
EDU 605

FINAL PROJECT

OLUSOLA OLUWA

My Project

At my school, we have a disproportionate number of first-generation/students of color graduating high school and successfully move on to post-secondary school. Therefore, in my final project, I will look at how we, as a school, can increase achievement for first-generation/students of color. This project will focus on 9th and 10th graders.

Prior to engaging in the design process of this project, I was presented with various resources that allowed me to push my thinking. This guided me to process, reflect, and challenge my own mindsets, biases, and expectations.

Another process that helped me reflect with a different lens was the ICEBERG discussion model. Through this model, I was able to unpack the inequitable events that I have seen or experienced within my campus.

THE ICEBERG MODEL

EVENTS
What is happening?

PATTERNS OF BEHAVIOR
What trends are there over time?

SYSTEMS STRUCTURE
How are the parts related?
What influences the patterns?

MENTAL MODELS
What values, assumptions, + beliefs shape the system?

Increasing Leverage

YOUR NAME: Olusola Oluwa

Level	Description	Explanation/Reflection
Event(s)	Behavior/Summer School	Since my time at High Tech High, I have been part of the summer school program and it still perplexes me till the day as to why students of color tend to be increasingly represented during summer school.
Patterns	Why is there such a disproportionate number of students of color attending summer school?	Besides the highly disproportionate number of students of color represented during summer school, what is also interesting about this situation is that these students are high performing students.
Systems/Structures	Lack of culturally responsive practices and resources, lack of diversity in the teaching force, inequitable systems of school finance.	From my observations so far I listed these structures that I strongly believe correlates to the high disparity of students of color attending summer school.
Mindsets/Beliefs	it's the student's responsibility to navigate the system and maximize learning, lack of effort, opportunities exist for all students.	Besides conversations, I have had with students or even discussions with some colleagues what I listed are things that I have heard or mentioned
Ideologies/Paradigms	racism, colorblindness, oppression	I feel there is a lack of discussion

Designing for Equity

Designing for Equity Activities

- Notice
- Reflect
- See System
- Empathize

What method are you picking? Why?

My Life Map

Unpack/reflect about what you've learned from applying this method:

By taking part in this exercise, I was given the opportunity to reflect and internalize my experiences, both as a child and as an adult. With this in mind, viewing my educational experiences through the lens of my project, I realized that my success, and that of some of my peers, were made possible through school, parent, and community engagement. However, there were fellow peers that did not benefit from such supports. Looking through the lens of my project, I now realize that most of my peers that did not achieve higher success were at a disadvantage. This was due to various reasons such as: access to resources, socioeconomic status, and parent's educational background.

Notice

What method are you picking? Why?

Iceberg

Unpack/reflect about what you've learned from applying this method:

I chose the Iceberg model because, for my project, I believe it will give me an opportunity to not only look and evaluate closely the root causes to why there is a such a disproportionate number of first-generation/students of color graduating high school and successfully moving on to post-secondary school, but also an opportunity to look deeper at other patterns within the system that perpetuates such underlying consequences.

See System

Lesson Learned: shifting mindsets or paradigms to transform the system

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Increasing Leverage

"Achievement Gaps"

On-time HS Graduation Rates

Group	Rate
White	87%
Hispanic/Latino	79%
Asian	89%
Black	72%
Native	76%
Low-income	75%
Under-eight generations	75%
Youngest and youngest	63%

62% of white students and only 42% of black students complete a 4-year degree

Percent of 22- to 28-year-olds with four-year college degrees

Year	White (%)	Black (%)
1980	15%	4%
1990	18%	7%
2000	20%	10%
2010	23%	12%
2020	28%	13%

- Tracking by perceived ability, race, gender
- Disproportionate and exclusionary discipline practices
- Lack of culturally relevant curriculum and diversity among teachers/professors, leading to reduced sense of belonging
- Inequitable funding structures produce vast opportunity gap
- Narrative in society about who does and doesn't have potential shaped by racism, sexism, classism, etc.
- Fixed conception of intelligence
- It's up to students and their families to navigate and succeed in schools/post-secondary institutions

What method are you picking? Why?
EMPATHY INTERVIEW

Unpack/reflect about what you've learned from applying this method:

Even though I have not yet conducted this part of the project, I believe that this model works perfectly for the design principle that is being implemented through this project. Also, since the project is family-centered, I believe doing an empathy interview gives me the opportunity of having an in-depth understanding of not only the feelings of the students and their parents, but also their experiences. It allows me the opportunity to listen and allow their voices to be heard, truly heard, and allows them the opportunity to be as open and vulnerable as they feel comfortable. They need to know that their stories matter.

Empathize

What method are you picking? Why?
EQUITY PAUSE

Unpack/reflect about what you've learned from applying this method:

Since I will be collaborating with another other colleague in this work, choosing the equity pause model is ideal for us because it gives us the flexibility to pause within our project and make sure we are staying true to the purpose of the project and that we are actually achieving our goal.

Reflect

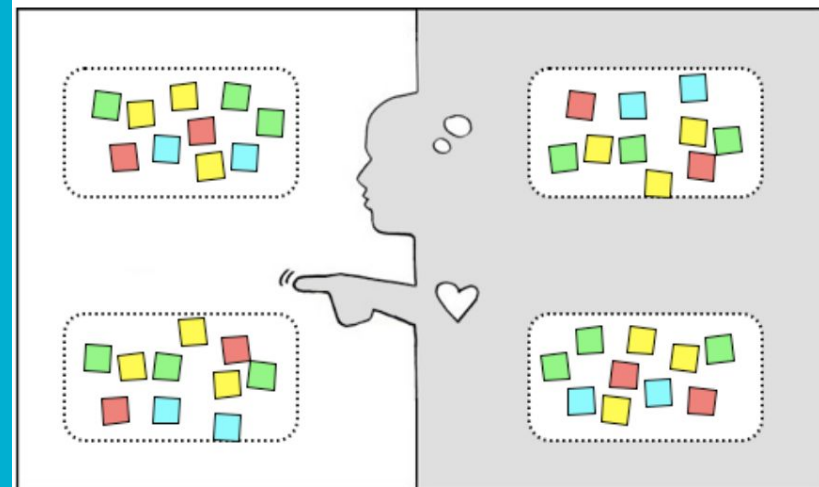
To provide me an opportunity to share my thinking and process of my project, my partner and I met over zoom to discuss our notice, see system, empathize and reflect slides. I enjoyed our time and conversation because it gave me the chance to explain my thinking and my reason for taking on such a project. I appreciated my partner's shared views and positive feedback. Through our conversation, we shared new thoughts and ideas. For example, my partner's feedback on if I am considering doing a group empathy interview and how that might look.

Notice

Method: EMPATHY MAP

For this project, myself and my Co-designer colleague will use the empathy map method because we feel it will give us the best method in unpacking our findings and provide us clarity in identifying needs and synthesize our observations.

Define



Constraints

After going through the empathy map process, we as a team agreed that we will use the constraints approach to identify what is causing the inefficiency within the system and how to dismantle it.

Probe

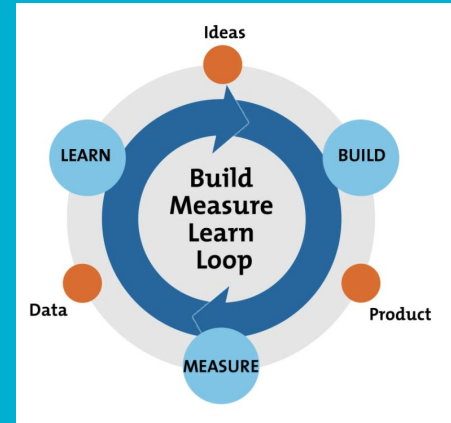
EQUITY PAUSE

My colleague and I are still in the planning phase of our project, however, I cannot wait to use this model because it will give us the flexibility to pause within our project and make sure we are staying true to the purpose and that we are actually achieving our goal.

Reflect

Prototype

As my colleague and I continue to brainstorm and collaborate through discussions on the design process of our project, we decided that using the build-measure-learn feedback loop will work best for us. We will use the build measure learn feedback loop because it provides us the opportunity to not only see the effectiveness of our project, but to pause and make sure that our design is delivering the data we need/want.



The Build-Measure-Learn
Feedback Loop

Test

In testing this project through the design process, we are choosing to incorporate the storytelling model. This model fits perfectly with our design process because it gives us the option to make sure that, in the building phase, our questions resonate with our audience's life and enhances their engagement with the project.

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- How might you continue to apply this process to this body of work moving forward? How might you apply this process to *different* projects or bodies of work in the future?

It is important to not only continue this work through the lens of equity, but to every design process. Invite and collaborate with minds alike and welcome constructive feedback with humility and grace.

- What did you learn about yourself, your beliefs, and your leadership through this course and project?

As I continue to learn and work towards social change, I learned through this course and project that as I engage in equitable design, it is important that I incorporate the equity by design beliefs and design principles. It is imperative that I also make sure I take it through the Liberatory Design Cycle process. Furthermore, I learned as a leader that this work need not be done by me alone. It takes a village and I need to be transparent with my vision. I need to allow the invitation of different agencies who are willing to contribute and continue with the vision when I am gone.