



## **EF+Math Co-Design Workshop & Community Building Activities**

### **Description**

This resource is provided as an example of the Establishing Foundations Key Action: “Invest in building strong relationships with individuals early on.” The resource presents a slide deck from a co-design workshop, as well as the community building activities used in the workshop. The workshop and activities were designed by Digital Promise and the EF+Math program team, in collaboration with an R&D team and their district partner.

This shared learning opportunity took place in December 2020, which was during the first year/phase of the program. During this early phase, the R&D team prioritized building relationships with their district partners. Thus, this co-design workshop invited the participants into the following community building activities:

- Understand and value community agreements and build strong co-design team relationships.
- Understand the Inclusive R&D process to inform the iterative development of an equitable mathematics product.
- Establish a working definition of equity that centers marginalized identities and cultural wealth.
- Commit to equity in access, identity, achievement, and affirming power dynamics.
- Value lived "context expertise" as critical for effective, inclusive R&D solutions.

This co-design workshop helped to build a solid foundation of connection and trust among the co-design team. Please view the slide deck below.

This Resource is part of EF+Math's Inclusive R&D Toolkit. It was last updated on 12.2020. To access the complete toolkit and other resources, visit [www.efmathprogram.org](http://www.efmathprogram.org).

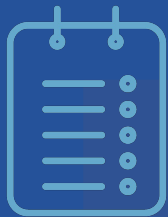


# Welcome to Co-Design Workshop 1: Part 1

**While we are waiting to start:**

- ▣ Update your Zoom name to include your name and organization.





# Agenda: Part 1

- Welcome Team!
- Setting the Stage for Inclusive R&D
- Confirming Community Agreements
- Building Relationships
- Creating Equity Commitments: Part 1
- Wrap Up

# Welcome Co-Design Team!

<b>School District Name</b>	<ul style="list-style-type: none"> <li>● <b>Teachers &amp; Coaches:</b> [Names]</li> <li>● <b>School Leaders:</b> [Name]</li> </ul>
<b>R&amp;D Team Name</b>	<ul style="list-style-type: none"> <li>● <b>PI:</b> [Name]</li> <li>● <b>Teammates:</b> [Names]</li> </ul>
<b>Other Advisors</b>	<ul style="list-style-type: none"> <li>● [List names]</li> </ul>

Underlining designates members of the **core team**, a representative subset of co-design team participants who will meet more frequently to move the work forward between meetings and plan activities for full team meetings.



## Our Co-Design Workshop Facilitators

<b>EF+Math Team</b>	Zoe D'Esposito, Karin Lange, Gabriela Rivera
<b>Digital Promise Team</b>	Jenny Bradbury, Malliron Hodge, Babe Liberman



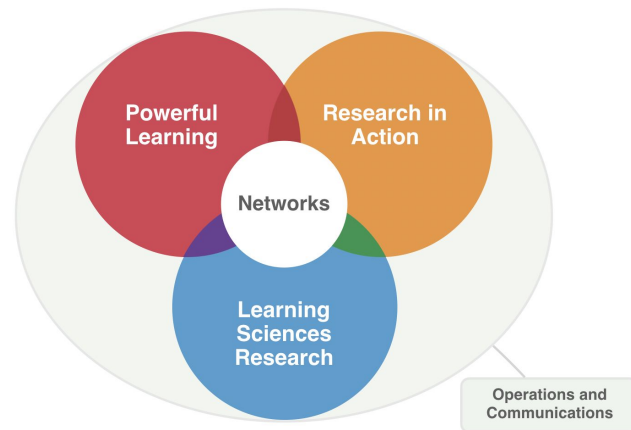
# Who Is Digital Promise?

## Our Mission

Spur innovation to improve equity and the opportunity to learn through technology and research

## How We Support You

- Guidance and capacity building on Inclusive R&D
- Project-centered consultation on Inclusive R&D co-design process and deliverables



# How are you feeling as you arrive today?

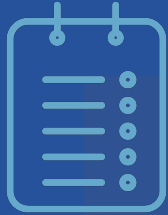
Go to [Mentimeter link]

Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Excited	Optimistic	Enthusiastic
Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Focused	Happy	Proud	Thrilled
Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful
Disgusted	Glum	Disappointed	Down	Apathetic	At Ease	Easygoing	Content	Loving	Fulfilled
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched
Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced
Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfortable	Carefree
Despairing	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene

from Marc Brackett's book *Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive*

# Setting the Stage for Inclusive R&D



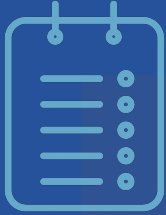


# Workshop 1

## Goals

### Begin to Set the Foundation for Inclusive R&D

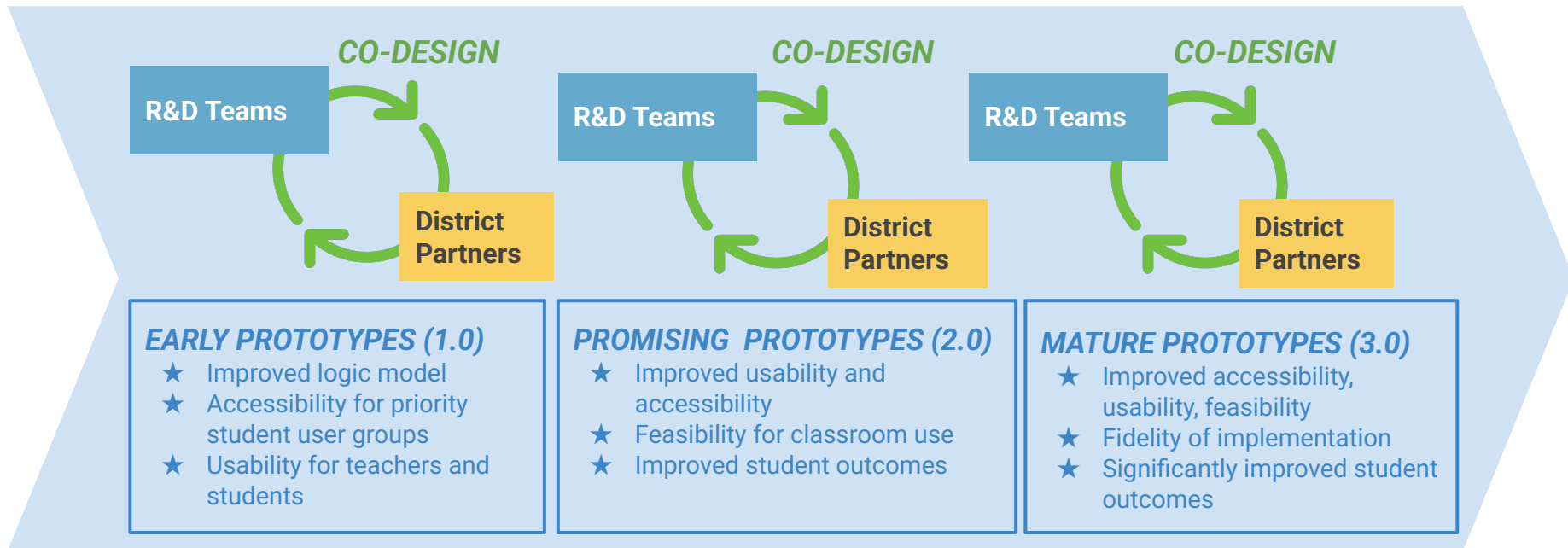
- ▣ To understand the goals and structure of the Inclusive R&D process
- ▣ To begin building relationships
- ▣ To review community agreements
- ▣ To define equity commitments
- ▣ To recognize the value of context and content expertise



# Honoring Our Truths

- ▣ **We recognize and acknowledge** that Black, Latinx and low-income students are impacted by institutional bias and racism.
- ▣ **We understand** that doing this work requires re-imagining power dynamics and structures -- and valuing lived experience.
- ▣ **We are asset-based** in our approach to design focusing on the strengths of our community
- ▣ **We are committed to productive dialog** in this space.
- ▣ **We are committed to continually checking** our own personal biases and experiences throughout the co-design process.
- ▣ **We are committed to evaluate** our own perspectives through an equity-centered, anti-racism lens.

# Prototype Development Goals



# Inclusive R&D Stages

## STAGE 1 (Fall 2020): Establish Foundations for Inclusive R&D



**Connect and Commit**



**Inquire, Investigate & Co-Ideate**



## STAGE 2 (Spring 2021 - Summer 2023): Inclusive Co-Design



**Co-Design & Develop**



**Implement & Improve**



## STAGE 3 (Fall 2023 - Summer 2025): Sustain, Scale & Share



**Improve Implementation & Scale**



**Evaluate Impact & Share**

# Inclusive R&D Stage 1 Goals

## STAGE 1 (Fall 2020): Establish Foundations for Inclusive R&D



### Connect and Commit

### OUTCOMES

#### Connect & Commit

- Strengthened critical racial equity and cultural identity foundations
- Strong relationships, trust, and a shared commitment
- Shared understanding of roles, communication and decision making

### OUTPUTS

#### Connect & Commit

- Community Agreements
- Co-Design Charter



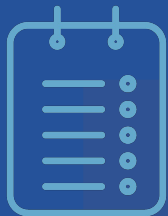
### Inquire, Investigate & Co-Ideate

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- Deeper understanding of the proposed challenge and to be designed for context
- Shared ownership of the proposed idea, outcomes, and approach

#### Inquire, Investigate & Co-Ideate

- Community Asset Map
- Priority Problem Statement and Aligned Outcomes and Measures
- Co-Ideated Project Plan: A revised project plan that reflects the input of the full co-design team



# Community Charter

## Building the Co-Design Community Charter

- **Co-Design Community Charters include:**
  - Purpose
  - Success Definition
  - Core Values
  - Equity Commitments
  - Community Agreements
  - Roles and Participation > Context and Content Expertise

# Confirming Community Agreements

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When designing with an equity-centered lens, it's critical to acknowledge the various perspectives and backgrounds from which your co-designers, and the larger community, will be approaching the problem.

Community Agreements set the expectations and the space for each participant to engage and feel heard, seen, and honored.



# Community Agreements

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- **Speak from the “I.”** *We speak from our experiences instead of using generalizations.*
- **Assume good intentions but name and own our impact.** *Regardless of our intentions, impact still occurred. Seek to repair and learn.*
- **Use respectful communication.** *We offer mutual respect and acknowledge that we are all learners. We aim to receive and give feedback with love.*
- **Make space.** *Everyone has something valuable to contribute, so be cognizant of how much air time you’re taking.*
- **No one knows everything, together we know a lot.** *We don’t expect perfection, instead let’s learn together.*
- **Stories stay, learnings leave.** *We don’t share names or specific stories we heard in breakout rooms, but we do take away learnings.*

# Building Relationships

# Building Relationships: Meet Your Teammates

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<b>BREAKOUT PT 1</b> <b>(5 Minutes)</b>	<ul style="list-style-type: none"><li>• Two people will be placed in each room.</li><li>• Introduce yourself using your Bio slide (share screen).</li><li>• The other person should take notes, because you will be introducing the person you have met.</li></ul>
<b>BREAKOUT PT 2</b> <b>(10 Minutes)</b>	<ul style="list-style-type: none"><li>• You will be paired with two more people.</li><li>• Each person will introduce their first partner to the two new people in the room.</li><li>• As a foursome, you will collaborate to create a list of common threads.</li><li>• Before returning to the main room, please decide on a presenter to share your common threads with the full group.</li></ul>
<b>FULL GROUP</b>	<ul style="list-style-type: none"><li>• Every group presenter will share common threads.</li></ul>



## Discussion

- ▣ What common threads did you notice between the members of your discussion group?

# **Creating Equity Commitments: Part 1**

# EF+Math Equity: Working Definition

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**How EF+Math *thinks* about equity:** Equity in education is a condition in which high quality learning opportunities and outcomes are co-constructed by and for individuals that have been historically marginalized while preferencing their identities, values, and cultural wealth, acknowledging the role of power, identity, access, and achievement.

**How equity informs *action*:** Through the EF+Math Program, we:

- Provide **access** to high-quality mathematics instruction infused with opportunities for students to build executive function and access to participation in the research and co-design process for students, families, and educators.
- Encompass and honor the **identities** of students at the intersection of mathematical thinkers and cultural wealth and the identities of students, families, educators, and community members as co-experts in the design and development process.
- Define **achievement** collectively and with culturally relevant measures, to include performance on mathematical tasks and engagement with mathematical thinking.
- **Assume and affirm the power of** Black and Latinx students, students living in poverty, and educators to co-create learning systems for community transformation and social change.

Our working definition of equity is heavily influenced by Rochelle Gutiérrez's model of four dimensions of equity in a mathematics education context ([Gutiérrez, 2009](#); [Gutiérrez, 2012](#))

# Creating Equity Commitments

<b>REVIEW</b> <b>(5 Minutes)</b>	<ul style="list-style-type: none"><li>● We will review prompts for discussion.</li><li>● We will review sample equity commitments.</li></ul>
<b>BREAKOUT</b> <b>(15 Minutes)</b>	<ul style="list-style-type: none"><li>● You will be put in groups of four people.</li><li>● Your group will discuss the equity definition and co-design a set of commitments for the first two themes -- provide access and honor identity -- that <b>ensure equity is centered in the co-design process and outcomes.</b></li><li>● You will record your commitments in Mural in sticky notes.</li></ul>
<b>FULL GROUP</b> <b>(10 Minutes)</b>	<ul style="list-style-type: none"><li>● Your group will report out on 1-2 of your commitments.</li></ul>
<b>NEXT STEP</b>	<ul style="list-style-type: none"><li>● Tomorrow, you will focus on the 2 remaining themes -- define achievement and affirm power.</li><li>● After tomorrow's session, the core team will integrate and finalize commitments.</li></ul>



## Equity Commitment Examples

- ▣ Our co-design team will **provide access by meeting community members where they are** -- in their homes and neighborhoods -- rather than requiring them to come to us.
- ▣ Our team will **honor identities** by ensuring that **all major meetings and decisions include representative voices and perspectives.**





# Equity Commitment Prompts

## Thinking about your co-design process and your product, specifically:

- ▣ How is your co-design team going to **provide access**?
- ▣ How will your team **honor the identities** of students, families, and educators?
- ▣ How is your co-design team going to **define achievement** with culturally relevant measures?
- ▣ How will your team **affirm the power** of students living in poverty, Black and Latinx students and educators?



## Discussion

- ▣ What equity commitments emerged in your small groups?

# Wrap up

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## Today's accomplishments:

- ▣ We confirmed community agreements that the team will adhere to at this and subsequent co-design workshops.
- ▣ We started to build relationships.
- ▣ We established equity commitments to ensure that the team has a plan to consistently reflect on the co-design process and take action if and when inequity surfaces.

## Tomorrow:

- ▣ We will continue establishing equity commitments to ensure that equity is centered in the co-design process and product development.
- ▣ We will discuss the value of context expertise and identify content and context expertise we need for this project.

# Thank you!

We look forward to seeing you  
tomorrow.

**EF+MATH** program

# Welcome to Co-Design Workshop 1: Part 2

**While we are waiting to start:**

- ▣ Update your Zoom name to include your name and organization.





## Agenda: Part 2

- ▣ Welcome Team!
- ▣ Creating Equity Commitments: Part 2
- ▣ Valuing Context Expertise
- ▣ Wrap Up and Next Steps



# Temperature Check

How are you showing up today?



# **Creating Equity Commitments: Part 2**



# Community Agreements

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# Equity Commitment Prompts

## Thinking about your co-design process and your product, specifically:

- How is your co-design team going to **provide access**?
- How will your team **honor the identities** of students, families, and educators?
- How is your co-design team going to **define achievement** with culturally relevant measures?
- How will your team **affirm the power** of students living in poverty, Black and Latinx students and educators?



# Equity Commitment Examples

- ▣ Our co-design team will **define achievement with culturally relevant measures** by **focusing on growth** rather than static performance.
- ▣ Our team will **affirm the power** of students experiencing poverty and Black and Latinx students and educators by **ensuring that students see themselves and their interests reflected in the work** (e.g., examples and assignments).



## Discussion

- ▣ What equity commitments emerged in your small groups?



# Equity Pauses

- ▣ What actions can you take when equity commitments are not met?
- ▣ Equity Pauses:
  - Pause in the moment.
  - Analyze the process and identify the root cause factors.
  - Name actions to take.

# Valuing Context Expertise



# Content Expertise Definition

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- Content expertise is formally recognized mastery of knowledge, skills, abilities, and methodologies of a discipline or chosen field.
- Content expertise can be comprised of:
  - **Formal Learning:** Expertise that refers to the facts, concepts, theories, and principles that are taught and learned.
  - **Professional or Specialized Experience:** Expertise that is deepened and expanded through learning, reading, writing, teaching, or the application of learning in a professional or specialized context.

# Context Expertise Definition

- Context expertise is key knowledge about a community, situation, or challenge acquired primarily through the lived experience of students, families, and community members.
- Context expertise can be comprised of:
  - **Community Cultural Wealth**: An array of knowledge, skills, abilities, and networks possessed and utilized by Communities of Color to survive and resist racism and other forms of oppression.
  - **Funds of Knowledge**: The practices that people have developed and the knowledge that they have produced and acquired in living their lives. This includes knowledge about a community's history and politics, assets/resources, cultural values, goals, and challenges.

# Focusing on EF+Math

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- Context expertise is the “lived experience” of people who are experiencing the challenge being addressed within the community
- Context expertise varies based on proximity to lived experience with the challenge:
  - A Black or Latinx student or a student experiencing poverty who lives in the community and struggles with mathematics
  - The Black or Latinx parent of the student or a parent experiencing poverty who wants to support their student in learning mathematics
  - The teacher of the student who is providing instructional and other classroom supports
  - The after-school mathematics tutoring provider at the community recreation center

Examples  
of Context  
Expertise

# Additional Considerations

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- Traditionally, content expertise has been prioritized in R&D.
- Content AND context expertise are both important and critical to Inclusive R&D.
- Individuals can possess both content and context expertise.
- Inclusive R&D prompts us to privilege context expertise, because context expertise is most proximate to the challenge and critical to developing solutions that are effective.

# Valuing Context Expertise

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<b>BREAKOUT (20 Minutes)</b>	<ul style="list-style-type: none"><li>• You will work in small groups to identify the <b>types of content and context expertise needed on your R&amp;D team</b>.</li><li>• What types of expertise do you need in the room? At the table? Go to your Mural board and create sticky notes -- blue for content; yellow for context.</li><li>• Once you have finished creating sticky notes, consider what types of content and context expertise are already represented within your co-design team. Where there are gaps.</li></ul>
<b>FULL GROUP (10 Minutes)</b>	<ul style="list-style-type: none"><li>• Your group will report out on the content and context expertise you identified.</li></ul>
<b>NEXT STEP</b>	<ul style="list-style-type: none"><li>• Your core team will integrate and finalize the list.</li></ul>

## Context &amp; Content Experts



All changes saved

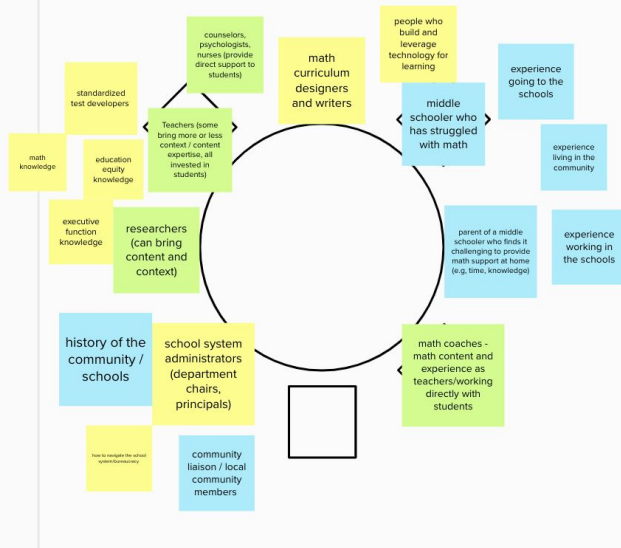


SHARE

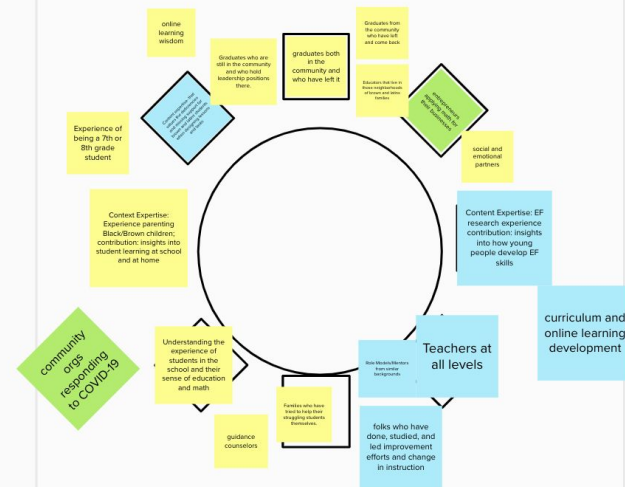


## Group 3

List possible content (Yellow) and context (Blue) experts contributions (e.g., specific insights, knowledge, and/or experience). Who is not in the room (pink)



## Group 4





## Discussion

- ▣ What types of content expertise did you identify as important to the work?
- ▣ What types of context expertise did you identify as important to the work?

# Wrap up



# Wrap up

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## Today:

- ▣ We reviewed community agreements.
- ▣ We continued establishing equity commitments to ensure that equity is centered in the co-design process and product development.
- ▣ We established the value of context expertise and identified content and context expertise we need for this project.

## Next steps:

- ▣ Complete a follow-up survey.
- ▣ Core teams will meet to debrief, codify outcomes (community agreements, equity commitments, and expertise mapping), and plan for the next co-design workshop.
- ▣ All participants will attend a co-design workshop in December.

# Feedback

- ▣ Please take 1-2 minutes to complete the survey linked in the chat.

# How are you feeling as you prepare to leave today's session?

Go to <https://www.menti.com/k4ni7fxqhk>

Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated
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from Marc Brackett's book *Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive*

## Next Steps

- ▣ Core team meets on 12/7 to debrief, codify outcomes, and plan for the next co-design workshop.
- ▣ All participants attend Co-Design Workshop 2 (to be scheduled soon).

# Thank you!