

We recommend using the following list of considerations to determine the stakeholders with whom you should empathize:

- **Consider groups who often do not have a seat at the table**
- **Consider who consistently seizes and uses power in your community to make change**
- **Consider those groups that experience marginalization due to systemic inequities**
- **Consider your personal biases: who do you tend to involve in decision making, particularly when the timeline is short?**



After empathizing with a variety of stakeholders across a range of empathy activities, take some time with your team to reflect on what you learned. We recommend using a protocol such as [Rose, Bud, Thorn](#) to process the information you have collected to narrow your redesign focus, prevent bias, and allow for equity of voice.

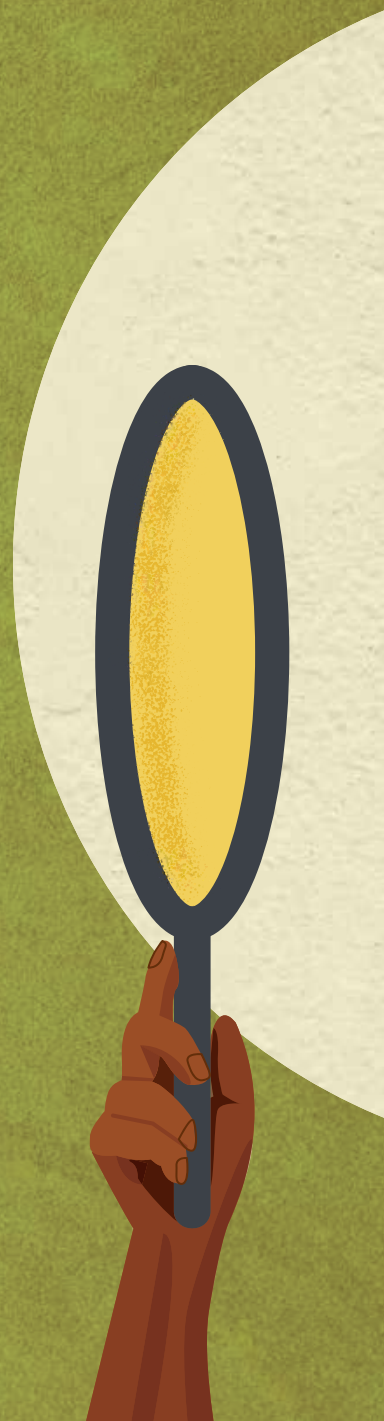
## REFLECTION POINT

Before, during and after discussions with various stakeholders, attempt to answer the following questions from their perspective:

- 1. For whom are these systems designed? Who do they exclude?*
- 2. How does this system support and uplift the groups they were designed for?*
- 3. How does the system negatively impact excluded or marginalized groups?*
- 4. Why isn't this system working for the marginalized group? Why is it working for other students?*

## EDUCATION ELEMENT'S REFLECTION APPLIED TO PERSONALIZED LEARNING

Throughout our process of helping schools implement Personalized Learning, we have focused on helping schools redesign instructional models anchored in empathy through interviews and the personas of students. However, we did not typically focus on designing explicitly with students at the margin and anchoring design decisions of schools around a variety of data of students at the margin.



## ENGAGE TO IDENTIFY YOUR PROBLEM STATEMENT

Consolidate the qualitative (empathy) and quantitative (school-level data) data points to create a list of 1-3 systems for redesign. Once you and your team have decided, prioritize the systems based on urgency, impact, and ease on a 2X2 matrix to define the scope of change.

## URGENCY

During a crisis, we want to prioritize everything because it all feels urgent and we attempt to act on our many competing commitments. In this case, we encourage you to identify an entry point for redesign by focusing on the school-level system that is most urgent for your marginalized group. You can do this by determining the **dependency** (information or decision you need) and “**commit by**” timeline (the time when you decide to commit to a decision with the information you have) for each pressing decision point or system you are considering. Based on what you know about returning to school, you will be able to define the urgency of your decisions in each possible scenario of return:

If you are planning on

- **SCENARIO 1:** returning to school with no physical distancing, it might be the priority to plan to ensure the safety, physical and/or emotion, of your most marginalized students.
- **SCENARIO 2:** returning to school with significant physical distancing, it might be the priority for you to plan for how redesigned operations behind arrival/ dismissal/transitions or how the master schedule should look for your most marginalized students.
- **SCENARIO 3:** returning to school with an extension of distance learning, it might be the priority for you to redesign for how instruction and successful student engagement must look for your marginalized students.

## EXAMPLE OF DEPENDENCY AND COMMIT BY:

DECISIONS	DEPENDENCY	COMMIT BY
Deploying 1:1 Devices	Budget adjustments	ASAP
Upgrading Network Capabilities	Legal consultation and budget adjustments	July 15
Distributing Lunch	Personnel	July 5
Transportation Services	School closure decision	August 1
Virtual Teacher PD	New school year	September



## REFLECTION POINT

Use the following questions to help determine the system to prioritize for redesign:

- *What level of impact do we hope to have on our marginalized populations?*
- *Which system is most urgent based on our most likely return scenario?*
- *Which system should we prioritize?*

## IMPACT

Our impact range falls from broad to targeted, meaning that no quadrant on our matrix represents low impact. Targeted impact highlights that the factor may be more impactful to a subset of students, in this case the marginalized group you identified.



## *This is okay.*

Equity is not about giving everyone the same thing but giving everyone what they need. Do not be deterred by a priority that falls into “targeted” impact for marginalized students. By selecting a system that impacts your marginalized group, you are communicating equity as a priority for your school. It is also likely that items in the “targeted impact” section will address the needs of other stakeholders at the margins and work for those that fall in the [middle](#).

Decide if the system creates impact:

- For a **targeted group** of marginalized students
  - Example: designing a master schedule by prioritizing special education student needs first before other decisions and inputs
- For a **broader group** of marginalized students
  - Example: designing remote classroom instructional models for students with the highest number of failing grades



## EASE

Beyond the two considerations above, it is also important for your team to evaluate the **ease of redesigning** your chosen systems. Define ease relative to the various systems you are considering for redesign. Designing for ease allows for you to uncover feasibility, risk, and resource availability. It also highlights what priorities do not involve the creation of new systems and, as a result, can be addressed more swiftly. A system in which making small tweaks is done with a high degree of ease may not be the system to focus redesign efforts. A system that is highly difficult to change may fall outside of the locus of control of the design team and may be worth advocating for a systems level redesign, whether that is within your network or school district.

## WRITING A PROBLEM STATEMENT

Considering the impact, ease, and urgency of your 1-3 systems should guide you towards one you would like to prioritize. The next step is to frame the system within its identified problem. Framing a problem enables your team to create solutions that are aligned with the needs that bubbled up in your data, while also allowing room for innovative solutions. Create your problem statement by defining the **scope of change** you are making based on **prioritization, data, and self-reflection**. A good problem statement sets clear guardrails without pre-determining a solution:

- **How might we create a safe learning environment within the hybrid learning model for our Black male students?**



## PAUSE TO SHARE INFORMATION

- *Let your school community know why and how your chosen system was failing to serve and uplift all students.*
- *Share your problem statement and why it was crafted*
- *Explain who was the team, how they were engaged, why they were joined*