Using Design Thinking to Develop Community-Centered Linked Learning Pathways

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GOALS

• Learn how your district or school can apply Pivot’s equity centered co-design process to your Linked Learning school design and other continuous improvement efforts.

• Understand how engaging the community through a cross-functional design team can develop a collaborative, inclusive approach to Linked Learning school design and continuous improvement.

• Interact with Pivot’s co-design process by engaging in a simulated equity-focused design challenge.

AGENDA

- Pivot Learning, Beyond High School, & Change Design Overview
- Case Study: Oceanside High School
- Co-Design Challenge Simulation
- Closing Reflections
ABOUT PIVOT LEARNING

• Pivot Learning is a nonprofit organization whose mission is to partner with educators to design and implement solutions to their greatest challenges in achieving educational justice.

• We believe that in order to achieve real improvement in student outcomes, we must collaborate with educators to design agile solutions, measure their effectiveness and potential for sustainability and scalability, and deploy them in our nation’s neediest schools.
ABOUT BEYOND HIGH SCHOOL

Approach
• Partner with schools and districts to make transformational improvements to student learning through Linked Learning and continuously improve the performance of both leaders and students
• Use design thinking to engage a community of educators, families, work-force, post-secondary and other partners

Mindset
• Focus on continuous improvement by developing strong cultures where adults and students are learning, developing themselves, and seeing transformative results

Partners
• Oceanside USD, Monterey USD, Oakland School for the Arts

BEYOND HIGH SCHOOL FRAMEWORK

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**POLL**

- Are you familiar with design thinking?
- Do you actively...
  - Ask questions?
  - Brainstorm to gather ideas?
  - Test/prototype projects and ideas?
  - Solicit feedback?
  - Try again if something isn’t working?

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**NORMS**

- **Have a beginners mindset:** practice inquiry; don’t limit yourself, seek creativity
- **Keep the end user in mind:** listen with empathy and seek to understand others’ points of view
- **Collaborate with others:** suspend judgment, help each other find the possibilities
- **Monitor airtime:** ensure all team members share voice
CHANGE DESIGN APPROACH

- Facilitates stakeholders to identify core problems of practice and set parameters for solutions.
- Provides the diverse design team space to develop and test potential solutions, iteratively engaging stakeholders.

Our Change Design Approach is inspired by experts in design like IDEO, Stanford’s d school, and the Henry Ford Learning Institute.

CO-DESIGN MINDSETS

- **OPEN MIND**: Everyone is a designer and all perspectives are welcome
- **DISCIPLINED MIND**: Center your work around the user
- **CREATIVE MIND**: Everything is up for question and can be changed in creative ways
- **AWARE MIND**: Practice self and situational-awareness that makes the space “safe-to-fail”
CASE STUDY

OCEANSIDE HIGH SCHOOL

• **Enrollment: 2130**
  - 65% Latino, 10% Asian & Pacific Islander, 20% Caucasian, 5% African-American
  - 8% English Language Learner
  - 70% Free and Reduced Lunch

• **Graduation Rate: 81.7%**
• **Design Challenge:** Oceanside seeks to develop their school into wall to wall Linked Learning pathways.
PATHWAY DESIGN CRITERIA

- Student interests
- Staff interest and resources
- Current & future industry needs
- Alignment to community college certifications and pathways
- Immediate workforce preparation
- School and community resources
- Sustainability

PATHWAY DESIGN PROCESS

Pathways 1.0
- Input from families, students, staff, community
- Prototype created by design team

Pathways 2.0
- Staff feedback on pathways before the end of the school year
- Refined prototype created by design team

Pathways 3.0
- Learning about industry needs, jobs, and community colleges
- Feedback from families, students, staff, and district
- Refined prototype created by design team

Pathways 4.0
- Cross-functional stakeholder majority based decision making process
- Pathway design, building, professional development for 9th grade pathways
- Ongoing continuous improvement
INPUT & DECISION MAKING

- For each of four prototypes the Design Team received and incorporated feedback from students, families, and staff
- The Design Team also evaluated data from industry, district, and community colleges
- A series of groups (students, families, and staff) convened to ask questions, offer final feedback, and indicate their level of support for Pathways 4.0
- The stakeholder majority determined the final pathways after three cycles of input and design

STAFF ENGAGEMENT & FEEDBACK

- Everyone invited to join the Design Team and many staff joined different meetings
- Discussion at staff meeting with students in current Academies
- Surveys about staff preferences
- Surveys of incoming families
- Google Doc feedback on every potential type of pathway
- Developing prototypes at staff meeting and incorporating feedback
SURVEY RESPONSES FROM STAFF

In addition to the Health Academy and the Academy of Justice, what other career pathways do you think our students should have access to? Check your top 5 choices.

65 responses

- Agriculture and... - 14 (21.5%)
- Arts, Media, an... 22 (33.8%)
- Building and Co... 31 (47.7%)
- Business and Fi... -3 (4.6%)
- Education, CH... 47 (72.3%)
- Engineering an... 34 (52.3%)
- Fashion and Int... -31 (47.7%)
- Hospitality, Tour... -9 (13.8%)
- Information and... 39 (44.6%)
- Manufacturing a... -8 (12.3%)
- Marketing, Sale... -17 (26.2%)
- Public Services... 38 (58.5%)
- Transportation... -8 (12.3%)

When you think about your own capacity, preparation, and interest which career path[s] would you want to be a part of? Check your top 3 choices.

65 responses

- Health Academy... 22 (33.8%)
- Academy of Just... -11 (16.9%)
- Agriculture and... 8 (12.3%)
- Arts, Media, an... 20 (30.8%)
- Building and Co... -12 (18.8%)
- Business and Fi... 30 (46.2%)
- Education, CH... 8 (12.3%)
- Engineering an... -11 (16.9%)
- Fashion and Int... -2 (3.1%)
- Hospitality, Tour... 18 (27.7%)
- Information and... -3 (4.6%)
- Manufacturing a... 9 (13.8%)
- Marketing, Sale... -14 (21.5%)
- Public Services... 1 (1.5%)
- Transportation... 1 (1.5%)
Q&A

DESIGN CHALLENGE SIMULATION
CHANGE DESIGN APPROACH

• Facilitates stakeholders to identify core problems of practice and set parameters for solutions.
• Provides the diverse design team space to develop and test potential solutions, iteratively engaging stakeholders.

DESIGN CHALLENGE

How might we design an equitable, inclusive, and productive front office space that meets the needs of diverse stakeholders?
**DISCOVER**

The Situation:
- Your high school’s main office struggles to be a welcoming space.
- Despite attempts by the main office staff to be welcoming, the physical and practical conditions create a less than equitable, inclusive, and pleasant experience for many students, families, and staff (details provided in the handout)

**USERS:**
- Non-English speaking guardian
- English speaking guardian of a student who is frequently “in trouble”
- 10th grader who does well in school but isn’t well known
- 11th grader who is frequently “in trouble” at the school
- First-year staff

**DISCOVER & INTERPRET**

Your table group is your design team and you are assigned the task of revamping the main office to meet the assigned user’s need.

- **DISCOVER:**
  - Review the detailed information about the high school main office.
  - Review the assigned user profile and their current user experience of the main office.

- **INTERPRET**
  - Identify the user experience challenge that you will be designing to address
What is IDEATE?

**Purpose**
To generate innovative and creative ideas to improve user-needs

**Key Milestones:**
- Generate a large number of ideas that are relevant to the end user
- Collaborate as a team to identify solutions
- Liberate mind/dream solutions

IDEATE NORMS

- Defer judgment
- Encourage wild ideas
- Build upon the ideas of others
- Stay focused on the topic
- One conversation at a time
- Go for quantity

Identify one norm that you think might be a challenge for you.
IDEATE

Based off of your identified theme and the user experience challenge, brainstorm as many solutions as possible with your design team:

- Take about 2 minutes to individually record one idea per post-it.
- Take about 5 minutes to share your ideas as team.
  - Share one idea at a time.
  - Group the ideas as you share.
  - Once done grouping, identify any gaps, etc.

7 minutes

PROTOTYPE/TESTING/REFINE

PROTOTYPING MINDSETS:
- Keep it Simple and Scrappy to Start
- Make it “Safe to Fail”
- Keep the user experience in mind.

- Sketch your prototype [5 min]
- Share your prototype with the whole group [2 min each – 1 min share; 1 min feedback]

10 minutes
CLOSING REFLECTIONS

• What were your key takeaways?
• How could this process help you in your own organization?

WORK WITH US

• How to partner with Pivot:
  • School redesign and turnaround
  • Growth culture assessment
  • Professional Learning Networks
  • Curriculum adoption & implementation
  • Prevention & intervention systems design
  • Strategic planning
  • Leadership development
  • Action research
CATCH PIVOT’S OTHER SESSIONS

Growth Culture: A Transformative Approach for Achieving Your Goals

• Thursday, March 21, 2019
• Time: 9:45 am-11:00 am
• Assess your own organization’s growth culture to uncover strengths, needs, and opportunities for equitable Linked Learning programs.

SURVEY

Please fill out our quick survey
Thank you!

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