

North Dakota Community Design Partnership

Meeting 4

Please rename yourself to follow this NEW pattern

Name, City or District, (learner, family, educator, none) for why type of user you interviewed.

None is OK. No shaming here :) We just need to ensure you don't end up in a group with other people who also didn't do interviews :)

For Example: Gretchen, Denver, family



Community Agreements

Accept and expect non-closure

Speak your truth

Experience discomfort

Stay engaged

Take an inquiry stance



Previously....

We learned about the overall process

We learned how to do empathy interviews

We conducted some interviews

In the chat ...How was the process of empathy interviewing for you?

Would 2-3 of you share a bit about your interviewing process?



Agenda

PK-12 Alliance Strategy Playbook.... A reminder of what your process can build, and also strategies that may be a good fit for your users

Build user profiles

Learn a bit about how to use user profiles within and beyond this process

PK-12 Alliance Strategy Playbook



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."

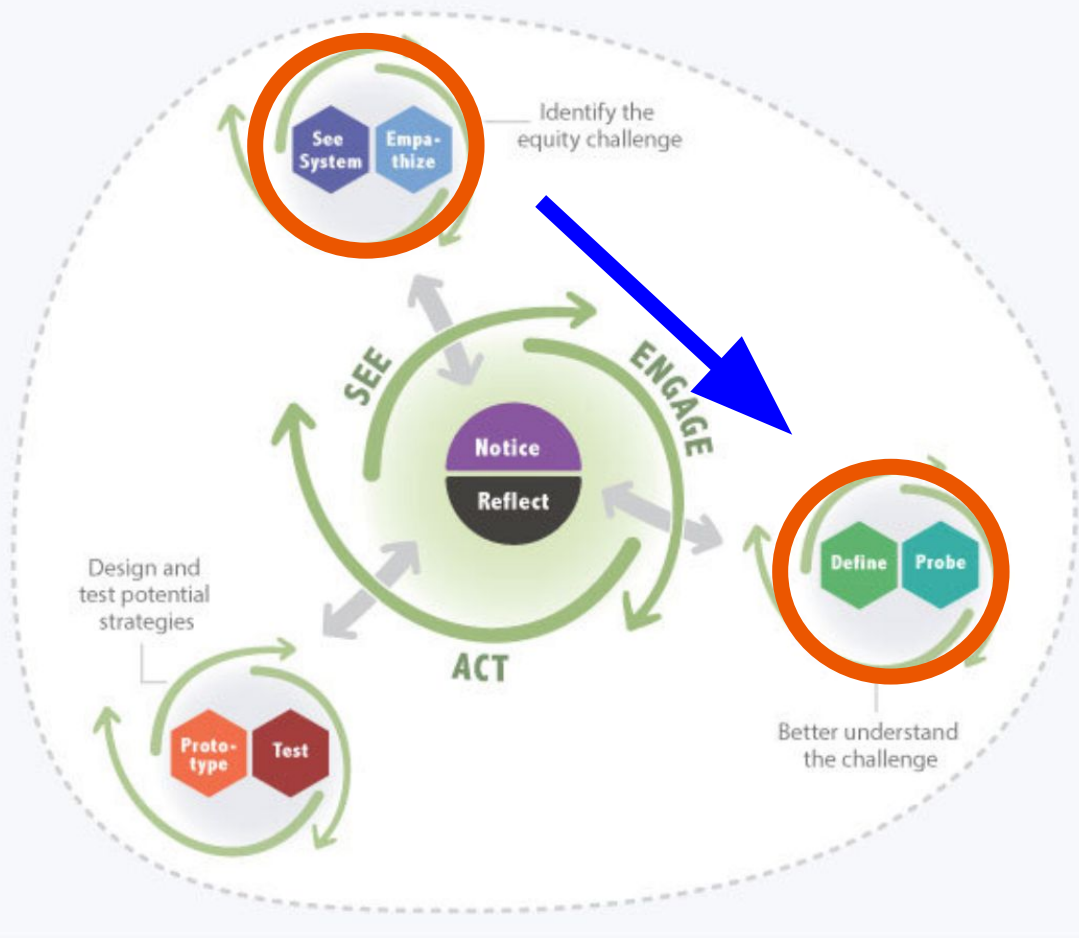
Family members who say things like: "When I am trying to help my son and daughter, the biggest issue is that I just don't know how to get help in a way that doesn't bother a whole bunch of people and gets us help when we need it. For example, sometimes we can't get the something like a video to work. My son and daughter each have a different person we are supposed to call when the technology doesn't work, so we call them. But then a lot of times the tech people can't fix it because the problem has to do with how the teacher set something up. So then they call the teacher and we go around and around. I know everyone at the school is working hard and I know they are probably

Liberatory Design Modes

Via

National Equity Project

LIBERATORY DESIGN CYCLE



User Profiles

Capture who we are designing for and what their needs are

Key Quotes

Compelling needs

Profile insights





We gathered themes and key quotes in padlet

<https://padlet.com/doannie1/et0br3v0yzizxoa9> - 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

Triad Working Groups

- *Move through the user profile template. Begin with quotes, then go back and forth as needed with insights and needs*
- *Pay attention to power dynamics as you work*

- *If you have a young person in your group, did you begin with them?*
- *If you have family members, did you invite them to share?*
- *As you go, does one person seem to control the content or shape others' ideas?*
- *As you go, do you notice balance in how long each person talks and listens?*



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

Parent User Profile: _____(Staff Interviews)_

Members of our Triad

- Lindsay
- Nikkie
- Tamara

Quotes

- This family recognized that the mental health pieces played into every aspect of their child's life.
- I 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 them, lots of single parents may not have learned those technology skills growing up.

Compelling Needs

- Social-Emotional & mental health needs of students and families
- 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

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

Parent User Profile: Frustrated Fanny (multiple interviewees)

Members of our Triad

- Spring Ma
- Deann Bjornson
- Roberta Rieger
- Leandra Ostrom
- Matt Stone

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 participate. (Staff member/family)
- “Am I just a parent that wants to feel good about my kid?”
- “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)
- There is too much focus on grades, rather than learning. This new grading system is not going to help students.
- “Did not ask questions because she did not want to come off to the teacher as annoying”
- 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)

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. Need to

Profile Insights

- A need for better communication between all stakeholders (parents, students, district staff)

Parent User Profile: _____

Members of our Triad

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Quotes

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Compelling Needs

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Profile Insights

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Parent User Profile: _____

Members of our Triad

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Quotes

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Compelling Needs

-

Profile Insights

-

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

- Access to teacher in online math class is difficult
- Student is not getting opportunity to analyze answers

Profile Insights

- Child is in middle school doing virtual academy

Parent User Profile: _____

Members of our Triad

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Quotes

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Compelling Needs

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Profile Insights

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Parent User Profile: _____

Members of our Triad

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Quotes

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Compelling Needs

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Profile Insights

-



Triad Working Groups - Pair Share

- *We are going to pair up triads*
- *Each team take 3 min to present your profile*
- *Use another 3 min to discuss similarities and differences you see*

Triad Working Groups - Reflect

- *Pay attention to power dynamics as you work*
 - *If you have a young person in your group, did you begin with them?*
 - *If you have family members, did you invite them to share?*
 - *As you go, does one person seem to control the content or shape others' ideas?*
 - *As you go, do you notice balance in how long each person talks and listens?*
 - *Did anyone feel they needed to facilitate? How did that feel? Would you like to participate differently?*
- *Follow the link we post in the chat.*
- *Let us know anonymously what you observed about power dynamics in your group today*
- *We will share themes next time in the opening of our meeting, to help us all be more focused and aware of these dynamics before we hop in to work together*





Next steps

Next time we do 3 things:

Share Profiles with one another in teams

Decide which profile to focus on

Create a “How might we...” statement.

Is there anything we need to do between now and next time?



Closing Reflection

Genius is evenly distributed, but opportunity is not.

What reactions does that bring up for you?
How does that influence our learning and work together?

Drop a note in the chat