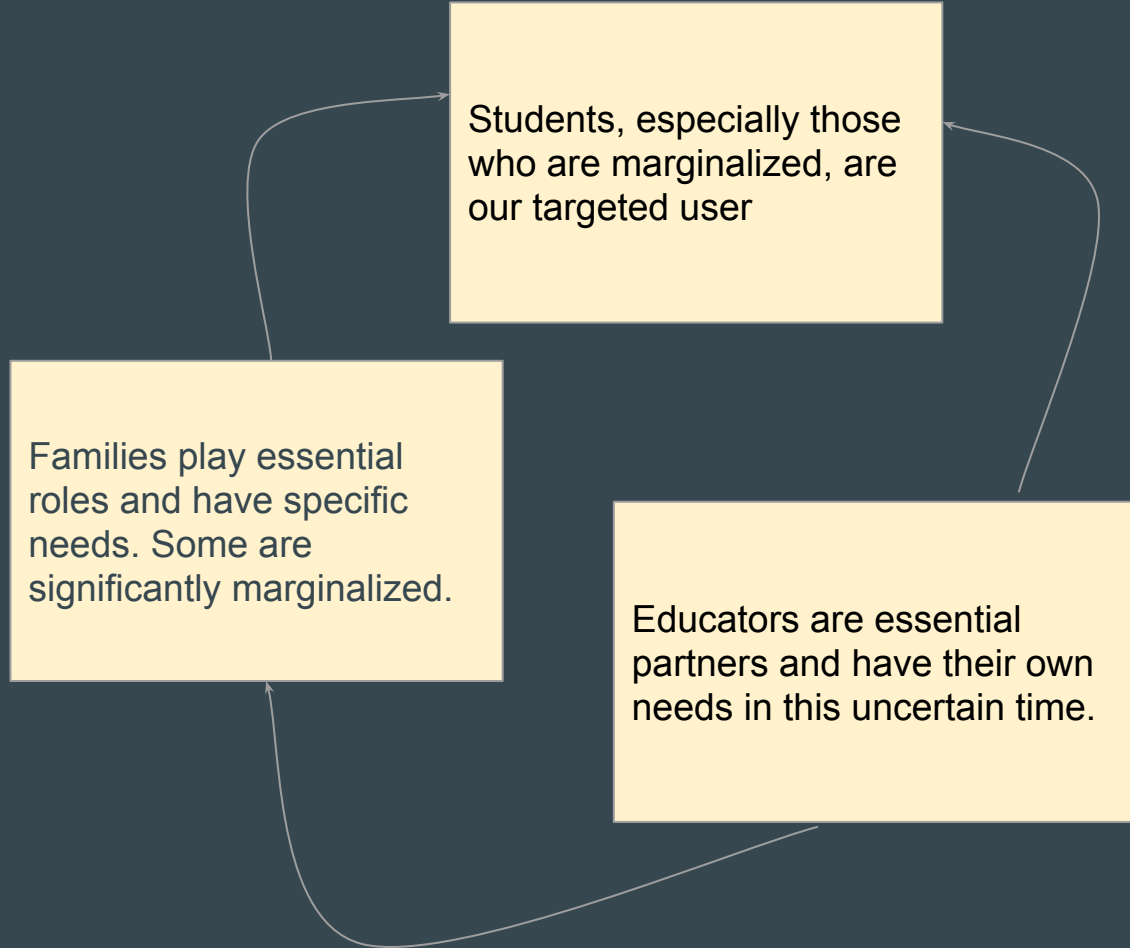


***How can we approach the process of problem identification (define) when we have three user groups we care deeply about and whose needs may not align?***

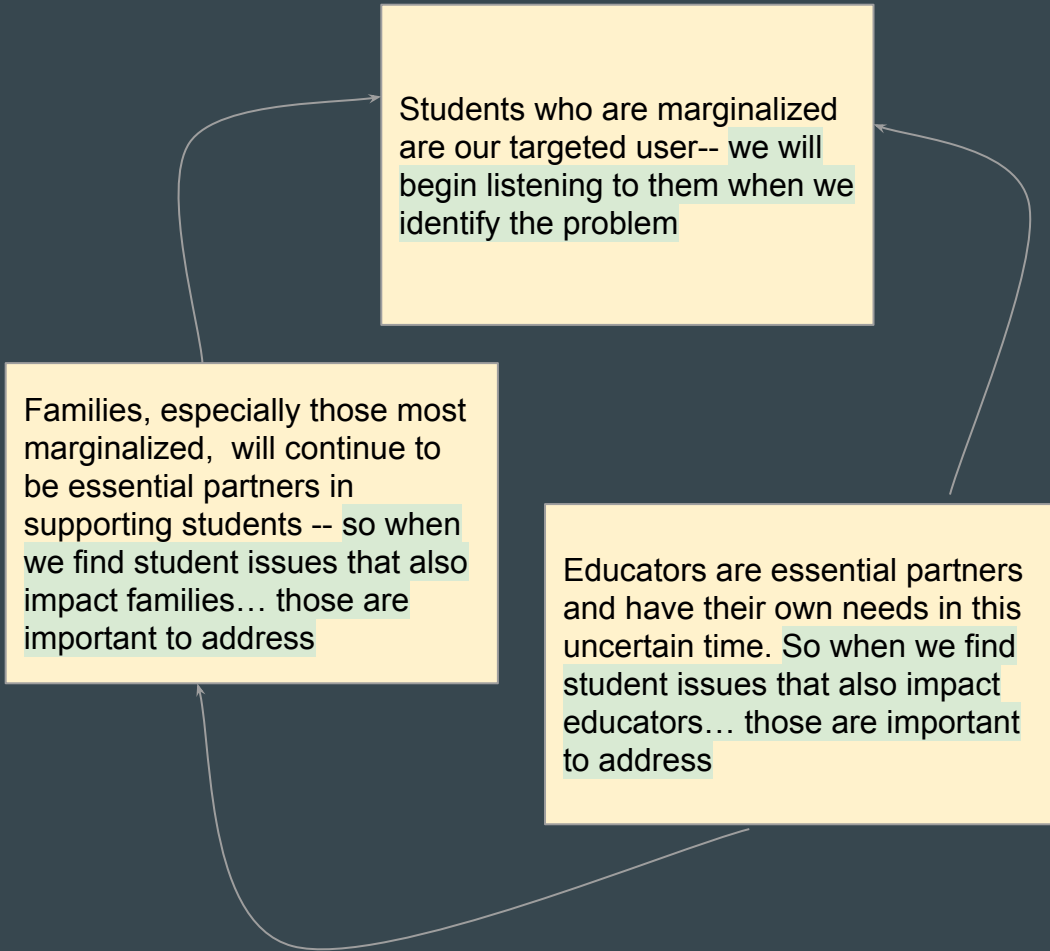
Students, especially those who are marginalized, are our targeted user

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.







- 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?

Looking for targeted universalism opportunities

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

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

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?

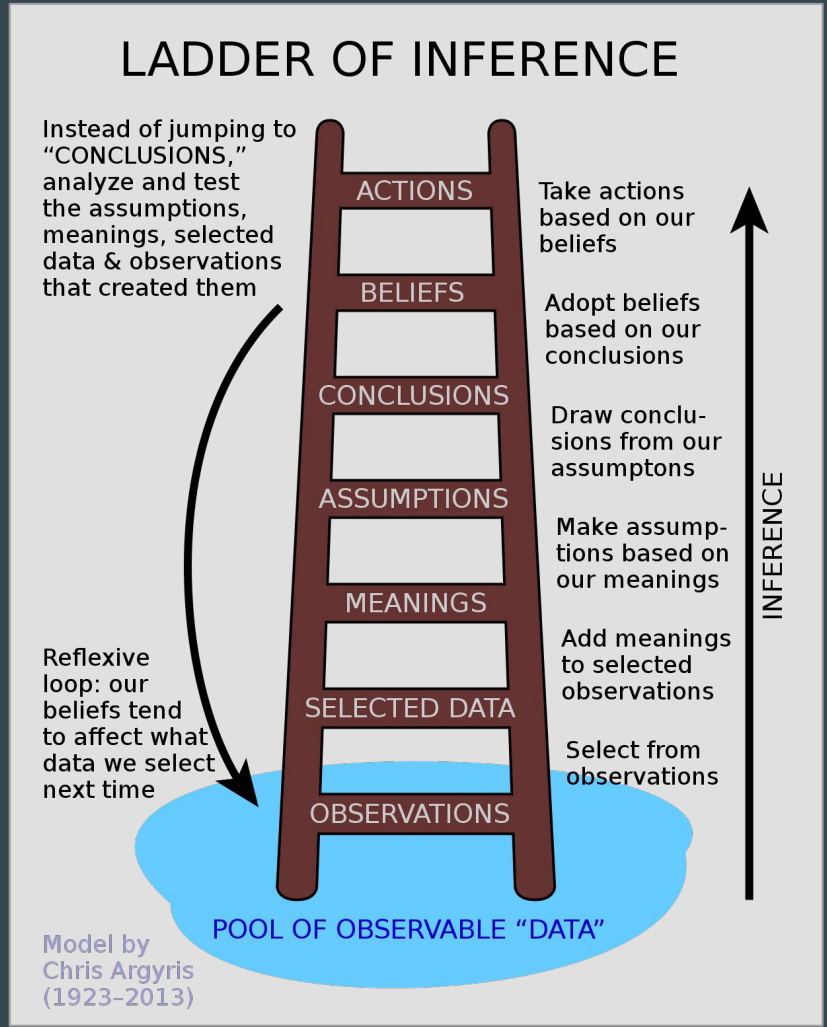
Looking for targeted universalism opportunities

# 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?”*



# 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 learner with remote learning and/or homework?”

# “How Might We....” from User → Problem → Possibility

## How might we make airline travel easier for families traveling with children?

- **Amp up the good:** How might we use the kids’ energy to entertain fellow passengers?
- **Remove the bad:** How might we separate the kids from fellow passengers?
- **Explore the opposite:** How might we make the wait the most exciting part of the trip?
- **Question an assumption:** How might we entirely remove the wait time at the airport?
- **Go after adjectives:** How might we make the rush refreshing instead of harrying?
- **ID unexpected resources:** How might we leverage free time of fellow passengers to share the load?
- **Create an analogy from need or context:** How might we make the airport like a spa? Like a playground?
- **Play against the challenge:** How might we make the airport a place that kids want to go?
- **Change a status quo:** How might we make playful, loud kids less annoying?
- **Break POV into pieces:** How might we entertain kids? How might we slow a mom down? How might we mollify delayed passengers?

# 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*

# Provocation/Connection/Reflection

*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*



# Provocation/Connection/Reflection

*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*

*How might we create problem statements that lead us to address key needs and respond to key insights from our profiles connected to core work of the school?*

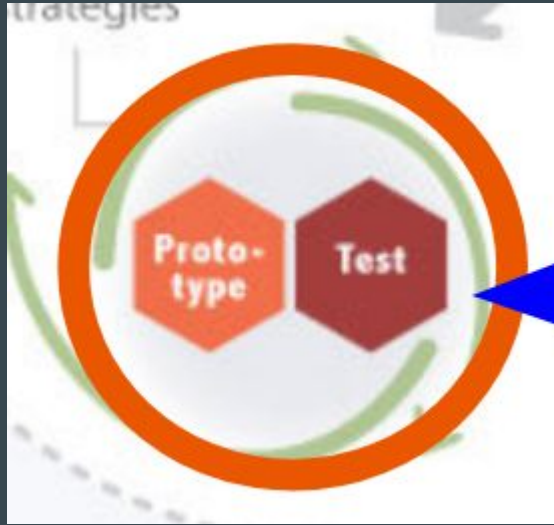
*If we try to address those things outside of the core work of school, and leave the core work of school unchanged, it erodes rather than builds trust.*

## Prototype

An initial promising idea about what might work

An idea that can be tested quickly and cheaply

Something that if you tested it would continue to help you better understand the problem



## Testing

Easiest test is go back and explain the prototype idea to your users and ask them

- Would you be excited about this, why/why not?
- What would be the best way for us to do this if we wanted to be sure to \_(insert key need from profile) \_?
- Does this create any new problems?

After this kind of testing, there are more sophisticated ways to test -- think piloting

# Prototype Strategies!

**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

What ?s would you like to ask

Learners

Families

Educators