**Student Journey Maps/Empathy Interviews**

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A feature of improvement work is its user-centered, empathetic design.  In education this encourages us to take students’ experiences as a starting point, and try to see and solve problems from their perspective.

The **goal** in asking you to do this is to develop a collective understanding of the many factors that may shape a student’s experiences as a developing mathematician.  Seeing the “journey” through the eyes of an individual student is also a good way to see the system that shapes their experiences.

**Norms for Interviews:**

* Seek to understand, not confirm.
* Safety first!
* PROBE: “Tell me more…”  “What was that like for you?”
* LISTEN: “Never miss an opportunity to keep your mouth shut.” - Wade DeLashmutt Sr.

**Record Review (Before or after the interview, decide what will work best for you)**

As a way to glean more information about your student, plan to review that student’s file:

1. Look in the student’s records to find out what, if any data exists relevant to math that was available at entry to K, and then at each grade and any checkpoints within grades along the way.
2. List any support services the child received (e.g. RTI), when he or she received them, and any data available from these experiences.
3. Find out if the child had any attendance, tardiness, or disciplinary issues and record these.
4. Record any family circumstances that you learned about that may have bearing on the child’s learning.  This might include being in foster care or homeless, being raised by a guardian, having a disabled parent, etc.

**Student Interview**

User Spiel…Looking for feedback from users of the system, most important voice in the equation and it is often missing.  This brief conversation is aimed at understanding, from her/his perspective, what it’s been like and felt like to learn math and what s/he thinks the future holds.  A few prompts and reminders to guide you:

Draw out K, 1, 2, etc. boxes

1. “Tell me about you and math.  What has that been like …”
2. “Do you ever think math is hard?  What might be somethings that make it difficult?”
3. The majority of your time will be spent here (mapping out each grade level while student is talking).
* Exploring by nudging, “tell me more” for the grade levels to flesh out their experiences.
* Sit side by side so the student can see your notes, creating transparency.
1. Who’s your person?  Who do you go to help you, talk to about school?
2. When student gets to a difficult event, “Looking back now on your experiences, “What could we have done to help? What could we have said?  Who could help you?”
3. What do want your teachers to know that will help you be the best learner you can be?
4. What else would you like me to know about your experience?
5. Thank them!

**So What?**

* + Content:  What did we hear?  What might be somethings we are learning about the root causes that contribute to the problem?
	+ Process:  What might be some questions you wish would have been asked?  Which questions were particularly fruitful?  Was the probing effectively?

**Now you practice a Journey Map (Practicing Invitational Language and 7 Norms of Collaboration)**

* Pick one person to be the interviewer and one to be the interviewee.
	+ - \*Interviewer, your main job is to listen and speak as little as possible.
* You are user in the system.  What has your experience been, what has that journey been like regarding one of the following: RCPLI, your adopted math curriculum, or your development as a mathematician.
	+ What might be some highs and lows of your journey?
	+ What do you wish others knew about your journey?
	+ If you could describe how you feel about your journey in one word, what is it?
	+ What else do you want me to know?