

Advancing Racial Equity in Education

A Toolkit for Better Serving the Needs and Strengths of All Students

Section #1: Becoming a Leader for Racial Equity

Section #2: Building Communities of Practice

Section #3: Addressing Systemic Racism Through Design

Section #4: Supplemental Materials

Section #1:

Becoming a Leader for Racial Equity

"We live in a country where those who know the most about education have the least say and those who know the least have the most say."

– Pedro Noguera, Distinguished Professor of Education, UCLA

BACKGROUND

An understanding of one's own racial identity and experience is essential for effectively targeting structures and mental models that perpetuate racial disparities in education.

Many school leaders and teachers have the desire to address issues of equity in their school communities, but they often take immediate action without first gaining awareness of their own racial identities, experiences, and beliefs. Without this awareness, the attempt to address the needs of students of color may rely on inaccurate assumptions that lead to ineffective or harmful actions. School communities first must create a culture of continuous reflection with people of different racial backgrounds in order to raise the collective racial consciousness that must underlie any future initiatives aiming to unlock success for students of color.

WHAT IS IN THIS SECTION?

This set of resources provides reflective prompts and exploratory methods to develop a deeper understanding of how race impacts all—the first step for advancing racial equity.

ACTIVITIES:

- Unpacking the Invisible Knapsack of White Privilege
- Expanding Your Self-Awareness Part 1: Individual Reflection
- Expanding Your Self-Awareness Part 2: Group Discussion
- Engaging and Understanding Multiple Perspectives



ACTIVITY #1: Unpacking the Knapsack of White Privilege

Activity Time: 20-30 minutes

What You'll Need: Pens, "Unpacking the Knapsack of White Privilege Worksheet"

Overview

This exercise aims to unveil the distinct and hidden ways that race impacts individuals' daily lives.

Source: Adapted from "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh.

To order a free copy of any or all of Peggy McIntosh's articles, please email her directly at mmcintosh@wellesley.edu.

Steps

1. Gather a group comprised of individuals with differing racial backgrounds.
2. Take approximately 5-10 minutes for everyone to individually provide their answers on the questionnaire.
3. Tally individual scores.
4. Have participants find a partner with a different score range than their own and discuss their scores: *What surprised them? What didn't?* Remember to listen with the intention of learning about each other's lived experiences.



ACTIVITY #2: Expanding your Self-Awareness Part 1 - Individual Reflection (Complete before Part 2 of this exercise)

Activity Time: 25-30 minutes

What You'll Need: Pen, notebook, "Expanding Your Self-Awareness: Individual Reflection Guide"

Overview

This reflective exercise is fundamental before taking action that impacts the educational experience of diverse students.

Source: Adapted from Singleton, G. (2015) *Courageous Conversations about Race, a Field Guide for Achieving Equity in Schools*

Steps

1. Find an environment that is conducive for reflection.
2. Take your time processing and answering the initial questions found on the "Expanding Your Self-Awareness Part 1: Individual Reflection Guide".



ACTIVITY #3: Expanding your Self-Awareness Part 2 - Group Discussion

Activity Time: 30-60 minutes

What You'll Need: Written reflections from Part 1 of the activity, "*Expanding your Self-Awareness Part 2: Group Discussion Guide*"

Overview

This exercise sets the groundwork for conversing with others about race and racism, and investigating how race and racism impact the climate of the American public school system.

Source: Adapted from Singleton, G. (2015) *Courageous Conversations about Race, a Field Guide for Achieving Equity in Schools*

Steps

1. Gather a group of individuals with differing racial backgrounds who have completed Part 1 of this exercise.
2. Collectively discuss your answers to each question on the "*Expanding Your Self-Awareness Part 1: Individual Reflection Guide*".
3. To further the conversation, discuss the questions provided on the "*Expanding your Self-Awareness Part 2: Group Discussion Guide*".



ACTIVITY #4: Engaging and Understanding Multiple Perspectives

Activity Time: Over the course of two weeks

What You'll Need: Pen, notebook, "*Interview Guide: Crafting Interview Questions*", "*Notes and Observations Worksheet*"

Overview

Having in-person conversations helps one develop a deep understanding of others' experiences and views around race, equity, and education. It provides an opportunity to facilitate deeper interactions, to uncover insights into why things are the way they are, and to see the challenge of advancing racial equity from different points of view. It also provides the space to practice active listening and empathy—core skills for engaging in work around racial equity.

Steps

1. Find 3-5 students of varying racial backgrounds and schedule a time to talk with them.
2. Develop questions using the "*Interview Guide: Crafting Interview Questions*" resource. Remember, you are trying to learn as much as you can about their experience, not inserting your own experience.
3. Talk with the students to learn about how they understand race and racism, and how race impacts their lives while in school.
4. Record notes using the "*Notes and Observations Worksheet*" or a notebook.

Section #2:

Building Communities of Practice

“Daring greatly means to be vulnerable. It means to show up and be seen. To ask for what you need. To talk about how you’re feeling. To have the hard conversations.”

– Brené Brown, Research Professor at the University of Houston

BACKGROUND

Addressing issues of racial equity in school communities requires that we reduce the professional-personal divide that hinders vulnerable, courageous conversations.

Enacting change requires the ability to navigate uncertainty, risk, and emotional exposure. Whether school leaders and teachers are working with new colleagues or ones with whom they have had a long-term professional relationship, it can be difficult to build trust and create a space for open, authentic dialogue around race without sharing personal racial backgrounds and experiences. Embracing vulnerability and discomfort when conversing about racial issues accelerates learning around how to address issues of racial inequity in school communities.

Communities of practice are groups of people who share a craft or profession and who join together to engage in a process of collective learning and action. Communities of practice, in an education setting, allow teachers to self-organize around topics of their choosing. These communities position teachers to learn from and with one another on pressing issues related to their work, such as racial equity.

WHAT IS IN THIS SECTION?

This section and its accompanying resources outline the process for building communities of practice. It also provides guides for teachers and school districts to begin forming teacher-led communities of practice that aim to reduce racial disparities in schools.

ACTIVITIES:

- Learn About Communities of Practice
- Confirm Completion of “*Expand Your Self-Awareness*” Activities
- Gather the Core Members of Your Community of Practice



ACTIVITY #1: Learn About Communities of Practice

Activity Time: 15-20 minutes

What You'll Need: Pen, notebook, "*Communities of Practice Overview*"

Overview

Before implementing a community of practice, teachers and school leaders need to understand best practices for establishing them.

Source: Adapted from Wenger-Trayner, Etienne, and Beverly Wenger-Trayner. (2015) "Introduction to Communities of Practice." Wenger-Trayner, wenger-trayner.com.

Steps

1. Read through the provided "*Communities of Practice Overview*".
2. Record any thoughts or questions regarding communities of practice in a notebook.
3. Seek out supporting information from various sources—particularly other teachers, school leaders and students—about how to best implement a community of practice in your specific context.



ACTIVITY #2: Confirm completion of "*Expand Your Self-Awareness*" Activities

Activity Time: Over the course of several weeks

What You'll Need: Pens, notebooks, copies of the *Section 1: Becoming a Leader for Racial Equity* worksheets for all team members

Overview

If you have not already done so, complete the exercises in the *Section 1: Becoming a Leader for Racial Equity* part of this toolkit.

Steps

1. Have each member of your prospective community of practice complete all activities in Section 1.



ACTIVITY #3: Gather the Core Members of Your Community of Practice

Activity Time: Consistently over time

What You'll Need: Community members' written reflections from Section 1 activities, copies of the *"Collective Vision Madlib Worksheet"*, *"Community of Practice Facilitation Guide"*, pens, notebooks

Overview

While it may be uncomfortable to share personal stories and thoughts about equity, race, and racism with others, this act is essential for challenging the culture of silence on race. The power of communities of practice is unleashed when community members meet together, share experiences and ideas, and assist each other in creating change.

Steps

Use the *"Community of Practice Facilitation Guide"* to facilitate your first meetings. Consider holding your initial meetings around these key agenda items:

1. Understand what is drawing people to this issue. Ask each person to respond to questions such as: *Why do you want to address issues of racial equity in education? What is the source of your motivation?*
2. Have group members present findings of their exploratory research completed in Section 1's *"Engaging and Understanding Multiple Perspectives"* activity.
3. Establish a collective vision statement on advancing racial equity using the *"Collective Vision Madlib Worksheet"*.
4. Establish norms for effective interracial dialogue on race and student success.

Section #3: Addressing Systemic Racism Through Design

"All paradises, all utopias are designed by who is not there, by the people who are not allowed in."

– Toni Morrison, Novelist, Editor, and Professor Emeritus at Princeton University

BACKGROUND

This section turns attention to understanding the root causes of systemic racial inequity and developing solutions to address systemic racism.

Racial disparity within education is a complex issue. Without the ability to discern invisible structures and beliefs that maintain educational inequity, individuals produce point solutions that at their best treat symptoms, and at their worst continue to support structures and beliefs that do not value the needs of students of color. Teachers and school leaders must be able to discern problems generated from the underlying inequitable structures and beliefs in order to develop effective practices that go beyond point solutions.

WHAT IS IN THIS SECTION?

Adapted from the Business Innovation Factory's design methodology, this section underlines how to look through a systems-level, human-centered design lens when designing approaches to reducing systemic racial disparities in education.

ACTIVITIES:

- Learn About the BIF Design Methodology
- Shift Our Lens
 - Conduct Ethnographic Research
 - Find Patterns and Assess the Scope of Challenges
 - Synthesize Learnings into Actionable Insights and Design Principles
- Conceptual Design
 - Brainstorm Ideas
 - Articulate Ideas
 - Provide Effective Feedback
 - Prioritize and Evaluate Ideas
- Prototype and Test
 - Plan and Run a Prototype
 - Debrief the Prototype



ACTIVITY #1: Learn About the Business Innovation Factory Design Methodology

Activity Time: 15-20 minutes

What You'll Need: Pen, notebook, "*Design Methodology Overview*"

Overview

Before undertaking the design process to address issues of systemic racism, teachers and school leaders need to understand the processes and best practices for human-centered design.

Source: Adapted from the Business Innovation Factory's Design Methodology. Learn more at www.businessinnovationfactory.com

Steps

1. Read through the provided "*Design Methodology Overview*", which includes an overview of the phases of design: *shift*, *conceptual design*, and *prototyping*.
2. Record any thoughts or questions regarding the design methodology in a notebook.
3. Seek out supporting information from various sources—particularly other teachers, school leaders and students—about how to best implement the design process in your specific context.



SHIFT ACTIVITY #1: Conduct Ethnographic Research

Activity Time: Over the course of several weeks

What You'll Need: Pen, notebook, "*Exploration Methods Overview*", "*Roadmap for Exploration Worksheet*", "*Notes and Observations Worksheet*", "*Research Debrief Worksheet*"

Overview

Conducting qualitative research helps one develop a deep understanding of others' experiences and views around race, equity, and education. It provides an opportunity to facilitate deeper interactions, to uncover insights into why things are the way they are, and to see the challenge of advancing racial equity from different points of view. It also provides the space to practice active listening and empathy—core skills for engaging in work around racial equity.

Steps

1. Read through the "*Exploration Methods Overview*" to understand qualitative research and begin developing a research strategy.
2. Use the "*Roadmap for Exploration Worksheet*" to record and share your research strategy with your community of practice.
3. Conduct interviews and observations with students, teachers, and school leaders, and use the "*Notes and Observations Worksheet*" and "*Research Debrief Worksheet*" to record your raw findings.



SHIFT ACTIVITY #2: Find Patterns and Assess the Scope of Challenges

Activity Time: 2-3 Hours

What You'll Need: Pen, notebook, "*Problem Tree Guide*", "*The Iceberg Model Guide*", "*5 Whys Worksheet*"

Overview

After completing ethnographic research, you must dive deeper into the underlying causes of challenges you witnessed and heard in order for the research to be meaningful and useful for transformative change.

Steps

1. As a team, discuss your findings from your individual ethnographic research opportunities and record patterns across the data.
2. Use the "*Problem Tree Analysis Guide*", "*The Iceberg Model Guide*", and the "*5 Whys Worksheet*" to dive deeper into pattern analysis and get at the underlying root causes of challenges your team witnessed or heard about in their research.



SHIFT ACTIVITY #3: Synthesize Learnings into Actionable Insights and Design Principles

Activity Time: 2-3 Hours

What You'll Need: Pen, notebook, "*Synthesize Your Learnings Worksheet*", "*Design Principles Guide*"

Overview

After your team has identified the root causes of issues you have witnessed or heard about, you must synthesize your data further into meaningful and actionable insight statements and design principles that allow you to generate transformative ideas.

Steps

1. As a team, use the "*Synthesize Your Learnings Worksheet*" to move your findings from patterns to insights.
2. Use the "*Design Principles Guide*" to develop design principles from your insights. These principles will help you as you develop ideas to advance racial equity.
3. Include your design principles on the "*Synthesize Your Learnings Worksheet*" to complete the overview of your findings.



CONCEPTUAL DESIGN ACTIVITY #1: Brainstorm Ideas

Activity Time: 30 minutes

What You'll Need: Pen, notebook, *"Brainstorming Guide"*

Overview

Relying on your research-based insights and design principles, come up with new ideas that will address the root causes of systemic racial inequities in your local context.

Steps

1. Use the *"Brainstorming Guide"* to help your team facilitate a brainstorming session, generating ideas about how to address the root causes of racial inequity that you uncovered in your research. Remember, do not evaluate ideas during brainstorming—that will come later!



CONCEPTUAL DESIGN ACTIVITY #2: Articulate Ideas

Activity Time: 1 Hour

What You'll Need: Pen, notebook, *"Concept Summary Worksheet"*, *"Storyboard Worksheet"*, *"Experience Map Worksheet"*

Overview

Before analyzing or prioritizing ideas it is important to understand exactly what is meant by the idea, and to think through how that idea might function in the real world.

Steps

1. Choose 5-10 ideas from the brainstorming session that your team would like to develop further.
2. Use some combination of the *"Concept Summary"*, *"Storyboard"*, and *"Experience Map"* worksheets to further develop your 5-10 ideas.
3. Present the more detailed concepts to the entire team.



CONCEPTUAL DESIGN ACTIVITY #3: Provide Effective Feedback

Activity Time: 30 min - 1 hour

What You'll Need: Pen, notebook, *"I Like, I Wish, I Wonder... Feedback Worksheet"*

Overview

Only after a sufficient number of ideas have been brainstormed and articulated should feedback be given and the concepts refined.

Steps

1. Using the *"I Like, I Wish, I Wonder... Feedback Worksheet"* as a framework, have your team give feedback on the articulated ideas. Remember, this feedback should be generative, not diminishing.
2. Refine concepts based on feedback and present them again to the group.



CONCEPTUAL DESIGN ACTIVITY #4: Prioritize and Evaluate Ideas

Activity Time: 30 min - 1 hour

What You'll Need: Pen, notebook, "*Idea Evaluation Guide*"

Overview

Only after ideas have been brainstormed, articulated, and critiqued should they be prioritized for possible implementation.

Steps

1. As a team, use any combination of exercises from the "*Idea Evaluation Guide*" to prioritize the conceptualized ideas based on feasibility and potential impact.



PROTOTYPING ACTIVITY #1: Plan and Run a Prototype

Activity Time: Over several weeks

What You'll Need: Pen, notebook, and "*Prototyping Plan Worksheet*"

Overview

Once your team has prioritized ideas based on feasibility and potential impact, it is time to put them to the test in low-fidelity prototypes. You can learn from these prototypes to refine the idea further or to make educated decisions about which ideas to prototype in the future.

Steps

1. Choose 1-3 of the highest-priority ideas from the conceptual design phase to prototype in a local setting.
2. Plan your prototype using the "*Prototyping Plan Worksheet*".
3. Run your prototype, according to your prototyping plan.
4. Document findings along the way and iterate the idea in real time as you learn throughout the prototyping process.



PROTOTYPING ACTIVITY #2: Debrief the Prototype

Activity Time: 1 hour

What You'll Need: Pen, notebook, "*Prototyping Debrief Worksheet*"

Overview

After running a prototype, your team should capture learnings from the experiment to improve implementation and guide future decisions around which concepts to test.

Steps

1. Document findings from all idea prototypes on the "*Prototyping Debrief Worksheet*".
2. Have team members share findings with the whole community of practice to increase knowledge-sharing within the community.

Section #4: Supplemental Materials

ACTIVITIES:

Initial Racial Awareness Activities

- Unpacking the Invisible Knapsack of White Privilege Worksheet
- Expanding Your Self-Awareness Part 1: Individual Reflection Guide
- Expanding Your Self-Awareness Part 2: Group Discussion Guide

Exploration Activities

- Exploration Methods Overview
- Roadmap for Exploration Worksheet
- Interview Guide: Before the Interview
- Interview Guide: Crafting Interview Questions
- Observation Guide: Before the Observation
- Observation Guide: During the Observation
- Notes and Observations Worksheet
- Research Debrief Worksheet
- Empathy Map Guide
- Empathy Map Worksheet

Community of Practice Activities

- Community of Practice Overview
- Community of Practice Facilitation Guide
- Collective Vision Madlib Worksheet

Design Methods Activities

- Design Methodology Overview
- Shift Phase
 - Problem Tree Analysis Guide
 - 5 Whys Worksheet
 - The Iceberg Model Guide
 - Synthesize Your Learnings Worksheet
 - Design Principles Guide
- Conceptual Design Phase
 - Brainstorming Guide
 - Concept Summary Worksheet
 - Storyboard Worksheet
 - Experience Map Worksheet
 - I Like, I Wish, I Wonder Feedback Worksheet
 - Idea Evaluation Guide
- Prototyping Phase
 - Prototyping Plan Worksheet
 - Prototyping Debrief Worksheet

Unpacking the Knapsack of White Privilege Worksheet (PART 1 of 2)



Score **5** if statement is often true for you.

Score **3** if the statement is sometimes true for you.

Score **0** if the statement is seldom true for you.

Because of my race and/or color...

Your score Your partner's score

		Your score	Your partner's score
1.	I can be in the company of people of my race most of the time.		
2.	If I need to move, I can be pretty sure of hassle-free renting or purchasing housing in an area in which I would want to live.		
3.	I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.		
4.	I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.		
5.	I can turn on the television or open to the front page of the paper and see people of my race widely and positively represented.		
6.	When I am told about our national heritage or about "civilization," I am shown that people of my race made it what it is.		
7.	I can be sure that my children will be given curricular materials that testify to the contributions of their race.		
8.	I can go into most supermarkets and find the staple foods which fit with my racial/ethnic traditions; I can go into my hairdresser's shop and find someone who can cut my hair.		
9.	Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.		
10.	I can arrange to protect my children most of the time from people who might mistreat them because of their race.		
11.	I can swear or dress in secondhand clothes or not answer letters without having people attribute these choices to the bad morals, the poverty, or illiteracy of my race.		
12.	I can do well in a challenging situation without being called a credit to my race.		
13.	I am never asked to speak for all the people of my racial group.		
14.	I can remain oblivious to the language and customs of persons of color without feeling, from people of my race, any penalty for such ignorance.		

Source: Adapted from "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh.

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Unpacking the Knapsack of White Privilege Worksheet (PART 2 of 2)



Score **5** if statement is often true for you.

Score **3** if the statement is sometimes true for you.

Score **0** if the statement is seldom true for you.

Because of my race and/or color...

		Your score	Your partner's score
15.	I can criticize our government and talk about how much I fear its policies and behavior without being seen as a racial outside.		
16.	I can be pretty sure that if I ask to talk to "the person in charge," I will be facing a person of my race.		
17.	If a police officer pulls me over, I can be sure that I haven't been singled out because of my race.		
18.	I can easily buy posters, postcards, picture books, greeting cards, and children's magazines featuring people of my race.		
19.	I can go home from most meetings of organizations I belong to feeling somewhat tied-in, rather than isolated, out-of-place, outnumbered, unheard, feared, or hated.		
20.	I can take a job with an affirmative action employer without having co-workers on the job suspect that I got it because of race.		
21.	I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the place I have chosen.		
22.	I can be sure that if I need legal or medical help, my race will not work against me.		
23.	If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.		
24.	I can comfortably avoid, ignore, or minimize the impact of racism on my life.		
25.	I can speak in public to a powerful group without putting my race on trial.		
26.	I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.		
TOTAL			

Source: Adapted from "White Privilege: Unpacking the Invisible Knapsack" by Peggy McIntosh.

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Expanding Your Self-Awareness Part 1: Individual Reflection Guide



Find an environment that is most conducive for reflection and take your time processing and answering these initial questions.

1. What is your nationality, ethnicity, and racial identity?
2. Why do you want to address issues of racial equity in education? What is the source of your motivation?
3. How might your racial identity, along with other identities (class, gender, language, ability, sexuality), impact others and the process of advancing racial equity?
4. Think about a time when race was the topic of conversation and you either changed the subject, avoided the conversation altogether, became silent, and/or shared something that did not fully capture your true thoughts. How were you feeling in this moment? What prevented you from talking about race and sharing your experiences?
5. What can you recall about the events and conversations related to race, race relations, and/or racism that may have affected your current perspectives and/or experiences?
6. To what degree and in what ways does race impact your own personal life?
7. French novelist Anatole France wrote: "An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't." What don't you know about race and racism? About issues of racial equity in education?
8. In which situations and circumstances do you believe yourself to be most racially aware? In which circumstances do you feel you would benefit from having greater racial consciousness?

Expanding Your Self-Awareness Part 2: Group Discussion Guide



Gather a group of individuals with differing racial backgrounds and collectively discuss your answers to each question. To further the conversation, also ask the following set of questions which are based upon the questions from Part 1 of this exercise.

1. *Nationality:* Designates country of origin or naturalization and is a matter of official and legal documentation
Ethnicity: Defines cultural markers, such as language, religion, and food.
Race: Denotes the social meaning affixed to skin color.
 - If given these definitions of nationality, ethnicity, and race, does your response to the question, “What is your nationality, ethnicity, and racial identity?” change?
 - How might these definitions change your perception of and conversations around race?
2. *Why do you want to address issues of racial equity in education? What is the source of your motivation?*
 - What were the differences in motivations across the group?
 - What were the underlying emotions, beliefs, and/or thinking?
3. *To what degree and in what ways does race impact your own personal life?*
 - If it was suggested that the impact of race on your life could be both positive and negative, how might your answer change?
 - If it was suggested that race impacts all people 100% of the time, how might you react?
 - In what ways would this framing challenge your answer to the question, “To what degree and in what ways does race impact your own personal life?” and your understanding of race, generally?
4. *What don't you know about race and racism? About issues of racial equity in education?*
 - How might you become more knowledgeable about race, racism, and issues of racial equity in education?
 - Where could you turn for information and opportunities to understand others' experiences?
5. *Exploring the impact of race in our own lives is the first step to exploring the impact of race in the broader context of a school community.*
 - How might you increase your racial consciousness?

Below are some common research methods used in human-centered design. Try a few different methods to get a sense of the value each provides. Please note that surveys are not included in the methods guide. Surveys can be used as a supplement to some of these other methods, but generally they don't provide the quality and depth of information that foster breakthrough insights.

INDIVIDUAL INTERVIEWS

Engaging people one-on-one for in-depth conversations. Good for:

- Discovering the thoughts, feelings, emotions, attitudes, motivations, and aspirations of each person.
- Establishing a rapport with the person to gain more open, honest perspectives.

OBSERVATIONS

Witnessing action in context. Good for:

- Getting an unbiased view into what people actually do, rather than what they say they do.
- Seeing how people “work around” a challenge.
- Gaining insight into the flow of activity within a setting.

SHADOWING

Gaining perspective by following people through their day-to-day lives. Good for:

- Blending the values of observation and interview.
- Gaining insight into the motives guiding certain decisions or behaviors as they are happening.

GROUP INTERVIEWS

Engaging multiple people around a topic. Good for:

- Learning about a culture of a group through their interpersonal dynamics.
- Providing a platform for many voices to be heard.

EXPERT INTERVIEWS

Engaging those who already have deep knowledge about the subject. Good for:

- Building context around how a system works, the history around your topic, cultural or sociological implications, regulatory implications, or new technologies.
- Helping stakeholders feel like they are part of the process.
- Enhancing other empathic approaches.

PARTICIPANT SELF-DOCUMENTATION

Letting people frame and record their own experiences for you through activities such as collaging and journaling. Good for:

- Learning from people when you can't interview or observe them directly.
- Giving people valuable prep-work for an interview.
- Tracking patterns in habits.
- Having a collection of a person's experience (photos, videos, notes) without having to intrude.
- Gaining insight into deep-seated attitudes, motivations, or beliefs through projective techniques.

Roadmap for Exploration Worksheet



Creating a plan for conducting research will help you stay organized and reach your research goals. Your plan should help you develop a deeper understanding of your challenge from different points of view. It is recommended that you include at least 3-5 students and 3-5 peers in your plan.

PERSON/PEOPLE	EXPLORATION METHOD	TOPIC(S) TO EXPLORE

TIMELINE

Interviewing people is about uncovering their deep experience of the challenge at hand. Think about it as uncovering the “why”. Here’s what you need to know about conducting interviews and exploration activities.

SET UP INTERVIEWS

Contact the specific people that you would like to engage to set up a time for a meeting. Give a quick elevator pitch about your project to give them background on why you’d like to learn from them. Let them know ahead of time how many people will be attending, and whether you are planning to record them in any way.

DEVELOP INTERVIEW GUIDES

Interviewing is about listening actively so you can ask the right questions. Being present in the conversation and asking follow up questions will yield more thoughtful answers. Develop a semi-structured question list that will help guide you during your interviews, but allow for other interesting topics to arise.

PREPARE USER SELF-DOCUMENTATION ACTIVITIES (if needed)

User self-documentation activities act as a supplement to an interview—almost like homework for the conversation. If your team chooses to incorporate self-documentation activities, think about what you would want to learn. For behaviors, habits, and routines, try a journaling activity. For attitudes, beliefs, and emotions, try a collaging exercise where participants choose images that represent how they feel about something. Make sure the instructions are clear, and check in with the person to make sure they have completed the activity before your interview.

PREP FOR INTERVIEWS

Look over your question guide and materials. For each interview, make sure you are prepared to take good notes or record the interview to be able to reflect on what you learned.

Interview Guide: Crafting Interview Questions



There are various types of questions you can use to get at different aspects of a challenge or experience. Use the following framework to craft your conversations.

Type of Question	Example
Task	Can you show me how you would create a lesson plan?
Demonstration	Show me how you would advise someone to use this web tool.
Role-playing	I'll be the student and you be the advisor; show me how you would respond
Sequence	Walk me through a typical day at your school. What did you change based on your last assessment?
Peer comparison	How do other teachers do it?
Exhaustive list	What are all the things you use when you create a lesson plan?
Project ahead / Look back	What do you think teaching will be like in 5 years? How has it changed from a year ago?

Below are a few tips for what to think about when you are conducting your interviews. You should take notes during your interview to record what you have heard. After each interview you should take 15 minutes to write up the key takeaways while they are fresh in your mind. You can use the *"Notes and Observations Worksheet"* and the *"Research Debrief Worksheet"* in this toolkit to perform these tasks.

DO:

- Build rapport with your interviewee.
- Ask open-ended questions
- Allow for pauses: sometimes silence is a great way to prompt people to reflect and go deeper.
- Watch for physical and emotional signals.
- Ask follow-up questions—especially ones that get at "why."
- Ask clarifying questions if something isn't clear or if there are inconsistencies.
- Encourage stories around specific experiences or instances.
- Use active listening.

TRY NOT TO:

- Ask leading questions—ones that have assumptions built into them.
- Ask closed-ended questions.
- Let your questions ramble or trail off.
- Rush to get to the next question.
- Interrupt with acknowledgements, confirmations or "uh huh"s.
- Interject your views.

Observing or shadowing people is about witnessing how they experience the challenge. Think about it as uncovering the “how.” Here’s what you need to know about observing or shadowing people.

DECIDE WHEN AND WHERE

Based on your roadmap for exploration, select situations, events, environments, or people that you want to observe or shadow in order to learn about your user, system, or to seek inspiration. Make the necessary arrangements for conducting your observations or shadowing—whether that’s arranging to shadow a colleague through parts of their day, or get permission with a store owner to observe people in a café.

PREPARE OBSERVATION/SHADOWING GUIDES

Describing what you see, instead of interpreting it, is the most important thing to keep in mind while observing or shadowing. We’ve provided some frameworks you can use when you’re observing or shadowing people. You never know what will end up being important, so use the frameworks to collect different kinds of data.

PREPARE FOR OBSERVATION/SHADOWING

For each observation or shadowing session you’ve planned, it’s best to have 2 people. One person may focus on something completely different than the other. If you intend to take photos or video, you may need a third team member to do this.

OBSERVE OR SHADOW PEOPLE

You’re ready to go out and learn! Below are a few tips to keep in mind when you’re observing or shadowing people. After each interview, you should take 15 minutes to write up the key takeaways while they are fresh in your mind. You can use the “*Research Debrief Worksheet*” we’ve provided.

Observation Guide: During the Observation



Below are a few tips for what to think about when you are conducting observations. You should take notes during your observation to record what you have heard. After each observation take 15 minutes to write up the key takeaways while they are fresh in your mind. You can use the “*Notes and Observations Worksheet*” and the “*Research Debrief Worksheet*” in this toolkit to perform these tasks.

DO:

- Describe what you’re seeing in detail as it’s happening, even if you don’t know why or what the importance of the observation will be.
- Look for how people may “work around” a particular challenge.
- Try to be as inconspicuous as possible—if shadowing, ask the person to do things as they would if you weren’t there.
- Record time periodically throughout note taking to make it easier to revisit events later.
- If you can, title observations as you go: ordering pizza, arrival, waiting in line, etc.
- Observe body language and gestural cues to add context.
- If you can, snap photos of specific events that represent the experience you’re observing.

TRY NOT TO:

- Get overwhelmed with information overload—just note what you can.
- Think that you aren’t seeing anything new—keep with it.

While you are observing, there will be a lot going on, which can feel overwhelming. Remember that you are just there to capture what is going on—not to layer any interpretation on at this point. To ensure your attention is evenly hovering between different aspects of the activities and environment during your observations, you can use the following framework to focus your note-taking:

Type of Question	Example
A = Activities	Are goal-directed sets of actions. Take note of the specific activities that people are doing.
E = Environments	Are the spatial elements where activities take place. Take note of how people are using the space and the function of the space.
I = Interactions	Are between a person and someone or something else. Take note of routines and special interactions between people and/or objects.
O = Objects	Are building blocks of the environment. Take note of objects that are present, including what are being used and not used in the environment, and how they relate to the activities that are happening.
U = Users	Are the people who are involved in the activity. Describe who they are, the roles they play, and the relationships they have.

Record any notes and observations from your research on this sheet.

Page ___ of ___

Date:

Type of Activity:

Name of participant(s):

Researcher(s):

Notes:

A large rectangular area with a dotted border, intended for recording notes.

Observations:

A large rectangular area with a dotted border and a light blue background, intended for recording observations.

Research Debrief Worksheet



After any research activity, use this sheet to record key learnings that you can share with your team.

Date:

Type of Activity:

Name of participant(s):

Researcher(s):

Main themes or learnings that stood out:

Things that mattered most to participant(s):

New questions or topics to explore:

Things that participants said or did that surprised you:

Organizational frameworks go beyond text to help people understand complex topics, and to organize insights and learnings in a comprehensive and compelling form. An empathy map describes the experience of your user and what their needs are. This tool is used not only to show the overarching story of people's experiences, but also to pinpoint areas of greatest opportunity for future solutions.

Take your notes from the ethnographic research and, using the accompanying "*Empathy Map Worksheet*", answer as many of the following questions as you can in each section.

What do your users think and feel?

- What really matters to them?
- What moves them?
- What are their dreams and aspirations?
- What are their worries?

What do your users hear?

- What do their friends and family tell them?
- What do they hear in their professional environment?
- Who are their main influences?
- How are they influenced?

What do your users see?

- What is their environment?
- Who are the key people in their environment?
- What are they exposed to?
- What problems do they face?

What do your users say and do?

- What do they say matters to them?
- What do they do on a day-to-day basis?
- What are the differences between what they say and what they think?
- Do they influence anyone?

What are your users' pains?

- What are their concerns?
- What are their frustrations?
- What are their fears?
- What obstacles do they encounter to reach their goals?
- What are they moving away from?

What are your users' gains?

- What motivates them?
- What do they really want or need to achieve?
- How do they measure success?
- How do they try to achieve it?
- What are they moving toward?



What do your users think and feel?

What do your users hear?



What do your users see?

What do your users say and do?



What are your users' pains?

What are your users' gains?



WHAT IS A COMMUNITY OF PRACTICE?

A community of practice is a group of people who share a craft or profession and who join together to engage in a process of collective learning and application of learning.

There are three main components of a community of practice:

THE DOMAIN

What defines a community of practice outside of groups of friends or colleagues is a commitment to a relevant, shared domain. Members of communities of practice share a passion and interest for something and learn how to improve upon their practice as they interact regularly. Communities of practice depend on a commitment to their area of focus and using the domain as a foundation for shared competence.

In this particular situation, advancing racially equitable outcomes for students in the broad domain. Communities of practice can target a more narrow domain using the BIF Design Methodology in *Section 3: Addressing Systemic Racism Through Design*.

THE COMMUNITY

To pursue interest in their domain, community members gather to participate in discussion, workshops, and activities. The community builds relationships, shares information, and supports one another as they work towards their goals. It is important that members of a community of practice are invested in one another's success and journey.

THE PRACTICE

A community of practice cannot only be built by individuals who share the same interests and talk about them. Members of a community of practice are practitioners. From knitting clubs to educators, these communities must have ways to apply the knowledge and skills shared. Members of communities of practice are committing to a sustained, long-term engagement. The reward of that commitment is a wealth of resources: experiences, stories, tools, ways of addressing recurring problems—in short, a shared practice.

WHY IS IT NEEDED?

Communities of practice:

- Tap into the expertise of its members.
- Foster personal and community development.
- Build upon problem solving capacities and save time when problems arise.
- Help retain talented community members.

WHO WILL YOU NEED?



A teacher leader to plan and facilitate gatherings. Teachers who aim to be a lead facilitator should have the following:

- At least two years of experience as a full-time teacher who spends significant time in direct classroom instruction;
- Lived in the geographic area of the school community for at least two years; and
- Received training in a racial equity framework that focuses on helping educators to recognize the impact of race on student learning and examine the role that racism performs in institutionalizing achievement and belief gaps.



A champion at the school district level to promote the work



A supportive school administrator, preferably the school principal



At least three **teacher colleagues who believe that equity needs to be at the core of education**, and who bring multiple racial backgrounds



Students of different racial backgrounds with whom you can engage and learn about their experiences and thoughts around race and education

While it may be uncomfortable to share personal stories and thoughts about equity, race, and racism with others, this act is essential for challenging the culture of silence on race. As the community of practice facilitator, it is important to observe the following conditions to foster an environment where courageous conversations can take place:

1. Practice mindful inquiry; that is, listening not to respond or draw conclusions, but simply to understand. Ask open-ended questions such as *“Tell me more about what you meant by...”* to draw out others’ beliefs and experiences.
2. Consider the modes of interactions, especially as people process information in different ways. Are there opportunities for individual journal reflection? Paired, small group, or whole group conversations?
3. Observe the norms your group has created for holding courageous conversations and be aware of the number of participants, prompts for discussion, and time designated for reflecting, listening, and speaking.

Activities in the *Becoming a Leader for Racial Equity* section offer introductory questions to prompt conversations. To ensure that discussions are both critical and inclusive, also consider the following:

1. To facilitate effective interracial dialogue about race, it is essential to normalize the presence of multiple racial perspectives, so as to bypass a circumstance when one way of understanding race—usually a dominant one—invalidates others’ viewpoints and hence, invalidates other racial experiences and expressions.

How are conversations being normalized so that contrasting racial points of view and experiences are being shared and validated?

(Concerning “validation”—it is not the request that participants agree or find truth in another’s divergent interpretation of his or her racialized experience, but that participants acknowledge everyone has a story, and that stories will commonly differ.)

2. Make note of how the questions and conversations are impacting you and your community of practice members.

What are members feeling, thinking, believing, and/or acting in connection to a given racial topic?

3. Have all consider, and personally consider: *How does my identity—in particular, my racial identity—and role in this work influence conversations and interpersonal dynamics with people?*

4. Have all consider, and personally consider: *What is my process for checking in and reflecting upon my assumptions and biases as I engage students and other school community members?*

Collective Vision Madlib Worksheet



Forming a collective vision with members of your community of practice is crucial. It articulates the shared outlook and image of the future you and your peers have for better serving the strengths and needs of all your students.

My vision for my community of practice is

[Blank text area for writing a vision statement]

In order to accomplish this, we will ensure that our work positively impacts students, especially those of color, by

[Blank text area for describing impact on students]

Because we seek to build capacity with educators, my community of practice will effect change amongst teachers and school leaders by

[Blank text area for describing capacity building]

In effect, I will personally undergo growth by

[Blank text area for personal growth]

To ensure that my community of practice is building towards a more racially conscious and equitable classroom and school, I will

[Blank text area for ensuring equity]

By building a strong community of practice, I can and will effect change across our schools, districts, and communities. By coming together and working towards this vision, my community of practice will engage in deep and sustaining work with the focus on racial equity.

WHAT IS THE BIF DESIGN METHODOLOGY?

It is an approach for helping leaders explore, test, and scale next practices and new models. It brings a human-centered, creative, and rigorous approach to problem solving by tapping into creative competencies that we use everyday. The methodology includes four phases: shift, conceptual design, prototyping and testing, and scaling. This section focuses on shifting our lens to look at problems in a human-centered and system-focused way, conceptually designing new ideas, and prototyping ideas in the real world. The activities provided are intended to assist you in the “practice” part of what a community of practice does.

SHIFT

In order to make transformational change, we must understand problems from the user (i.e. student) perspective and be able to see the underlying root causes that perpetuate normative behaviors. Human-centered exploration involves a mix of methods to understand not only what students and other school community members say, but what they do and why.

Transformation is a generative act—you have to explore your way there. The Shift phase does not consist of doing traditional, objective research, it’s about building empathy with individuals by talking with them, observing them, and engaging them to establish a shared understanding of their experiences and pain points associated with the status quo. The foundation established during Shift informs every other phase in the Methodology. No Shift, no transformation.

Activities:

- Conduct Ethnographic Research
- Find Patterns and Assess the Scope of Challenges
- Synthesize Learnings into Actionable Insights and Principles

Goal:

Shifting the organization’s lens enables leaders to see challenges from the user’s perspective, which can be used as an actionable foundation for designing transformative solutions. The key actionable insights and principles developed in this section will help you explore new ways to create and enhance value for your students.

Start If You...

Have conducted personal and group reflections on race, racism, drafted a vision for advancing racial equity in education, and want to break down this broad challenge into smaller parts for better understanding.

Guiding Questions For The Community Of Practice As You Shift Your Lens

1. What is the full scope of the problem? What are the patterns of behavior, supporting structures, and mental models that underlie a particular event?
2. Are you engaging multiple racial perspectives, especially those of your students and people who have a stake in your challenge?
3. *"Whiteness is the dominant culture that governs the American school system. Rather than being defined as a separate and equal culture, it is most often understood as the 'correct' culture or the 'right' way of learning."* (Singleton, 2015) What is the role of "whiteness" in the actions you have seen and experiences you have heard about?
4. Is your racial equity-based design challenge statement still accurate? Sometimes our identified challenge can shift as we learn new things.

CONCEPTUAL DESIGN

Once student-centered challenges are identified through shifting our lens, we can imagine a new student experience and begin developing new ideas that can be taken off the whiteboard and into the real world for testing.

This phase is about generating new ideas that you can test to learn about what works in the context of your school community. These new ideas create value that addresses the challenge at hand and determines the critical capabilities for delivering a better education experience for all students.

Goal:

The Conceptual Design phase results in ideas that align with the collective vision crafted by the community of practice and begins to map out the essential capabilities for delivering an enhanced student experience.

Activities

- Brainstorm ideas
- Articulate ideas
- Provide effective feedback
- Prioritize and evaluate ideas

Start If You...

- Have engaged multiple racial perspectives, especially those of your students and people who have a stake in your challenge, and deepened your understanding of the challenges surrounding student success, race, and racism.
- Identified key actionable insights that helps people see what are the barriers and areas of opportunity for transforming the education experience for all students.
- Reviewed your racial equity-based design challenge statement to make sure it's still accurate.

Guiding Questions For The Community Of Practice As You Undertake Conceptual Design

1. As members brainstorm ideas, are people building and expanding upon each others' ideas?
2. Is the group deferring judgment as community of practice members generate initial ideas?
3. Are you monitoring the parameters your community of practice has established for effective interracial dialogue?
4. Do your ideas treat symptoms of the problem or aim to address underlying structures and mindsets? How might you prioritize several ideas so as to form long-term strategies to reduce racial disparities?
5. As you transition to evaluating ideas, how will you identify 1-2 ideas to develop and test?

PROTOTYPING AND TESTING

A prototype is the fastest way to understand what works and what doesn't work in an idea or model. Through prototyping you can test an idea with a small number of students or staff in real time and iterate as you learn. Low-fidelity prototypes help you move more quickly through more transformational concepts while limiting the investment required to explore them.

It is important to realize going into the prototyping and testing phase that initial prototypes won't work as conceived and that you will need to change them throughout the testing period to improve impact. You can't predict the success of a prototype until you see how users engage and respond.

Goal

With a conceptual idea ready to test, a low-fidelity prototype is developed and tested iteratively for feasibility and viability in the real world. The prototype helps you learn what works and what doesn't in the idea and provides evidence for the desirability, feasibility, and viability of the idea on a small scale.

Activities

- Plan and Run a Prototype
- Debrief the Prototype

Start If You...

- Have conceptual ideas that you are ready to build out and test

How Inclusive Is The Process? Are You Uncovering Symptoms Or Root Causes?

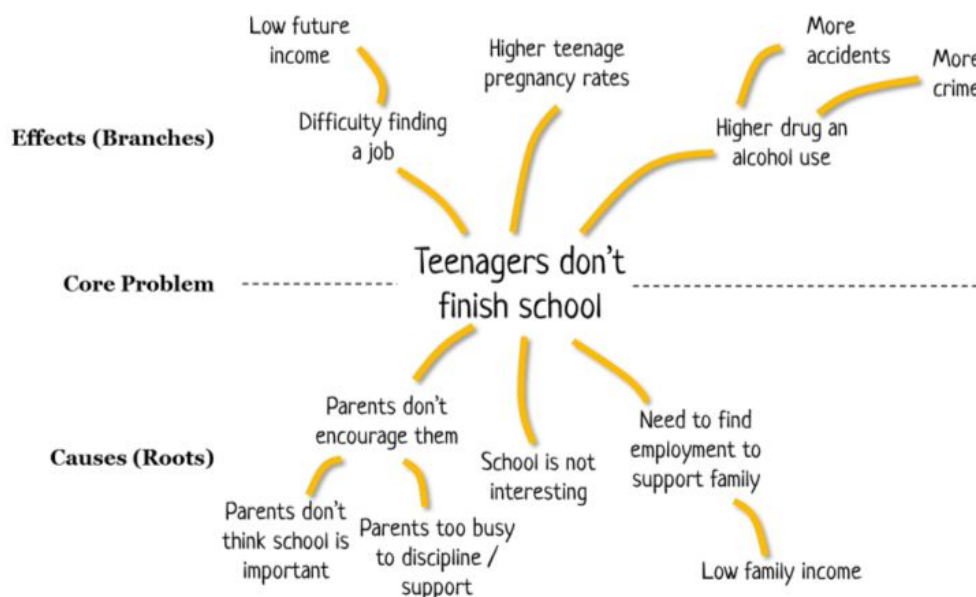
1. How does the idea address structures, values, beliefs, and assumptions that currently uphold inequitable practices within education?
2. Is your racial equity-based design challenge statement still accurate? Sometimes our identified challenge can shift as we learn new things.

Problem Tree Analysis enables you to uncover the root of the problem by mapping out the causes and effects. This enables a problem to be broken down into manageable and definable pieces, and provides a clearer understanding of the context.

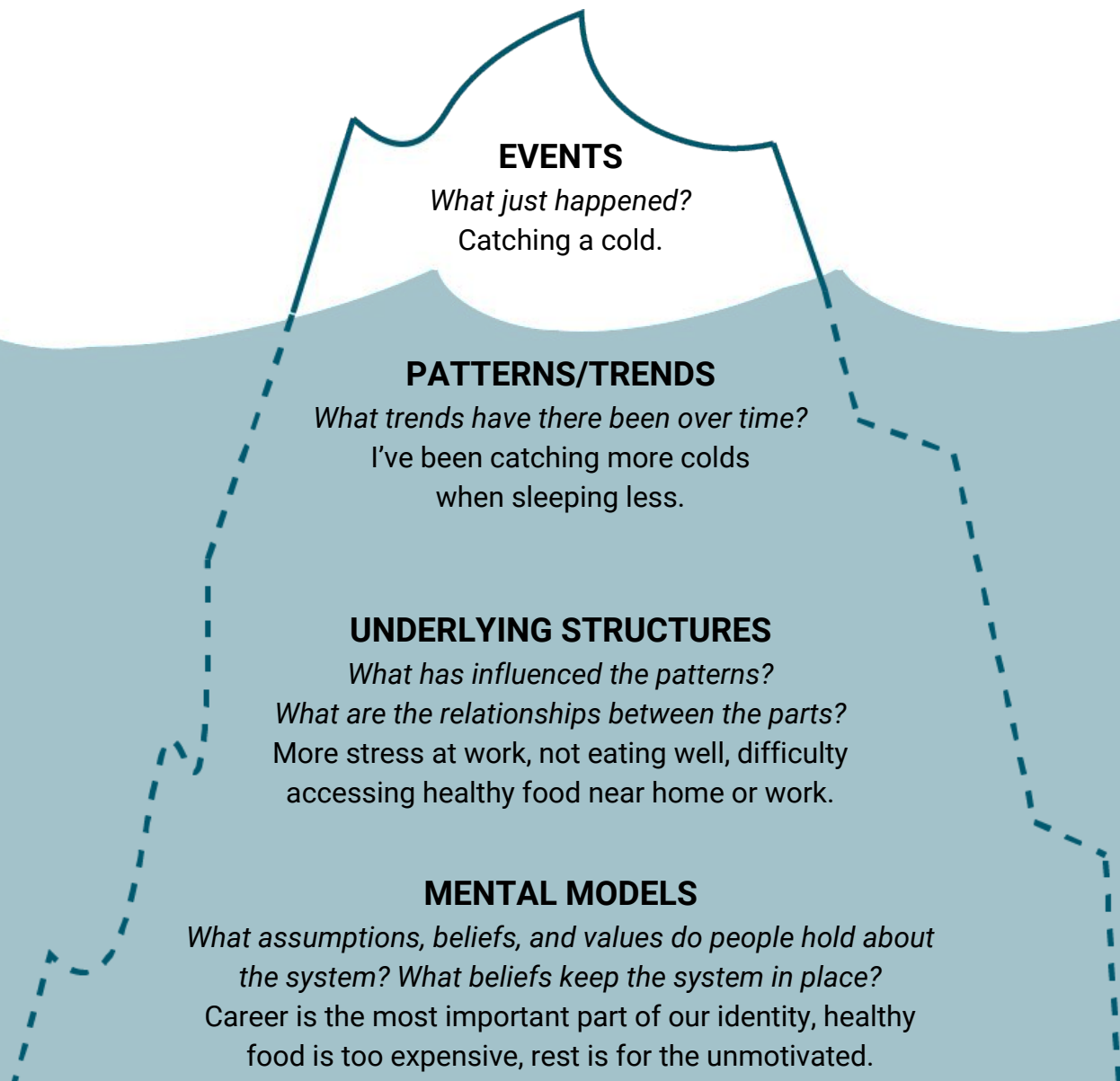
Use the following steps to guide you.

1. Write your challenge in the center of a flip chart or whiteboard. This becomes the 'trunk' of the tree and the focal problem. The wording does not to be exact; the roots (causes) and branches (effects) will further define it.
2. As a group, discuss the causes of this problem and write them above the problem. These become the "roots" of the tree.
3. Then discuss the effects or consequences of this problem and write them above the problem. These become the "branches" of the tree.
4. For each cause, ask what causes it. For each effect, ask what the consequences are. Continue this process until no further causes and effects are mentioned. You may not have all the answers at this point so make notes of any assumptions, questions, conflicts, or gaps in knowledge.

Example Problem Tree Analysis



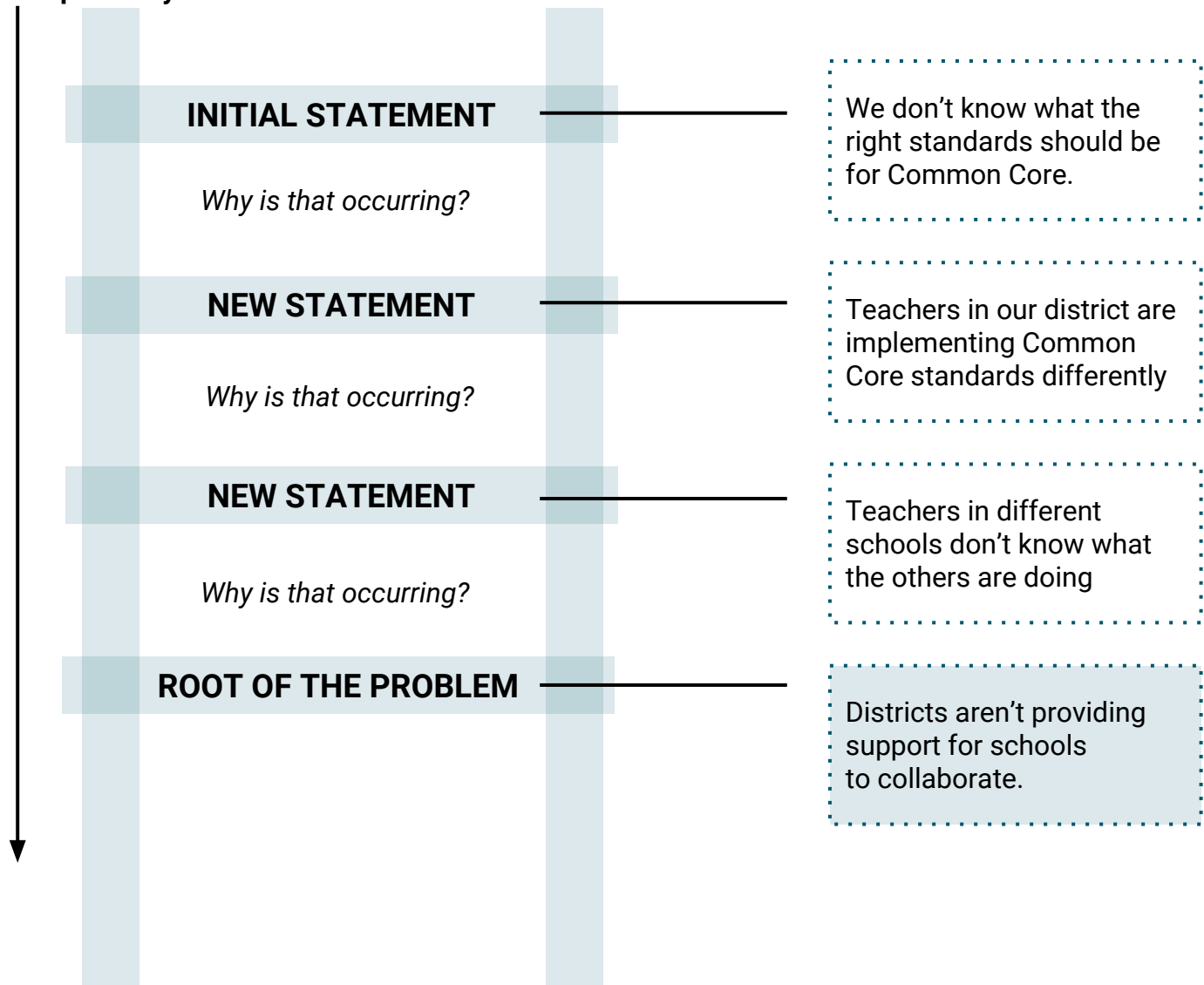
The Iceberg Model assists you in examining the root of a problem by guiding you through a series of prompts. This visual tool facilitates both personal reflection and group conversation to discern what the underlying causes may be and offers a more rigorous approach to understanding the context.



5 Whys Worksheet

This is a simple but effective way at getting to deeper insights, underlying issues, and the root of a problem. By asking “Why?” around a given statement, as many times as it makes sense, it enables you to dig below the surface-level assumptions or symptoms of a problem in order to find its root cause. You may need to conduct additional research to understand the true reasons underlying a level of asking “Why?”.

Example Analysis



Synthesize Your Learnings Worksheet



Use the following framework to help illustrate the evolution of your learnings: from data to patterns to root causes to insights to design principles.

Data



What did you see or hear?

Patterns



What themes are you finding?

Root Causes



What are influencing patterns? What are underlying mindsets?

Insights



What does this mean for your challenge? What has changed as a result of your findings?

Design Principles

What qualities or aspects must your solution have because of these learnings?

Design principles describe the essence of the experience. Design principles provide a framework for the rest of your design work, since they provide the tangible link between what your users need and what your solution provides. They can help focus your team during the Imagine phase as you generate new ideas, and they can be translated into measures of success when you test and develop your solution in later phases.

Design principles should be:

- Short, simple, and **memorable**
- **Based on research** from your exploration
- **Specific** to your project
- **Cross-solution** so you can apply them to a range of possible ideas
- **Descriptive** so it is clear when a solution is or is not aligning with the design principles

Instructions

To generate design principles, use your insights as a way to imagine what the solution should provide in order to meet your users' needs. Once you have 5-7 design principles, write a sentence or two for each one so anyone inside or outside the project can understand what it means.

Design principles should follow the framework:

Any solution must

E.g. - Any solution must...

- Foster sustained engagement
- Use storytelling to highlight change.
- Create value together that can't be created alone.

Brainstorm: (n.) a group problem-solving technique that involves the spontaneous contribution of ideas from all group members; (v.) the creative generation of ideas by one or more individuals in an attempt to devise or find a solution to a problem.

Brainstorming Guidelines

Brainstorming is a creative skill that you will use at several stages of the Conceptual Design phase. It provides the venue for our craziest ideas to be heard without judgment; even the most impossible notions might beget a breakthrough. The outcome of your brainstorm relies on your imagination, and like any other skill, you get better with practice. However, there are some tips that will make you and your team more successful.

1. Choose your brainstorm goal: What are you trying to accomplish with your brainstorm? To come up with as many new ideas or to build out a specific solution or idea?

2. Think big and out loud: Be free to think way outside of the box. Nothing is too radical. It's much easier to scale back a big idea than it is to try and build up a small one. You'll find more inspirational solutions by being open.

3. Build on others' ideas: Your group will achieve the best results if you help build and extend each others' ideas. Don't dismiss someone's idea because it's silly or "out there," it may help inspire a fantastic solution. Instead, riff on an idea and see where else you can take it.

4. Don't evaluate yet: Brainstorming is a way to give way to ideas we've been too busy or close-minded to think of before. Evaluation will come later—for now, focus on generating big, crazy ideas. As Picasso said, "Every child is an artist. The problem is how to remain an artist as we grow up." Try tapping into that childish wonder.

5. More is more: Set a goal for your team, like brainstorming 60 ideas in a half an hour! Move quickly by being concise when you share your ideas; avoid spending time trying to convince others of your idea. There will be time to work out your ideas later, but for now, focus on having as many as possible.

6. Do it alone or together: Brainstorming can be done on your own or with a group; both methods have benefits, depending on how you and your group like to work. Try going back and forth between coming up with ideas on your own and sharing with the group.

Concept Summary Worksheet



Concept summaries can help teams align around a concept and communicate it to others.

Title of Concept

One Sentence Summary

Brief Description

How will this concept work?

End Goal

How will it amplify impact?

--	--

Use the frames below to showcase “scenes” of a current or past, real or hypothetical experience and include a description of context.

Concept Description

Experience Map Worksheet



Fill in the boxes to help you articulate the current user experience or imagine the future experience people will have with your idea.

Before

How do people hear about your new solution? How do they become excited about it? How do they decide to get involved?

During

What is the main event?
What is the primary action or interaction?
What's engaging people?

After

What happens after the experience to keep users engaged? How do people decide to help or take on responsibility? How does your approach scale?

What

What is happening?
What is your user doing?
What does it feel like?
Describe the interaction.

Who

Who is your user or users?
Who plays supporting roles?
Who makes it happen?
Who do you need buy-in from?

How

What processes or technologies are needed to support the experience?
Where will it happen?
When will it happen?

I Like, I Wish, I Wonder Feedback Worksheet



The I Like, I Wish, I Wonder activity is used to gather constructive feedback on ideas. Use the following framework to describe your feedback for the concept.

I like:

I wish:

I wonder:

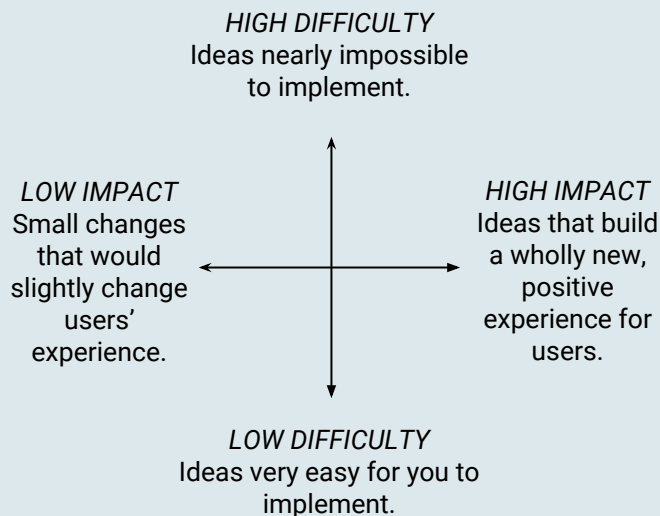
After you've brainstormed ideas and clustered ideas into themes, use one of the following methods (or a mix of a few) to evaluate the ideas that are the most promising—the ones that you will develop and test in the prototype phase.

Take a Vote:

1. Give each person three post-it notes or colored dots—these represent their votes.
2. Have everyone put their votes on their three ideas they think are most promising.
3. After everyone votes, you will be able to focus further evaluation on the top ideas.

Difficulty x Impact Matrix:

1. On a whiteboard or wall, draw intersecting x and y axes to create a 2x2 matrix. The X axis is a spectrum from Low to High Impact on your users. The Y axis is a spectrum from Low to High Difficulty to implement.
2. Organize the ideas you've generated within the matrix. Move the post-its along the two axes depending on their impact and difficulty.



Design Principle Rating:

1. Use your design principles from the Shift phase as design criteria. Rewrite them if needed.
2. Create a table, with your brainstormed ideas at the top and the design criteria along the left side.
3. As a team, give each idea a score for how well it meets each of the design criteria: A score of 1 = somewhat satisfies; A score of 2 = satisfies; A score of 3 = strongly satisfies.
4. Add up the total scores for each idea to prioritize the ones with the highest score—those that best meet your users' needs.

	Idea 1	Idea 2	Idea 3
Criteria 1	3	2	1
Criteria 2	2	3	2
Criteria 3	1	2	3
	10	10	11

Prototyping Plan Worksheet



Identify the details of your prototyping plan.

What?

What are you going to be testing and measuring?

How?

How are you going to simulate the concept for prototyping?

Who?

Who are going to test with?

Where?

What are the best conditions for prototyping?

When?

Over what period of time will you test?

Prototype Debrief Worksheet



After testing your prototype, use this sheet to record what you have learned.

Date:

Method of Testing:

Prototype Tested::

Testing Group:

What worked?

What didn't work?

New questions or topics:

New ideas: