Design Thinking for Culturally Responsive Teaching

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AGENDA

1. Overview and Introductions
2. Design Challenge: Teacher-Coach Scenario
3. Design Thinking and CRTL Classroom Strategies
4. Design Prototyping and Testing: Sketch it out!
5. Closing
How can educators leverage design thinking to create classrooms that affirm and validate ALL students?
NORMS

1. Be present
2. Step up, step back
3. Assume best intentions
4. Trust the process
5. Have fun!
SCENARIO

A DAY IN THE LIFE ...

OF AN INSTRUCTIONAL COACH
Ms. Parker’s Class

26 students

14 White (54%)
10 Hispanic (38%)
  8 Black (31%)
  4 Other

15 Low-income household (FRL) (58%)
  5 Students who are ELL (19%)
  3 Students with IEPs (12%)

As an instructional coach you have noticed that …

She becomes easily frustrated with certain students and has struggled consistently with classroom management. In addition, Ms. Parker’s struggling readers have not been making gains in their reading benchmark exams and have not been completing their independent reading.
Hi!

I’m excited to meet later this week! I wanted to send along my reading sticker chart. I thought this would be a great way to increase engagement with my struggling readers.

They can complete it in class and also have their parents sign the chart at home. I’m excited to get your feedback on Thursday!

Sincerely,
Ms. Parker
Ms. Parker’s Solution

Independent Reading Sticker Chart

Parent Signature:

adapted from springtimetreats.blogspot.com
GLOW

GROW
The “D” in UDL
UDL
UDL Design?
What is this and who would buy it?
Design Story

embrace

$200
No electricity
No moving parts

$20,000
Hospitals only
20 million every hour
Design Story

Savitha & Ronny
Moral of the Story

Design starts with empathizing with a specific individual
5 STEP DESIGN PROCESS

1. Empathize
2. Define
3. Ideate
4. Prototype
5. Test
Design Thinking

Culturally Responsive Teaching and Learning

EMPATHY
break assumptions
informed action
VALIDATION VS. AFFIRMATION

Core Practices: Affirmation and Validation

In the inner circle of the Ready for Rigor framework, affirmation and validation are two practices that undergird all efforts to operationalize personalization and rapport building. Affirming is simply acknowledging the personhood of each student, appreciating all aspects of them especially those culturally specific traits that have been negated by the dominant culture. Validation, on the other hand, is your explicit acknowledgment to students that you are aware of the inequities that impact their lives. In the next chapter, we will look at the concept of validation in more depth.

Educators that recognize how a student’s cultural background can significantly impact the student’s experience in the classroom

An individual classroom and the education system overall has intentionally or unintentionally created barriers for students of different cultural backgrounds

As educators, we have the power and responsibility - through our instructional practices - to validate different cultural backgrounds to help all students be successful.
I can see their charms and challenges, without the filters of “minority” or “urban” or “at risk.” … The ability to treat students like people and love the mess out of them doesn’t rely directly on race.

-- David Jackson

David Jackson, a ninth-grade teacher, has worked for 10 years in high schools and middle schools in the New York City area.

BREAKING ASSUMPTIONS

Three teaching strategies for affirming and validating
How can educators leverage design thinking to create classrooms that affirm and validate ALL students?
As an instructional coach you have noticed that ...

She becomes easily frustrated with certain students and has struggled consistently with classroom management. In addition, Ms. Parker’s struggling readers have not been making gains in their reading benchmark exams and have not been completing their independent reading.
Ms. Parker’s Solution
I wish my teacher knew ...

Where I’m From poem

Circles of my Multicultural Self
I WISH MY TEACHER KNEW

I wish my teacher knew I don't have a friend to play with me.
WHERE I’M FROM POEM

I’m from dirty dishes and no bed
From screaming and crying babies
When I get home from school

I’m from long train rides and graffiti on the walls
From empty fridges
And dish soap in bathtubs

I’m from “Why isn’t your homework turned in?”
From “Why isn’t your paper signed?”

I’m from a ripped picture of my dad
That hides underneath the covers
I’m from loud noises at night
From tears under sheets cause I’m all alone
I am (a/an) _Chinese_, but I am NOT (a/an) _good at math, or school at all._
DESIGN THINKING

Sketching
How might we help engage in independent reading?
How might we help engage in independent reading?
**DRAWING TIPS**

**WHAT KIND OF SKETCH WILL BEST ILLUSTRATE YOUR IDEA?**

- **Storyboard Sketch**
  Divide your paper into three sections that show how your solution is used beginning, middle, and end.

- **Single Frame Sketch**
  Imagine taking a single photograph of your solution. Draw the most important details.

- **Key Components Sketch**
  Divide your paper into four sections and detail four essential components of your solution.

- **Free Form**
  Use the space in whatever way most clearly presents your solution.

**WAIT! I CAN’T DRAW!**

That’s okay! What makes a good sketch is not that it is photorealistic, creative, or artistic. A sketch is good because it effectively communicates an impactful solution.

- **Show Don’t Tell**
  Draw how the solution looks to the user as they are experiencing or interacting with it.

- **Make it Self-Explanatory**
  Can someone look at your sketch and understand your solution without any additional explanation?

- **Capture the Essential Details**
  Ensure the most important aspects of your solution are clearly drawn with sufficient detail.

- **Give it a Name**
  Don’t forget to give your solution a name that captures the main idea of what it is.
How can educators leverage **design thinking** to create classrooms that affirm and validate ALL students?

**ESSENTIAL QUESTION**

Design starts with empathizing with a specific individual

Empathy is critical to affirm and validate our students

Concrete ways empathy can happen in the classroom

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**Core Practices: Affirmation and Validation**

In the inner circle of the Ready for Rigor framework, **validation** are two practices that undergird all else: personalization and rapport building. **Affirming** is the personhood of education, accounting especially for those cultural voices that have been marginalized or dominated culture. Validation is an ongoing and enduring way to show students that we see and value the experiences of their lives. In the next column, we will go into more depth.
What aspect of UDL, Design Thinking, or Culturally Responsive Teaching and Learning was challenged, changed, or affirmed from this session?

OPTIONAL: Rate this session from 1-5
1: Not very helpful.
5: Very helpful!
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Goalbook helps teachers like Eudelia and Mika scaffold instruction to ensure student success in their classrooms.
When I saw things from a teacher’s perspective, I realized the core of the challenge was student engagement.

Margaret Ellmer, State UDL Coordinator, Mississippi DOE
THANK YOU!

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