Design Thinking to Transform Institutions for Student Success

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Desired Outcomes for Keynote

- Build a foundational understanding of Design Thinking and its potential to shift systems from compliance to continuous improvement.
- Consider low commitment, high impact applications of Design Thinking to your current work in Research and Planning.
Why Design Thinking? Why Now?

ESSA Redefining PD and Evaluation of PD

“Evidence-Based” Approaches that Demonstrates a Rationale. To demonstrate a rationale, the intervention should include:

1) A well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and

2) An effort to study the effects of the intervention, ideally producing promising evidence or higher, that will happen as part of the intervention or is underway elsewhere (e.g., this could mean another SEA, LEA, or research organization is studying the intervention elsewhere), to inform stakeholders about the success of that intervention.
How it works...

Empathy
Design Thinking 101

**EMPATHIZE**
To find the deep & meaningful needs through observing and engaging.

**DEFINE**
Reframe needs and insights into actionable problem statements

**IDEATE**
Generate volume and variety of ideas

**PROTOTYPE**
Visualize possible solutions by creating quick models

**TEST**
Communicate with users to gain feedback and refining solutions
**d.mindsets**

**Show Don’t Tell**
Communicate your vision in an impactful and meaningful way by creating experiences, using illustrative visuals, and telling good stories.

**Craft Clarity**
Produce a coherent vision out of messy problems. Frame it in a way to inspire others and to fuel ideation.

**Be Mindful Of Process**
Know where you are in the design process, what methods to use in that stage, and what your goals are.

**Focus on Human Values**
Empathy for the people you are designing for and feedback from these users is fundamental to good design.

**Embrace Experimentation**
Prototyping is not simply a way to validate your idea; it is an integral part of your innovation process. We build to think and learn.

**Radical Collaboration**
Bring together innovators with varied backgrounds and viewpoints. Enable breakthrough insights and solutions to emerge from the diversity.

**Bias Toward Action**
Design thinking is a misnomer; it is more about doing than thinking. Bias toward doing and making over thinking and meeting.
One Current Research and Planning Model

Theory of Change

1. Standards-based professional learning
2. Changes in educator knowledge, skills, and dispositions
3. Changes in educator practice
4. Changes in student results

Theory of Action

If..., then.....

Or

Given..., then....
My design thinking CHEAT SHEET

1. **Empathize**
   - User + Need + insight
   - = POV (point of view)
   - Search for rich stories and find some LOVE

2. **Define**
   - YES! and...
   - YES! and...
   - YES! and...
   - YES! and...
   - YES! and...

3. **Ideate**
   - YES! and...
   - YES! and...
   - YES! and...
   - YES! and...
   - YES! and...

4. **Prototype**
   - BUILD to LAST LEARN
   - SHOW, don't tell
   - start all over
   - (do it as many times as possible)

5. **Test**

By Guido Kovalskys
Empathize

Empathy is the foundation of a human-centered design process. To empathize, you:

- Observe
- Engage
- Immerse
Empathize

Say/Do

Think

See

Feeling

Empathy Map
Define

Unpack and synthesize your empathy findings into compelling needs and insights, and scope a specific and meaningful challenge.

“Focus” rather than “flare”

How might we....
Define

___________ needs a way to ____________________
because (or but or surprisingly)______________.

Leads to “How Might We...”
Ideate

Generate radical design alternatives, “going wide” in terms of concepts and outcomes.

“Flaring” rather than “focusing”

Yes, and....
myPD Systems Map
myPoDagogy: The Art and Science of Personalized Professional Development
Long Beach Unified School District

Step 2 - Create Personalized PD Plan

Specialized Tier
(Extended Learning)

Concentrations Tier
(Targeted Groups)

Foundational Tier
(Common Core State Standards, Common to All)

Step 1
Create PD Profile
• PD Needs
• Gap Analysis

Teaching & Learning Framework
Administrative feedback
Student data
Teacher input/ownership

Step 3
Deliver Multi-Modal PD

Face to Face
Communities of Practice
High Quality Digital Content & Tools

Step 4
Feedback on Implementation
• Peer observation/critical friends
• Coaching feedback/observation
• Administrative feedback
• Cooperative inquiry
• Self-evaluation/E-Portfolio
• Student data

EMPOWERED EFFECTIVE TEACHERS
Prototype

Get ideas and explorations out of the head and into the world. Takes a physical form.

“Low resolution” v. “High resolution”
Prototype
Test

Opportunity to get feedback on solutions, refine them to make them better, and continue to learn about users (re-empathize for even clearer re-defining).
So how does it all fit together?
What is Design Thinking?
Impact & Effort Matrix

A strategy to help prioritize implementation efforts
Impact & Effort Matrix

Anchored in a goal, framed as a question: ex, “How might we...”

Possible actions are mapped based on 2 factors:

1. Effort required to implement
2. Potential impact

Advantage is that it helps a team to balance and evaluate suggested actions before committing to them.

Suggested Group Size: Varies

Duration: 30 minutes to 1 hour
How might we introduce/accelerate/enhance the use of Design Thinking in our context/school/district/efforts?

Step 1: Individually...

- Generate ideas on sticky notes
- One idea per post it/sticky note

Step 2: As a group...

- Each person shares his/her ideas with the group
- As each person shares, place the idea in the appropriate quadrant of the Impact & Effort Matrix
  - **Impact**: Potential payoff of the action
  - **Effort**: Cost of taking the action
- Group similar ideas
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