

### EQUITY CHALLENGE ANALYSIS FISHBONE DIAGRAM



# **FISHBONE DIAGRAM**EXAMPLE



#### **Factors Contributing to Inequitable Group Work**

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Inadequate Group Structures and Scaffolds		Lack of Explicit Instruction around Group Work <sup>1</sup>		Lack of Feedback about Group Work <sup>1</sup>		Tasks are not Groupworthy <sup>2</sup>				
Group Roles do not have equal status  Lack of routine with group work  Each group task has a different structure  Lack of clarity and practice with roles		n	. i 1		sudents see le reason to listen to partners  Students are able to be in a group without participating	co or Ti	Tasks can be ompleted by the individual asks have one right answer and/or one way to complete them  Tasks do not require the skills and perspectives of group members.		PROBLEM STATEMENT Not all students are	
	Students are expected to contribute verbally on the spot		Teachers aren't sure how to disrupt status issues atus issues are proced by ability		Some students cannot access the materia	5	Teachers may not be aware of the knowledge and skills needed for the		contributing meaningfully to the group task.	
Group work routines may not accommodate the processing styles of diverse learners		grouping and/or pairing "high" students with "low" students  Traditional academic skills are valued over other ways of being and doing in the classroom		th (	ome students do not understand ne purpose or goals of the task  The task is outside the dents' ZPD	or op	udents may nly have one portunity to do the task, without a chance for teration and feedback.	2. Gro Tas Lo	uitable oupwork (MAIC ebsite) oup-Worthy sks by Rachel tan anaging Group	
	Mismatch of Expectation and Ways of Processing	ns of	Status Issue Impede Participatio		Inaccess Task		Students are Underprepared for the Task	He Cla	eterogeneous assroom by chel Lotan Revised on	

## ABRIDGED FISHBONE GENERATION PROTOCOL



#### **Abridged Fishbone Generation Protocol**

The purpose of this protocol is to arrive at a deeper understanding of the problem before jumping to solutions. The abridged version is intended to support a group in generating possible root causes of the problem in 45-60 minutes. In this abridged version of the protocol, a facilitator completes the final step of consolidating the group's ideas into a single fishbone diagram after the collaborative session is over. When facilitating this protocol online, make sure the leave time for orienting the group to the online collaboration tools.

#### Norms:

- **Avoid Solutionitis**... the goal is to understand the issue, not solve it (yet)
- "Yes and..." the goal is to generate lots of ideas, and not fixate on one
- Embrace "definitely incomplete; possibly incorrect"
- Share the air

#### **Roles:**

• **Facilitator** who monitors times, walks people through the process, and helps uphold the norms.

#### **Before Starting**

• Get clear on the group's problem statement.

#### **Our Team's Problem Statement:**

#### **Step 1: Initial Brainstorm of Causes** (5 minutes)

Based on your work digging into the problem (i.e. empathy interviews, expert convenings, relevant data, research, etc.) and your own ideas/experiences, individually brainstorm as many causes as you can that might contribute to the problem/issue. Write each cause on a different post-it.

## ABRIDGED FISHBONE GENERATION PROTOCOL



Step 2: Equity Check Idea Sorting (3 minutes) Organize your ideas into two categories.

### WITHIN MY LOCUS OF CONTROL

### OUTSIDE OF MY LOCUS OF CONTROL

Take a moment to consider the power of "we" instead of "they." For any ideas that fall outside of your locus of control, ask yourself, "How might <u>we</u> be contributing to the problem?" Keep asking "Why?" to drill down to the roots.

Thinking in "we" helps us move from blaming others or engaging in deficit thinking, and encourages us to identify forces within our control.

#### **Dig Deeper** (3 minutes)

For any causes that are outside of your locus of control, dig deeper into the root causes, looking for causes that might be within your locus of control.

#### **EXAMPLE**

Problem Statement:
Not all students are contributing meaningfully to group work.

### Original cause I brainstormed

Some students disengage and others take over.



As a cause, this is problematic because it places the blame on students. Rather than a cause of the problem, this is more of a description of the problem.

#### Causes I identified after asking "Why?" and thinking about my own role

We have not created an environment where all students feel their contributions are valued.

We are assigning group work tasks that can be completed by an individual

These are my actions in the classroom that may be contributing to the problem. Identifying these will be much more helpful to me as I work to solve the problem.

## ABRIDGED FISHBONE GENERATION PROTOCOL



#### Step 3: Share & Categorize (15-20 min)

- **Share around:** Each person shares one cause contributing to the problem. Prioritize the causes that are within your locus of control. If others have a similar cause, you can start to cluster those post-its together on your poster.
- Add on: Continue to share your brainstormed causes, building on each other's ideas and adding new causes that may contribute to the problem.
- **Cluster on your Poster:** Group related causes together, and give each category a title. (You can rename the "cause cluster" to give it a title.)

#### **Exit Ticket: Step Back and Reflect (5 min)**

Take a look at the clusters that have emerged.

- Does your diagram capture the root causes you think are important?
- Anything missing?
- Did any student-blaming sneak back into your root cause analysis? If so, how might you reframe these causes as factors that you can influence?

#### Debrief (5 min)

How did we do upholding the norms? How might we adjust this protocol in the future? What perspectives might we be missing?

#### **After the Protocol**

A facilitator or small group looks at all of the cause clusters that emerged and consolidates the group's thinking into a single fishbone diagram. This diagram will continue to evolve as the group learns more about the root causes of the issue.

## FISHBONE GENERATION PROTOCOL



#### **Improvement Tool: Fishbone Generation Protocol**

The purpose of this protocol is to arrive at a deeper understanding of the problem before jumping to solutions.

Click here for a <u>model</u> to unpack prior to engaging in the protocol.

#### Norms:

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- "Yes and..." the goal is to generate lots of ideas, and not fixate on one
- Embrace "definitely incomplete; possibly incorrect"
- Share the air

#### Roles:

• **Facilitator** who monitors times, walks people through the process, and helps uphold the norms.

#### **Step 1: Review Problem Statement** (2 minutes)

- Write your group's problem statement at the "head" of your fishbone diagram.
- Clarifying Questions: Next the group will be brainstorming possible causes for this problem. If anyone needs clarification on the statement before the brainstorm, now's the time to ask.

#### **Our Team's Problem Statement:**

#### **Step 2: Initial Brainstorm of Causes** (3 minutes)

Based on your work digging into the problem (i.e. empathy interviews, expert convenings, relevant data, research, etc.) and your own ideas/experiences, individually brainstorm as many causes as you can that might contribute to the problem/issue. Write each cause on a different post-it.

## FISHBONE GENERATION PROTOCOL



#### Step 3: Idea Sorting (3 minutes)

Organize your ideas into two categories.

### WITHIN MY LOCUS OF CONTROL

### OUTSIDE OF MY LOCUS OF CONTROL

Take a moment to consider the power of "we" instead of "they." For any ideas that fall outside of your locus of control, ask yourself, "How might <u>we</u> be contributing to the problem?" Keep asking "Why?" to drill down to the roots.

Thinking in "we" helps us move from blaming others or engaging in deficit thinking, and encourages us to identify forces within our control.

#### Step 4: Dig Deeper (3 minutes)

For any causes that are outside of your locus of control, dig deeper into the root causes, looking for causes that might be within your locus of control.

#### **EXAMPLE**

Problem Statement:
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### Causes I identified after asking "Why?" and thinking about my own role

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These are my actions in the classroom that may be contributing to the problem. Identifying these will be much more helpful to me as I work to solve the problem.

## FISHBONE GENERATION PROTOCOL



#### Step 5: Share & Categorize (15-20 min)

- **Share around:** Each person shares one cause contributing to the problem. Prioritize the causes that are within your locus of control. If others have a similar cause, you can start to cluster those post-its together on your poster.
- Add on: Continue to share your brainstormed causes, building on each other's ideas and adding new causes that may contribute to the problem.
- **Cluster on your Poster:** Group related causes together, and give each category a title. (You can rename the "cause cluster" to give it a title.)

#### Step 6: Step Back & Reflect (5 min)

Take a look at the clusters that have emerged.

- Does your diagram capture the root causes you think are important?
- Anything missing?
- Did any student-blaming sneak back into your root cause analysis? If so, how might you reframe these causes as factors that you can influence?

#### Step 7: Gallery Walk (5 min)

Each person gets to vote with one heart and one star:

- High Leverage: Put a heart by the factor, that if addressed, you think would have a significant impact on the problem.
- Practical: Put a star by the factor that your team could address with little effort.

#### Step 8: Debrief (5 min)

How did we do upholding the norms? How might we adjust this protocol in the future? What perspectives might we be missing?