



# BRIGHT Pathways for School Equity

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Participant Workbook

BRIGHT-CS Researcher-Practitioner Partnership

2020 - 2021

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# Project Overview

BRIGHT Pathways for School Equity is a research and development project funded by the National Science Foundation. BRIGHT stands for “Building student Retention through Individuated Guided coHort Training.” The BRIGHT Pathways project is a collaborative learning team (CLT) of researchers and educators studying how the system of learning STEM+CS can be improved for culturally and linguistically diverse students, in particular for Black girls and other girls of color.

The BRIGHT Pathways project is part of a learning ecosystem. The BRIGHT-CS project created a student program with middle and high school girls of color in New York City and in Arlington, Virginia to teach computational thinking and computer science in after-school programs and summer camps. The BRIGHT Pathways extends the learning ecosystem to educators to improve the system of learning for students.

*Educational equity is a system where every student receives what they need to actualize their full potential.*

## Acknowledgements

This project is funded by a grant from the National Science Foundation to the University of North Carolina Greensboro (NSF Award # 1837344). Dr. Ryoko Yamaguchi is the principal investigator.



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## Expectations for the CLT

This CLT is an advanced-level course on educational equity and culturally responsive pedagogy. Educators in this CLT are expected to:



1. *Bring an equity-focused growth mindset.*  
Have a “beginner’s mindset”. Bring your curiosity, humility, and vulnerability. Ask, “Why?” Before we can think about solutions, we don’t need to understand the problem. We know what the problem is—inequity. We need to understand the “why.”



2. *Be fully engaged and present with each other and yourself.*  
Participate in synchronous discussions. This is especially important in virtual settings; engage in virtual synchronous discussions. Do not just come to listen.

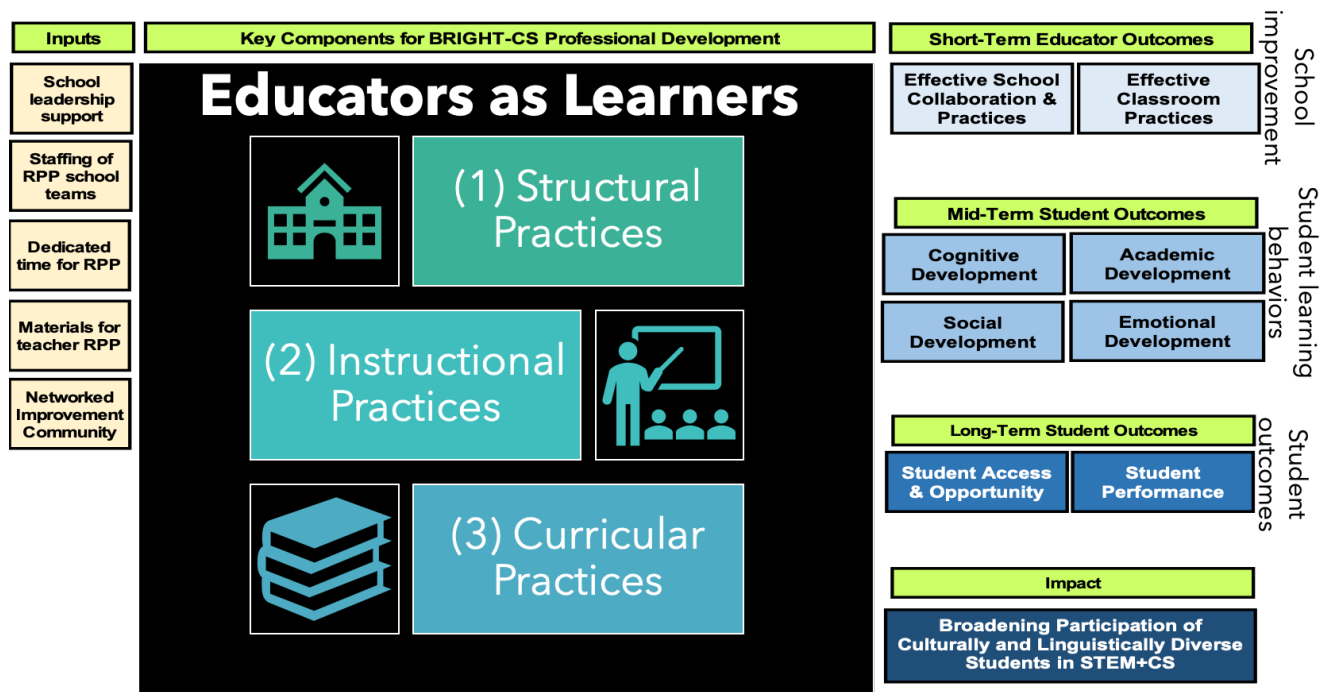


3. *Commit to mindful practice.*  
Reflect on your practice, study the outcomes, and revise the system (your circle of influence). You will conduct a series of adaptive continuous improvement cycles and present your learnings to the CLT.

**Reflections:**

# Conceptual framework: Educators as Learners and Active Designers of Equity

Educational equity is about improving structural, instructional, and curricular practices. Focusing on educators as leaders within these areas will lead to effective school and classroom practices. Effective practices lead to every student developing their academic, cognitive, and social and emotional development. These, in turn, lead to student access, opportunity, and performance.



Reflections:

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# Meeting 1: Structural Barriers to Supports

## (A) Pre-work before the meeting

Concept of focus: Structural aspects of schooling

- Structural aspects of schooling are the organizing principles and mechanisms such as policies, programs, and procedures of how we “do” school. These include written and formal procedures and policies as well as unwritten and informal procedures and policies. In essence, structural aspects of schooling get at the organizational culture (Pollock, 2017).
- Structural aspects of schooling include organizing principles for educators in the system: educator performance and accountability procedures, educator pay scale and promotion procedures, central office supports, and procedures for within school and across school interactions with other educators. Note: Educators include core content teachers, specialists, counselors, and all the student-serving staff in schools.
- Structural aspects of schooling include organizing principles for students in the system (including parents/guardians): grading policies, access and opportunity to participate in various instructional programs, extra-curricular clubs and sports, supplemental supports, and procedures and rules to follow.
- Additional examples of structural aspects of schooling include:
  - Grading policies and procedures.
  - Procedures, regulations, and policies for students to receive gifted services, special education services, 504 services, and English learner services.
  - School scheduling and student schedules such as block scheduling, recess, transition times, 4x4 schedules.
  - Procedures and processes for parent-teacher conferences and parent or student feedback.
  - School scheduling for teacher planning, development and learning.

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## Readings

- Washington Post article on Fairfax County Public School grading, November 24, 2020. Retrieved from: [https://www.washingtonpost.com/local/education/fairfax-schools-more-failing-grades/2020/11/24/1ac2412e-2e34-11eb-96c2-aac3f162215d\\_story.html](https://www.washingtonpost.com/local/education/fairfax-schools-more-failing-grades/2020/11/24/1ac2412e-2e34-11eb-96c2-aac3f162215d_story.html)

## Failing grades spike in Virginia's largest school system as online learning gap emerges nationwide

By **Hannah Natanson**

November 24, 2020 at 7:16 p.m. EST

A report on student grades from one of the nation's largest school districts offers some of the first concrete evidence that online learning is forcing a striking drop in students' academic performance, and that the most vulnerable students — children with disabilities and English-language learners — are suffering the most.

Fairfax County Public Schools in Virginia, which has been mostly online since March, published an internal analysis this week showing that, between the last academic year and this one, the percentage of middle school and high school students earning F's in at least two classes jumped by 83 percent: from 6 percent to 11 percent. By the end of the first quarter of 2020-2021, nearly 10,000 Fairfax students had scored F's in two or more classes — an increase of more than 4,300 students as compared with the group who received F's by the same time last year.

Experts have warned since the beginning of the pandemic, and the unexpected national experiment in online learning, that remote schooling would take a serious academic toll on children.

Now, evidence of poor achievement in virtual classrooms is beginning to emerge nationwide: In the Independent School District in Houston, more than 40 percent of students are earning failing grades in at least two of their classes, according to data reported by the Houston Chronicle. Likewise in St. Paul, Minn., where the superintendent recently reported that nearly 40 percent of St. Paul Public Schools high-schoolers have failing marks, local TV station KARE reported.

Educators have struggled with the question of how to grade students in a virtual environment since the spring. Many districts opted for a pass/fail system to close out the final quarter of the 2019-2020 school year because students and teachers had been thrust into an online-only world with almost no time to adjust or prepare.

But the tactic led to significant dips in engagement and attendance, as families forced to navigate the vagaries of the pandemic prioritized other concerns. So, after school districts built remote learning curriculums from scratch over the summer, many advised teachers they should grade as close as possible to what they normally would come fall. School officials hoped to send a message: Students must take virtual school seriously.

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The apparent consequences of that decision, demonstrated afresh by the Fairfax statistics published this week, are confirming fears about how the pandemic is driving an equity gap in American education that may prove impossible to close. Fairfax's data shows that children who are engaged and care deeply about school — children in stable home situations, whose parents have sufficient resources — will stay engaged in an online environment, while children whose temperament, socioeconomic status or home situation have historically barred them from academic achievement will slip further and further behind.

Children who were middling or poor students suddenly began earning more failing marks, including in classes they had not failed before, according to the Fairfax analysis. Historically low-performing students are seeing an explosion of C's, D's and F's this semester, far more than would have been expected based on their pattern of achievement in past years.

"Results indicate a widening gap between students who were previously performing satisfactorily and those performing unsatisfactorily," the report concludes. "Students who performed well previously primarily performed slightly better than expected during Q1 of this year."

"In contrast, students who were previously not performing well, performed considerably less well," it continues.

Even in normal times, factors such as socioeconomic status, race and whether parents speak English accounted for roughly two-thirds of student achievement scores and standardized test prowess, said Jack Schneider, an assistant professor of education at the University of Massachusetts at Lowell who directs research for the Massachusetts Consortium for Innovative Education and recently published a book on public-school testing.

At this phase of the pandemic, he said, the United States has reached a tipping point: The damage done to schoolchildren with scarce resources is likely to be irreparable. The best thing the nation can do would be to offer everyone a "do-over," Schneider said.

"The default should be, once we're in-person again, everybody could go back to the grade they were in March of 2020," he said. "We need to slow the pace down in the name of equity."

In Fairfax, whose 186,000 students make it the largest school system in Virginia, Superintendent Scott Brabrand said officials are working swiftly to boost grades. He noted many children who were performing well academically before the pandemic are still earning high marks, although he acknowledged that others "who previously struggled in school...continue to do so."

Brabrand added in a statement: "We are working on identifying these students by name and by need and are working on specific interventions to support them right now and as we phase back in person."

Fairfax returned several thousand students to school buildings over the course of the fall, prioritizing students with disabilities, those whose primary language is not English and prekindergarten through elementary students. But as cases rose in the Washington area, the superintendent this month halted plans for further returns and sent some groups back to all virtual learning.



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On Monday, Brabrand announced that nearly 3,000 more students — elementary-schoolers and high school students taking career and technical classes — would return to online-only instruction. He said Fairfax has already tried to help struggling children by instituting “catch-up days” and extending the first-quarter grading period.

The school system also revised its student workload to make it less onerous this semester, for example instructing teachers to give students no more than one hour per week of homework for each course.

And the school system adjusted grading: Fairfax teachers are supposed to provide “additional flexibility” on deadlines, to accommodate student absences without penalizing them and to allow ample opportunities for test retakes, according to guidance posted online.

But one Fairfax high school teacher, who spoke on the condition of anonymity for fear of retribution from the school system, said he is doing all of these things— and still, 50 to 70 percent of his 150 students are achieving D’s and F’s, whereas before they had earned B’s and C’s.

This teacher is pursuing a very generous late policy, he said. And whenever he finds out that a student is facing extreme circumstances at home — for example, the student who was evicted from his home midway through the pandemic, or the other student whose father recently got the coronavirus — he sits down with the child to develop an adjusted work schedule.

The problem is that students do not always tell him of their troubles. And, like his colleagues, he teaches far too many children to be able to sit down individually with every one of them to investigate their home life and then plan an individualized course of study. Nor can he relax standards entirely, because then he wouldn’t be doing his job as a teacher and making sure children learn.

“I’m working multiple extra hours per week to figure out ways to bridge the gap and get the kids where they need to be,” he said. “It really is exhausting. Co-workers of mine, usually some of the most energetic and vivacious, are worn down, too.”

Bob Farrace, spokesman for the National Association of Secondary School Principals, said educators nationwide are undergoing similar trials — and pushing themselves to the brink of breakdown to keep students learning and achieving in the classroom.

“But with so many challenges at once,” he said, “it’s like they’re holding back a tidal wave with a broom.”

Farrace said he is hearing about spikes in D’s and F’s from superintendents across the country. The Fairfax report, compiled over the past few weeks by the school system’s research arm, offers a window into how the consequences of online learning differ by things children have no control over: race, learning ability or whether they were born into English-speaking households.

Younger Fairfax students are struggling more than older ones: The percentage of middle-schoolers receiving at least two F’s quadrupled, while the percentage of high-schoolers scoring at least two F’s

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increased by 50 percent. The percentage of students with disabilities earning at least two F's, meanwhile, more than doubled, while the percentage of children for whom English is a second language receiving at least two F's rose by 106 percent to account for 35 percent of all children in this group.

Among racial groups, Hispanic students were most affected: The percentage of these students with at least two F's jumped from 13 to 25 percent.

Comparing grades achieved in past years with grades this year showed that the drop in passing grades is significant and unprecedented. The likelihood of passing an English class decreased by 40 percent this year for all students, according to the analysis, while the likelihood of passing mathematics decreased by 30 percent.

Student achievement is seriously off track in these two subjects from what would have been expected based on past performance. According to the analysis, 35 percent of all Fairfax students are underperforming in math, and 39 percent are underperforming in English.

Again, the dip is especially severe among vulnerable children and those for whom English is not their first language. Students with disabilities and Hispanic students both saw large spikes in underperformance, compared with other demographic groups studied.

But by far the biggest drop came for learners whose primary language is not English: Forty-seven percent are underperforming in math this year, while 53 percent are underperforming in English.

Fairfax mother Rocio Portillo, 35, said she was saddened but not surprised by the report. That's because of what happened this semester to her daughter, a 17-year-old high school junior.

The teen achieved mostly A's and B's pre-pandemic. She was on track to fulfill her dream of studying forensic psychology in a four-year college. That wish is shared by her mother, who never finished college.

Then online learning hit. The teen cried every day during the first week this semester because she finds Zoom school nearly impossible to follow: The format is confusing and some teachers talk too fast. Despite hours of studying every day, her grades have slipped to C's and one F.

Recently, Portillo sat down with her daughter to suggest attending community college.

"What breaks me is that I know she's trying, I know she is giving it her all," Portillo said. "She knows that college is important. She wants to be somebody in life."

- From the *Grading for Equity* book.

Joe Feldman (2019) says that grading is the “third rail” of schools. Reflect on the three pillars of grading and examples of grading practices for equity. Now think about your “web of belief” of grading (e.g., what is the purpose of grades).

PILLAR	DRIVING PRINCIPAL	GRADING PRACTICES
<b>ACCURATE</b>	Our grading must use calculations that are mathematically sound, easy to understand, and correctly describe a student’s level of academic performance.	<ul style="list-style-type: none"> <li>• Avoiding zeros</li> <li>• Minimum grading</li> <li>• 0-4 scale</li> <li>• Weight more recent performance</li> <li>• Grades based on an individual’s achievement, not the group’s</li> </ul>
<b>BIAS-RESISTANT</b>	Grades should be based on valid evidence of a student’s content knowledge and not based on evidence that is likely to be corrupted by a teacher’s implicit bias or reflect a student’s environment.	<ul style="list-style-type: none"> <li>• Grades based on required content, not extra credit</li> <li>• Grades based on student work, not the timing of work</li> <li>• Alternative (non-grade) consequences for cheating</li> <li>• Excluding “participation” and “effort”</li> <li>• Grades based entirely on summative assessments, not formative assessments (such as homework)</li> </ul>
<b>MOTIVATIONAL</b>	<p>The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.</p> <p>The way we grade should be so transparent and understandable that every student can know their grade at any time and know how to get the grade she wants.</p> <p>Equitable grading distinguishes practices that build “soft skills” without including them in a grade</p>	<ul style="list-style-type: none"> <li>• Minimum grading &amp; 0 – 4 scale</li> <li>• Renaming grades</li> <li>• Retakes and redo’s</li> <li>• Rubrics</li> <li>• Standards scales</li> <li>• Tests without points</li> <li>• Standards-based grade books</li> <li>• Emphasizing self-regulation</li> <li>• Creating a community of feedback</li> <li>• Student trackers</li> </ul>

Feldman, J. (2019). *Grading for Equity: What it is, why it matters, and how it can transform schools and classrooms*. Thousand Oaks, CA: Corwin Press. p. 228.

- From the *School Talk* book.

Reflect on the School Talk figure below (Pollock, 2017). Notice all of the different educators, culture, and systems that a student has to navigate. Now think about what it is like for a culturally and linguistically diverse student to navigate the different educators, culture, and systems at your school.

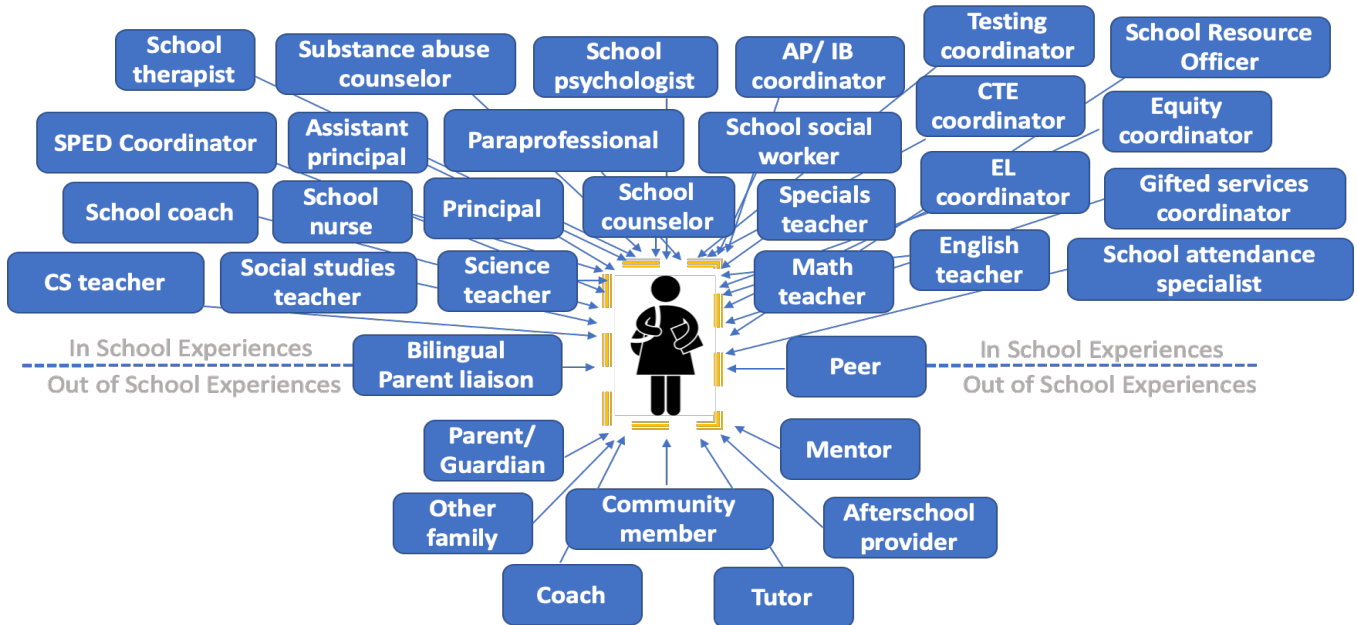


Figure adapted from: Pollock, M. (2017). *Schooltalk: Rethinking what we say about—and to—students every day*. New York, NY: The New Press.

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## Ponderings

Refer back to the 17 year old high school junior in the article. The teen achieved mostly A's and B's pre-pandemic and was on track to fulfill her dream of studying forensic psychology in a four-year college. Now, the teen cried every day during the first week of school. Her grades have slipped to C's and one F.

Her mom sat her daughter down to suggest attending community college. Her mom said, "What breaks me is that I know she's trying, I know she is giving it her all. She knows that college is important. She wants to be somebody in life."

1. Identify your role in the School Talk figure. Who are you in relation to a student like this 17 year old junior?
2. Ponder the structural barriers for learning.
3. Ponder the structural barriers for educating.

## (B) Meeting 1 presentation and discussion probes

### Activating our equity-focused growth mindset

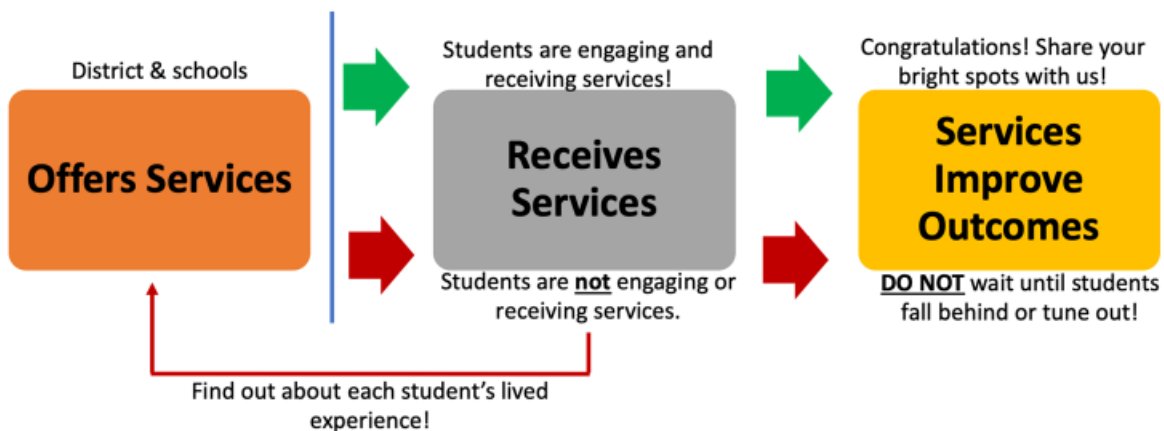


Reflect and set our intentions for deep engagement:

- How will me being an educator be an **asset** to this discussion?
- How will me being an educator be a **challenge** to this discussion?

### Educators as learners: Feedback loops

We learn through a feedback loop of receipt of services through techniques such as empathy interviews and an adaptive implementation continuous improvement cycle. To learn to improve, we need the feedback loop with data.



### Case study: Grading policy as a structural barrier



The 17 year old junior who was on track to fulfill her dream of studying forensic psychology in a four-year college is now:

- Getting mostly C's and an F.
- Talking about attending community college
- Cries every day but is still "giving it her all."

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**Discussion probes:**

1. What are the structural barriers for learning?
2. What are the structural barriers for educating?
3. With this data, what can the school do to improve school and classroom practices?

*For next time...*

1. Think about a structural barrier at work in your classroom or circle of influence.
2. Test out a solution using Adaptive Implementation.



## (C) Study and share for next meeting: Structural barriers to supports

1. Reflect on your classroom (or school) policies and practices.
  - Think about grading policies, attendance policies, referral policies (all referral policies from discipline to gifted services), student club policies, etc.
  - Think about practices for teachers, such as how planning time works, professional learning works, etc.
  - Think about practices for students, such as how to access counselors and teachers, how to navigate School Talk in and outside of school.
2. Conduct empathy interviews with students or other educators.
  - Connect with your students or fellow educators to better understand how structural barriers are working in your class or school.
  - You just need two empathy interviews from either end of the spectrum.
3. Identify one structural barrier.
  - From the empathy interview data, identify one structural barrier.
  - The structural barrier you identify should come from the data. Do not identify one without data. Verify with data.
  - The structural barrier you identify should be within your circle of influence (Covey, 1989; Hammond, 2015).
4. Strategize for one structural support.
  - Think small wins. Small wins are concrete, complete, implemented outcomes of moderate importance that can produce visible results (Correll, 2017; Weick, 1984).
5. Test it out using an adaptive implementation continuous improvement approach.
  - Refer to the Adaptive Implementation book (Yamaguchi, Avery, Cervone, Dimartino, & Hall, 2017).
  - The key to the process is using data to test an enacted practice and then learning from it.
  - Follow the Adaptive Implementation worksheet on the next page.



## Meeting 2: Structural Barriers to Supports

### (A) Adaptive implementation cycle 1: Dig out structural barriers, plant equity



**Core Goal:** Supporting each student's academic, cognitive, and social and emotional development.

#### **Problem of Practice (Structural barrier):**

Based on empathy interviews, observations, cross-walk analysis, or ponderings:

1. What do we need to see? [Classroom or school short-term outcome]
2. What resources do we need? [Resources for teaching & learning]
3. What will we do? [Structural support: Think small win. Data collection.]
4. What did we do? [Data results]
5. What did we learn? [I used to think x, now I know y.]

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(B) CLT learn and share notes

Structural Barriers	Structural Supports
Ideas to try in my classroom or school	

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# Appendix

## Forthcoming workbook sections

- Curricular barriers and supports
- Instructional barriers and supports
- CS50 from Harvard University

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## References

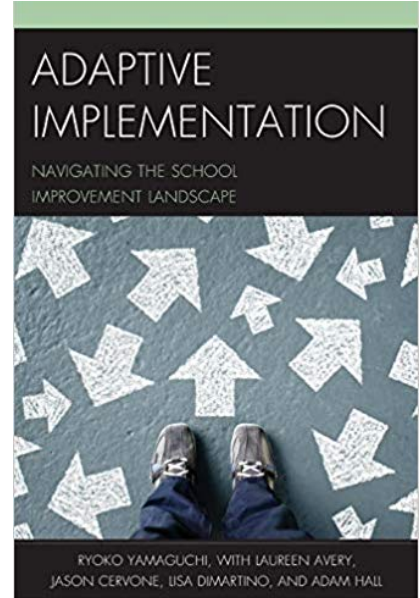
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# How to continuously improve: Adaptive implementation

1. Adaptive implementation is a continuous improvement process that centers educator’s lived experience of making adaptations while teaching.

AI addresses three main challenges to school improvement:

- Not speaking the same jargon...but the same words
- Tensions between technical and adaptive systems (e.g., fidelity of implementation)
- Not learning from adaptations made in the field



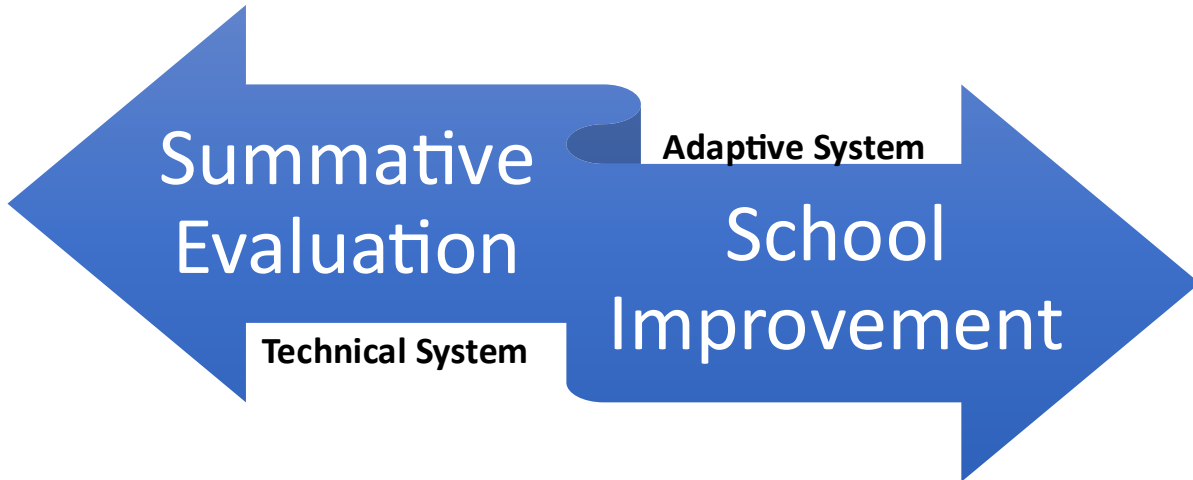
## Challenge 1: Not speaking the same jargon

### Challenge 1: “You say Tomato, I say Tomato”

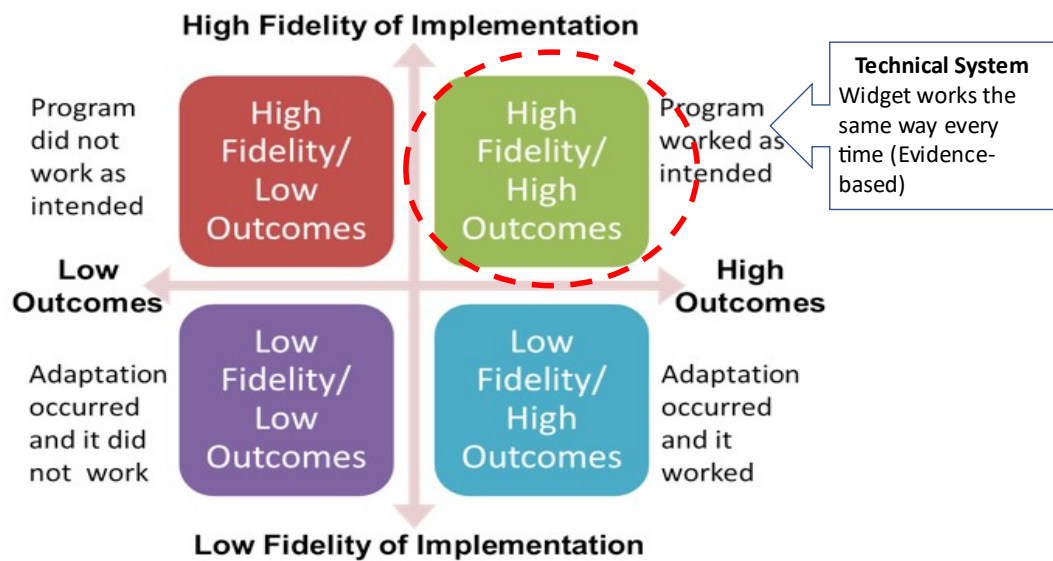
What We Say	What We Mean
<b>Researchers</b> Data Evidence Partnerships	➤ Generalizable, no selection bias (external validity) ➤ What Works Clearinghouse (internal validity) ➤ Where I can get data
<b>Policy Makers</b> Data Evidence Partnerships	➤ Accountability, Annual Measurable Objectives (AMOs) ➤ Experts, curriculum/standards developer-reports ➤ Where I can communicate to a bunch of people
<b>Practitioners</b> Data Evidence Partnerships	➤ Johnny in my class ➤ Johnny’s DRP test went up from MP1 to MP2 ➤ What’s that?

Challenge 2: Technical and adaptive systems

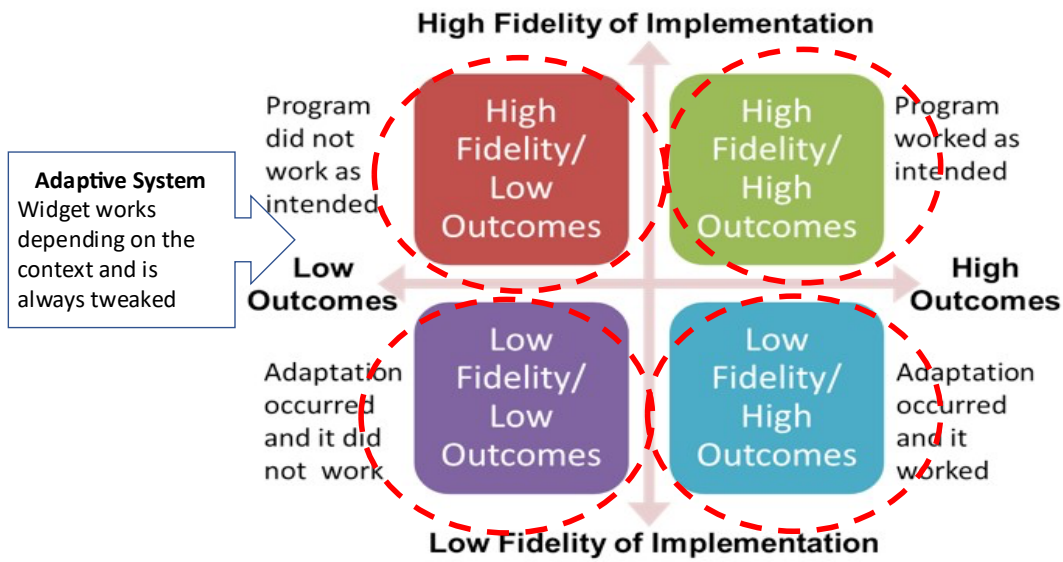
Challenge 2: Fidelity of Implementation



Summative Evaluation

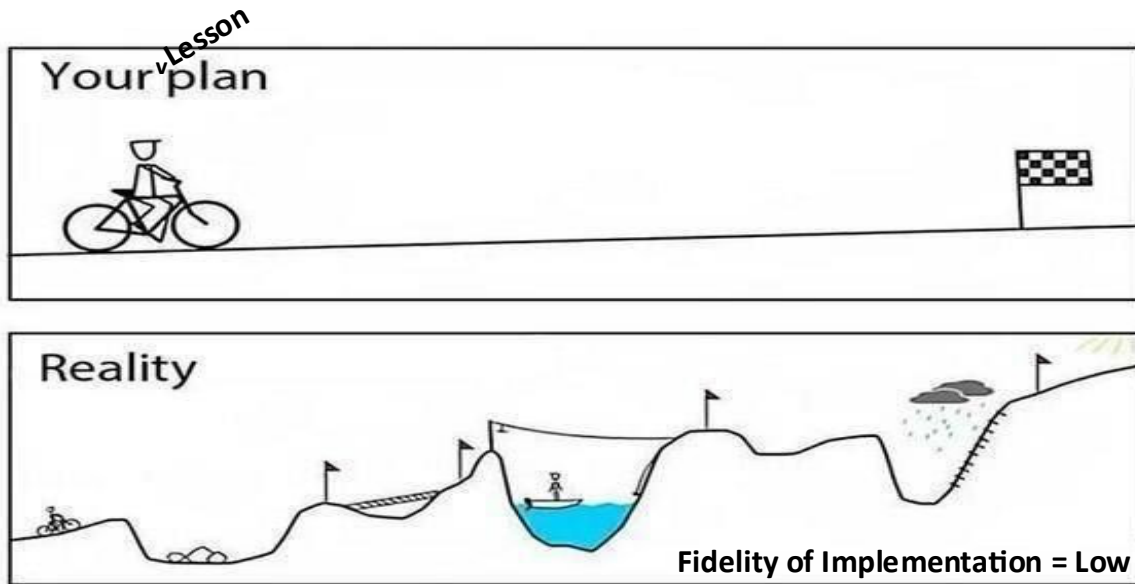


# School Improvement

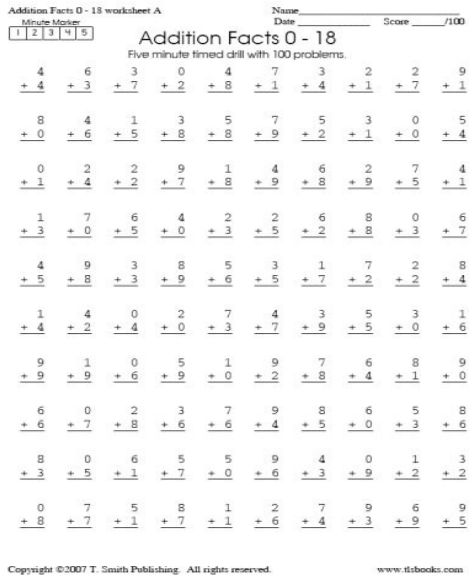


## Challenge 3: Not learning from adaptations

### Challenge 3: Survival of the Fittest



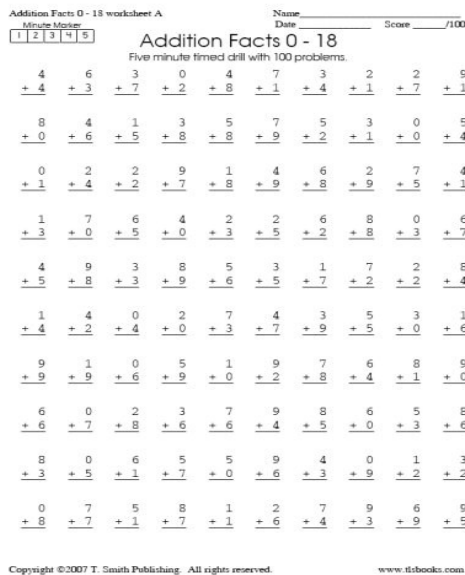
# Adaptation Happens in Education



Typical worksheet with various uses:

- Homework assignment
- Quick formative assessment during class
- Work assignments for substitute teachers
- Flipped classroom for in-class work
- Regular in-class work
- Supplemental assignment

# Adaptation Happens in Education



## Addition Facts 0-18

$4$	$1$	$8$
$+ 4$	$+ 5$	$+ 9$
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Ryoko Adapted →

Draw it out:                      Draw it out:                      Draw it out:



## 2. Adaptive Implementation: The Why and the What



# Why Adaptive Implementation?

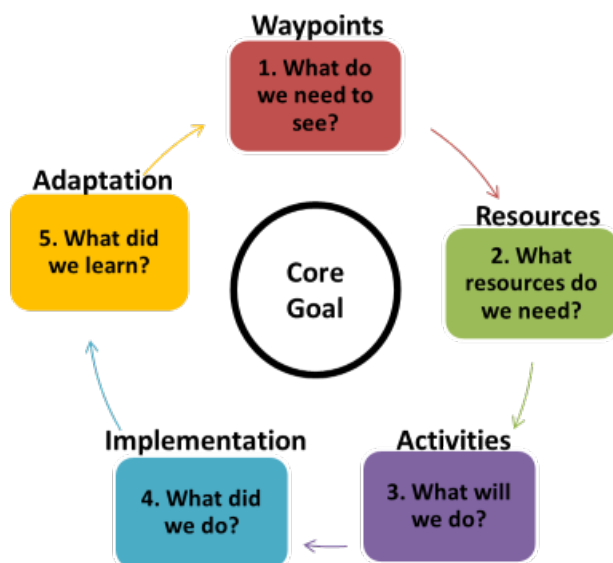
- **Assumptions:**

- Teaching is a craft, an art-form
- Teaching involves both technical skills and adaptive skills/processes

- **Adaptive Implementation seeks to:**

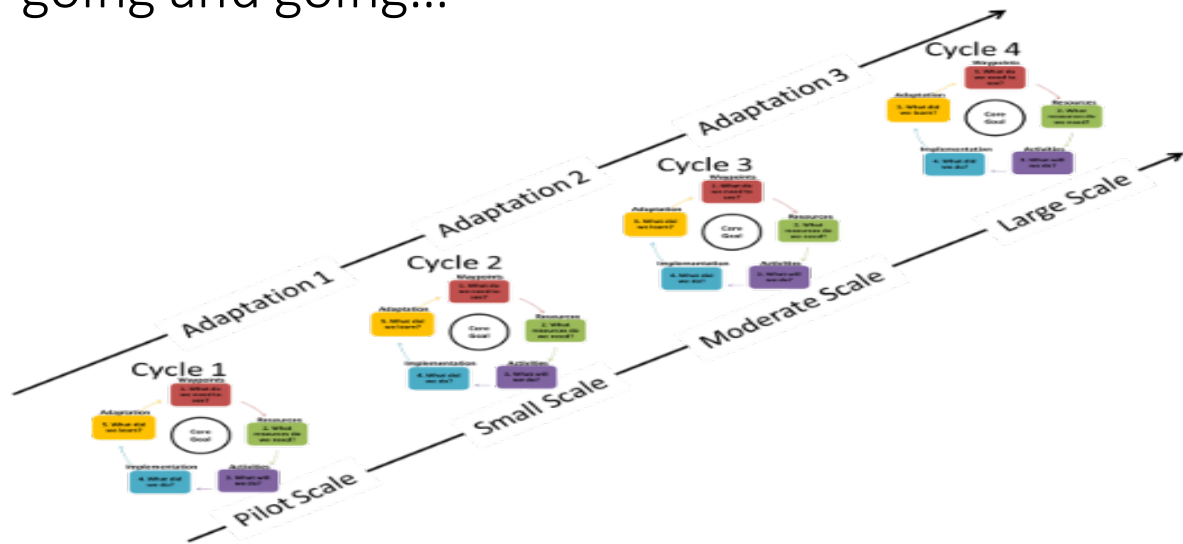
- Improve teaching and learning through capturing and learning from adaptations
- Improve schools by capturing and learning from adaptations
- Apply “engineering” or “design thinking” to school improvement

## What is Adaptive Implementation?



- AI is a structured framework for a continuous improvement approach.
- Aligned with the PDSA Cycle
  - Plan: Step 1-3
  - Do: Step 4
  - Study: Step 5
  - Act: Arrow to Step 1 [Note: Core goal does not change]

# Adaptive Implementation Process: It keeps going and going...



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## How to conduct empathy interviews

1. The core goal is to support student's academic, cognitive, social and emotional development. **Identify the problem of practice through data.** Conduct empathy interviews to understand the lived experience of your students (or your fellow educators).
2. Engage in a *conversation* with 2 students or your fellow educators.

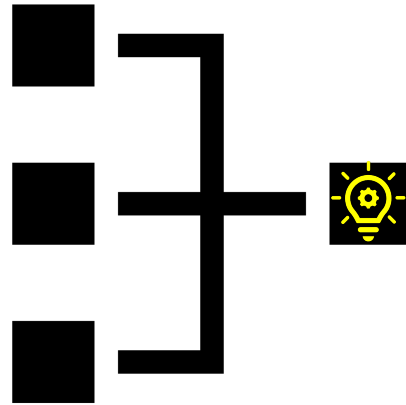
An empathy interview should feel less like an interview for a research study and **more like a conversation with a friend.**



- 
3. Empathy interviews are a great technique to *gather data*. Do not fall into the trap of thinking “quantity over quality” or “either/or” thinking. Data is only as good as how it is used to help us improve our thinking.

## Why is an empathy interview important?

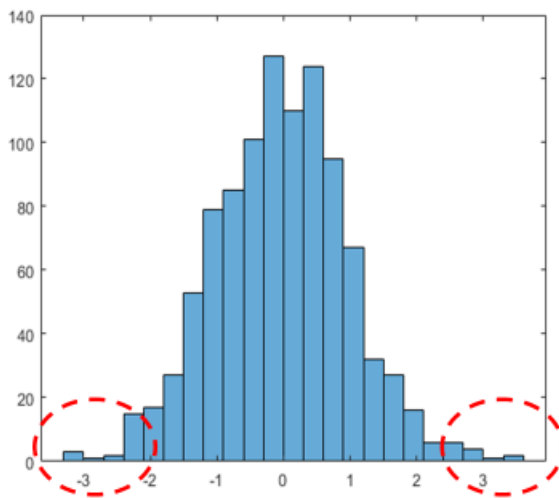
- Helps to understand students’ thoughts, emotions, and motivations to determine **how to best support** them.
- Helps to **see the system** that the student is in.
- Helps to **identify needs and gaps** that students have.



4. When selecting students for empathy interviews, *seek outliers*. Select students at opposite ends of a continuum on a variable of your choice:

- Assignment revisions—A student who always revises and resubmits work and a student who never revises and resubmits work.
- Office hour attendance—A students who always comes to office hours and a student who never comes to office hours.
- Virtual class participation—A students who always participates verbally and a student who rarely participates verbally.
- Video—A student who always has their video on during virtual class and a student who never has their video on.

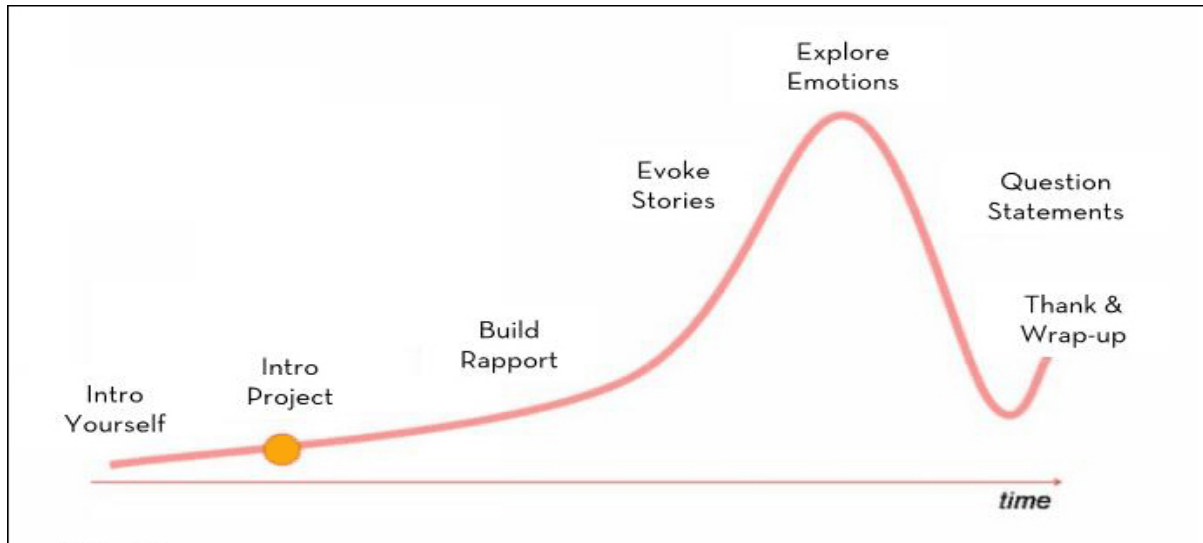
## The value of outliers



- The story of outliers
- The story of best practices (Bright Spots)
- The story of challenges and lessons learned (What Not to Do)
- The story of the “real” problem and core goal

5. Empathy interviews should *never exceed* 10-15 minutes.

## The flow of an empathy interview



Source: <http://dschool-old.stanford.edu/wp-content/themes/dschool/method-cards/interview-for-empathy.pdf>

6. Empathy interviews have 1-3 *open-ended questions*. Examples include:

- Tell me about the time a school or class policy (“rules” like grading or attendance, procedures like starting a club or getting extra help) worked for you.
- Tell me about the time a school or class policy did not work for you.

## Example question starters

- Tell me about the time...
- Tell me about the last time ...
- Can you help me understand more about...
- What are the best / worst parts about...

- Tell me more...
- Why was that?
- What were you feeling?

7. Once you gather the *personal narratives*, create headlines.



## Data and analysis

- Create headlines
  - Remain descriptive
  - Stick to the data
  - One idea per headline
  - Not too long, not too short
- Summarize into a narrative
  - What are the headlines telling you about the causes of inequity?
- Get face-validity on the narrative
  - Get a gut check on if your narrative makes sense

8. It never hurts to get *face-validity* (i.e., a reality check) by asking, “This is what I found, but does it make sense to you?” with your fellow educators or students.



## Getting face-validity

- Seek liberatory collaboration
- Present your draft findings to diverse stakeholders and ask, “How does this sound to you?” or “Does this make sense to you?”
- You may need to go back to your data to revise your analysis, headlines, and narrative.

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**Interested in more information on empathy interviews? Check out these resources:**

Stanford University Design School, Liberatory design:

- <https://dschool.stanford.edu/resources/equity-centered-design-framework>

Stanford University Design School, Empathy Interview Method:

- <http://dschool-old.stanford.edu/wp-content/themes/dschool/method-cards/interview-for-empathy.pdf>

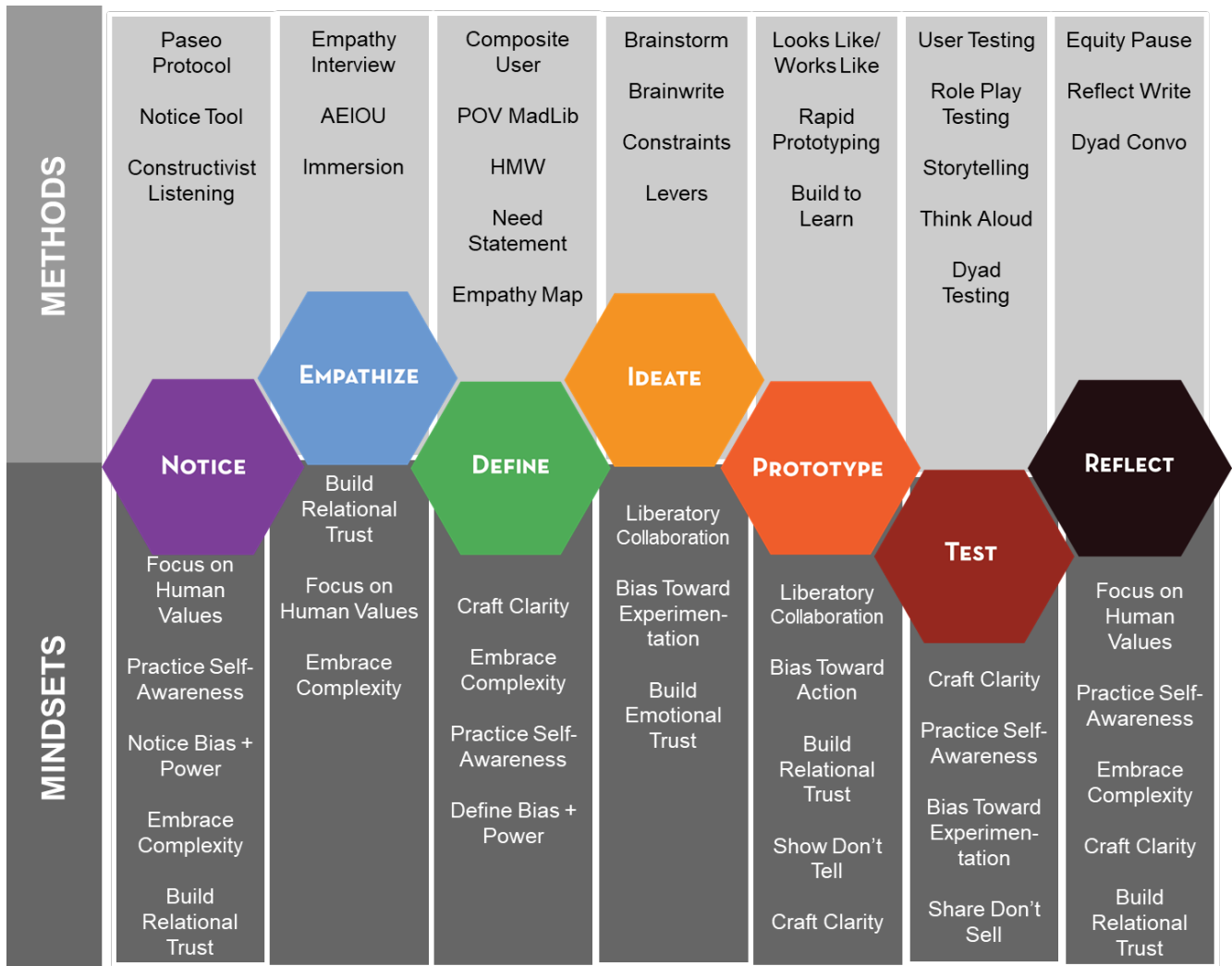
Los Angeles Unified School District, Empathy Interview Protocol:

- <https://achieve.lausd.net/site/default.aspx?PageType=3&ModuleInstanceID=45379&ViewID=C9E0416E-F0E7-4626-AA7B-C14D59F72F85&RenderLoc=0&FlexDataID=65278&PageID=12036&Comments=true>



## [Optional] CS50 preview

Did you know that empathy interviews are part Design Thinking, a methodology used in computer science? Unlike qualitative research methodology in social science, empathy interviews are part of understanding the users to better design products. This “design thinking” coupled with equity is Stanford University’s Liberatory design process. More school districts are using this technique to improve schools.



Retrieved from: <https://dschool.stanford.edu/resources/equity-centered-design-framework>

CS50 is Harvard University’s Introduction to Computer Science, the largest class offered at Harvard, and one of the most widely accessed courses in the world. For the purposes of our work together, we’ll be engaging with CS50 resources to glean unique ways to encourage students to think, as David Malan, the creator of CS50 says, “...more critically, more methodically, and more computationally”. These skills will support student’s academic, cognitive, social and emotional development.

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**Interested in more information on CS50? Check out these resources:**

David Malan's "This Is CS50" (00:01:51):

- <https://youtu.be/3oFAJtFE8YU>

**CS50X Open Courseware**

- Professor Malan creatively uses props to teach computational thinking—from making peanut butter and jelly sandwiches, phonebooks, to rubber ducks. We will go through curated modules to learn how computational thinking can be inculcated in your work to develop student's academic, cognitive, social and emotional development but to also identify best practices in engaging pedagogy.
- <https://cs50.harvard.edu/x/2019/#week-0>