

THE CHICAGO
PUBLIC
EDUCATION
FUND

**SUMMER
DESIGN
PROGRAM**

2021

**DESIGN THINKING
COLLABORATION
STUDIO**

WORKBOOK

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Your Pework Checklist

- Schedule a team meeting
- Complete building your aspiration pages #3 - 5 and empathy planning page #6
- Watch the videos about doing empathy interviews and/or attend the Empathy training.
- Schedule 3 empathy interviews or 1 interview and 2 other activities using pages #8 - 10
- Create your interview plan
- Complete your empathy activities
- Complete the empathy reflection on page #11
- Upload your activities to your school's Google folder

WELCOME & ORIENTATION

We at **Leadership+Design**, in partnership with **The Chicago Public Education Fund (The Fund)**, are happy your team will join us on a design thinking adventure this summer. The **Summer Design Program (SDP) 2021** will launch with a pre-work phase, intended to build a common focus with your team on your design priorities. You'll start by building empathy with a targeted student group as you define your priorities. After this, you'll engage at the **Collaboration Studio** where you'll synthesize your data, build solutions, and take steps towards action. Implementation will be supported with additional offerings to be highlighted by The Fund.

This workbook will help you build your Aspiration and then plan and conduct empathy building activities with note catching tools you can use. Additional guidance will come via email and video, and in the meantime, reach out to us if you need support with tasks or this workbook.

HOW TO USE THIS WORKBOOK

Glossary of Terms:

- **Aspiration:** A goal statement, like a design challenge, developed by your team, that lays out the ideal state a student group will experience at your school. Aspirations should be broad enough to have multiple paths to reaching it, does not include specific solutions, but does include the "why" it's important.
- **User Group:** In design thinking, the group(s) of people directly impacted by your solution or whom will be using the service, is often called a user group. **For example**, if you need to develop a new attendance intervention, the user groups may be parents of ELA students with high caretaking responsibilities, or students who have not engaged in virtual learning.
- **Empathy Building:** This is a type of qualitative research that's directly tied to the user group you are aiming to learn more about in order to achieve your **Aspiration**. Empathy Building seeks to develop a deep understanding of the human needs that may be causing, or the result of your challenge. Thinking about attendance, the raw data may show that a student group in your school has missed more learning time than others. Before launching solutions to solve this problem, empathy building would help you ask "why" to deepen your understanding of the root causes. **There are three primary empathy building categories** with tools for each approach. These are **engage** (most commonly interviewing or focus groups, but not surveys), **observe** (watching how users engage with a service or product), and **immerse** (experiencing it for yourself).

The **first half** of this tool is about developing your Aspiration. **We recommend you work with your team on these worksheets, or do them individually, and then meet to compare and discuss.** Doing this work in advance will help you determine who to focus your empathy work on, and on what you are trying to learn.

The **second half** are guides to complete Empathy Building activities, **of your choosing**. As a team, you should plan to do approximately **three activities per person**, so either use these tools or determine another way to capture your findings. You can determine if you want to mainly do interviews, or want to do a combination of interviewing, observing, or a shadow. Don't overthink doing this "right", instead just get started, debrief, and reflect with each other along the way. Keep good notes, yet anonymize to protect students' identity. We do not need names or personally identifying information to validate your data. **We also included "PD Tips" for you to use these strategies beyond the Collaboration Studio.**

Questions? Reach out to your coaches at Tara@leadershipanddesign.org.

BUILDING OUR ASPIRATION

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STEP 1: IDENTIFYING OUR OPPORTUNITIES

YOUR NAME:

SCHOOL:

Our first step to exploring your **Aspiration** (*the outcome/ design challenge for which you will be designing solutions*) is to think about the underserved populations or groups needing additional support within your school. **In the space below** create a mind map, that includes categories for possible focus areas and descriptors of student groups that need additional support related to that category.

For example:

- *Possible categories that you may want to think through could be:* attendance, literacy development, social and emotional learning, math achievement, etc.
- *Possible groups of students impacted could be:* students of a certain race or cultural group, socio-economic status, ability, specific grade levels or content areas, etc.

Coach's Example (Ashley): At my previous school, we were suspending Black males at a rate of 300% as compared to every other group. My special education students diagnosed with with reading disabilities disproportionately had the lowest ranking of grades across the board. 9th graders that had low reading scores in 8th grade were more likely to be 4 credits behind their peers by sophomore year. As I was doing this exercise, I saw a lot of connections between the categories and groups needed support in my school.

Feel free to keep track of these as you do this by drawing lines or using different colors.

Write or draw categories which will be your **focus areas** and **groups of students** that you could support.



PD Tip: Use steps #1 - 3 with your faculty or professional learning teams to have them identify groups that need additional support. Staff can brainstorm how we can better serve our families in their roles.

BUILDING OUR ASPIRATION⁴

YOUR NAME:

SCHOOL:

STEP 2: LOOKING FOR CONNECTIONS

Revisit the mind map and look for groups that are repeated in multiple categories or connections that can be made. In Ashley's previous example, Black males showed up in several categories, but so did 9th graders with low reading scores in core classes. Analyze your connections and be specific about the group that you will support.

My priority group of students will be...

What are **3 things at the school level (i.e. in your locus of control)** that would make a **difference** for your priority group? Try looking through the following lenses: social, communal, emotional, school, intellectual, and physical.

1.

2.

3.

What kind of school do you want your priority group to experience? How might they experience services, successes, and supports? **I want students to experience...**

1.

2.

3.

Place a **star** by any of the ideas you want to blend together or any connections you see.

BUILDING OUR ASPIRATION

STEP 3: DRAFTING MY ASPIRATION STATEMENT

YOUR NAME:

SCHOOL:

Your **Aspiration** will guide the work that we will do together. The sample format below is simply a recommendation, feel free to use the elements to wordsmith your own. This statement is future focused, like a "spot on the wall" to inform your design process, including your empathy work.

COMPONENTS OF YOUR ASPIRATION STATEMENT

Students will (thing that would have made the biggest difference) **to experience a school where** (priority group of students stated in a positive way) **have** (ideal type of school you want your students to experience).

Developing Your Draft

ASPIRATION DRAFT EXAMPLE :

Students will use restorative community building circles at the beginning and end of class to experience a school where those from diverse cultural backgrounds have time embedded in the school day to share their stories and traditions with others.

During the Collaboration Studio, you will be given team time to share and refine the Aspiration after you synthesize your empathy data. For now, build a DRAFT that you feel would be impactful to your students if accomplished.

VERSION #1:

STUDENTS WILL _____ TO EXPERIENCE A SCHOOL WHERE

HAVE _____.

VERSION #2:

EMPATHY PLANNING

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YOUR NAME:

SCHOOL:

ASSUMPTION BUSTING & EMPATHY PLANNING

From your aspiration, reflect and plan some areas for deeper investigation and empathy building. This can take the form of confirming assumptions you are making, or removing blind spots in your data. What do you need to learn more about that only the users can help you better understand?

QUESTIONS FOR DISCOVERY

What questions do you want to ask? What do you want to look for? What do you want to experience? **For Interviews**, plan for no more than 3-5 questions going into a conversation and for observations and Immersions, these can be anywhere from 30 minutes to full day, your call.



PD Tip: Take time during a staff meeting to brainstorm questions as a school and recommend a specific number and type of empathy activities that should be completed. Set a due date and determine where the data should be stored. Give digital copies of pages #8 - 11 to your staff.



MAKE A PLAN

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BEFORE YOU PROCEED: THE PAGES THAT FOLLOW ARE THE NOTE CATCHER TOOLS FOR EACH OF THE THREE OPTIONS FOR EMPATHY BUILDING ACTIVITIES.

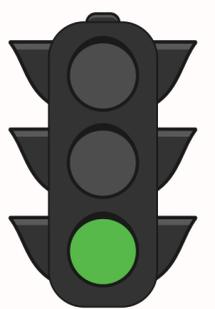
- **AS A TEAM, DECIDE WHO WILL DO WHAT ACTIVITY AND WITH WHOM.**
- **BE SPECIFIC AND SCHEDULE AS SOON AS POSSIBLE.**
- **DO NOT WAIT TO MAKE YOUR ASKS FOR TIME WITH YOUR TARGET USER GROUPS.**
- **WATCH THE VIDEOS PROVIDED ABOUT EMPATHY INTERVIEWING OR ATTEND/WATCH THE EMPATHY TRAINING ON MAY 11TH.**
- **BUILD YOUR INTERVIEW PLAN. WHAT QUESTIONS WILL YOU ASK? HOW WILL YOU KEEP NOTES? WHAT'S YOUR TEAM'S PLAN TO COMMUNICATE?**

THEN

- **GET STARTED AND REACH OUT TO YOUR COACHES IF YOU NEED ADDITIONAL SUPPORT.**
 - **QUESTIONS? REACH OUT TO YOUR COACHES FOR SUPPORT.**
- **CAPTURE YOUR NOTES FROM INTERVIEWS ON THE TOOLS BELOW OR USE YOUR OWN METHOD.**
- **UPLOAD TO YOUR ASSIGNED GOOGLE FOLDER (SENT BY THE FUND) AND BRING NOTES TO THE STUDIO.**
- **NAME YOUR FILE: LAST NAME, FIRST NAME - THE TYPE OF ACTIVITY**



PD Tip: Show the video from the empathy training to your staff or recreate the parts that you need to provide an overview of the design thinking process. Demonstrate the empathy interview process using a fishbowl or give the group time to practice.



Use a separate sheet per observation and attach or type up additional notes that do not fit on this sheet.

EMPATHY *by* OBSERVATION

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LEADERSHIP+DESIGN

YOUR NAME:

SCHOOL:

WHAT ARE YOU OBSERVING? Who is there, what time of day/ week, what is the activity?

DRAW IT AND ADD DETAILS What do you see? What's happening or not happening?

WHAT ARE YOU NOTICING OR WONDERING? Are things working? Take notes as objectively as possible on what could be happening here, or not happening.

WHERE TO GO NEXT? Do you want to observe another user group or another context (teacher, time of day, location, etc.). Where would you pivot to learn more about any insights you saw?

Use a separate sheet per observation and attach or type up additional notes that do not fit on this sheet.

EMPATHY by INTERVIEW



LEADERSHIP+DESIGN

YOUR NAME:

SCHOOL:

IMPORTANT NOTE ABOUT INTERVIEWS: Empathy interviews should **not** feel overly scripted or like a replacement for a survey. Interviews are opportunities for an authentic conversation to discover unmet needs and to practice the mindset for discovery used by anthropologists.

Enjoy the interviews and let the conversation go where the user takes it. Plan to talk only 10% of the time and aim to spend 20-40 minutes with each user. This may feel like a new skill because **design thinking asks us to lean into our beginner's mindset and embrace ambiguity**. Here are two options for conducting interviews. We encourage you to try both out and see how they feel; trust that you are building your own capacity as you dig for interesting insights!

- **OPTION A:** Use this page (9) to draft your own interview questions. Three questions should be enough to get you started, then use "why" and "Tell me more...". Then transfer notes into a google doc and save them in your team's google folder.
- **OPTION B:** Use the next page (10) to get a few question starters, but only use the ones that feel natural. If something comes up that seems like you want to know more, then abandon the plan, and follow your instincts.

DRAFT YOUR OWN INTERVIEW QUESTIONS

Build a few questions to get you started in each interview and then use this page to capture notes from the interview, or use a google doc to document your findings. **Don't forget to save in your team google folder.**

Use a separate sheet per observation and attach or type up additional notes that do not fit on this sheet.

EMPATHY by INTERVIEW

B **10**

L+D

LEADERSHIP+DESIGN

YOUR NAME:

SCHOOL:

TELL ME A STORY ABOUT A TIME YOU CAN REMEMBER BEING EXCITED OR FEELING PROUD ABOUT SOMETHING YOU DID IN CLASS.

Why were you excited or proud? How many times have you felt that way?

DESCRIBE A TIME WHEN YOU FELT LIKE YOU REALLY BELONGED IN SCHOOL - THAT MOMENT WHEN YOU FELT YOU WERE A PART OF SOMETHING. Why did you feel you belonged? How did that impact your learning?

WHAT MAKES THESE EXPERIENCES STAND OUT IN YOUR MIND? WHAT CAN OUR SCHOOL DO TO HELP YOU HAVE MORE OF THESE EXPERIENCES? Who can support you? What do you need to be successful? What's missing right now?

ASK A STUDENT TO FINISH THESE SENTENCES.

SCHOOL MAKES ME FEEL...

THE SCHOOL WOULD BE EVEN BETTER FOR ME IF...

IF I WERE THE BOSS, A CHANGE I WOULD MAKE WOULD BE...

Use a separate sheet per observation and attach or type up additional notes that do not fit on this sheet.

EMPATHY by IMMERSION

11



LEADERSHIP+DESIGN

YOUR NAME:

SCHOOL:

WHAT STUDENT ARE YOU SHADOWING? WHY DID YOU CHOOSE THEM? WHAT ARE YOU HOPING TO LEARN?

Pick a student who is furthest from opportunity, a student whose needs your school culture has struggled to meet, or a member from a historically marginalized population group, or a group that was particularly impacted by events of 2020. Ask permission (from them and a caregiver) to shadow them. [Click here for a complete toolkit from Shadow a Student Challenge.](#)

DRAW IT AND ADD DETAILS What do you see? What's happening or not happening? Use this space to capture notes of what you see and feel since you are Immersed In the experience. Is It boring? Is It engaging? Are you watching some students get more attention than others (positive or negative?)

WHAT ARE YOU NOTICING OR WONDERING? Are things working? Take notes as objectively as possible on what could be happening here, or not happening.

EMPATHY REFLECTION

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LEADERSHIP+DESIGN

YOUR NAME:

SCHOOL:

3 WORDS THAT DESCRIBE A THEME YOU NOTICED

3 EMOTIONS THAT WERE EXPRESSED

WHAT PATTERNS DID YOU NOTICE FROM YOUR EMPATHY EXPERIENCES? What did you expect? What surprised you?

HOW DOES THIS COMPARE TO YOUR OWN EXPERIENCE? When did you feel the same way? How old were you? What did you think at the time? What other memories came up for you?

FINISH THESE SENTENCES.

AT OUR SCHOOL WE WANT STUDENTS TO FEEL...

OUR SCHOOL WOULD BE AN EVEN BETTER PLACE IF WE...

AREAS WITHIN MY CONTROL THAT COULD HAVE AN IMPACT ARE...