



Transformation Design Deep Dive Guide

Confront Existing Inequities

The extent to which the transformation disrupts district structures, policies, and behaviors that sustain inequitable experiences and outcomes for staff, students, and stakeholders.

Transformation Design
Core Practice

Activate
change agents

Build
an inclusive
environment

Embed
a culture of
innovation

Transformation Design

a shared purpose
Activate

the learning
experience
ReBuild

an aligned
infrastructure
Embed

This Deep Dive Guide is an extension of the Transformation Design District Self-Assessment to help district communities move from reflection to action. For guidance on using this tool, visit www.transformation-design.org and download the [District Self-Assessment Guide](#).

Why Confront Existing Inequities?

Confront Existing Inequities is one action district communities can take to Build an Inclusive Environment: Strengthening relationships among teachers, administrators, students, families, school board members, community and business leaders so our district has the foundation of trust that creates an environment supportive of change.

Reflections from the Transformation Design District Self-Assessment (Discuss as a team.)

Reflect on the self-assessment findings about this action.

What did your team discover about this action? What are your district's strengths, assets, and resources that support this action?

Questions to Consider

(Reflect as a team.)

Use these questions to identify how this action shows up in your district community.


- In what ways is designing for equity explicit in your district's learning transformation?
- In what ways does the learning transformation make meaningful connections with students' cultures, languages, and life experiences?
- What structures and strategies does your district use to ensure that the learning transformation disrupts inequities and does not exacerbate them?
- How will your district uncover structures, policies, and behaviors that sustain inequitable experiences and outcomes for staff, students, and stakeholders?
- What current structures can your district use to remove those structures, policies, and behaviors and/or address their inequitable impact? Is there an example of this happening in the past?

Notes from the team discussion about these questions:


The Big Idea (Complete independently.)

Review the following resources to better understand this action and why it is important.

- [The Lens of Systemic Oppression](#), National Equity Project. Systemic oppression manifests at the individual, interpersonal, institutional, and structural levels. The racial equity lens helps change-makers uncover the structures, policies, and behaviors that sustain unequal outcomes for children.
- [Racism and Inequity Are Products of Design. They Can Be Redesigned](#), equityXdesign on Medium (2016). This article describes equityXdesign, a practice that organizations, teams, and individuals can use to mitigate the impact of racism and inequity in school design practices by creating the conditions and relationships for inclusive innovation.
- [Liberatory Design](#). The set of tools and resources available on this website provide designers with process steps and mindsets to integrate the practice of design thinking with a mission toward equity.
- [Culturally Responsive Teaching](#), 23-minute video of Zaretta Hammond at the San Francisco Public Library (2018). Hammond, the author of *Culturally Responsive Teaching and the Brain*, focuses on equity through inquiry: helping students lead their own learning.
- [Racial Equity Impact Assessment \(REIA\)](#), The Center for Racial Justice Innovation (2009). REIA is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. The REIA can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.



What new ideas from the Big Idea resources seem most exciting for your community? What strengths do they reveal about your district? What opportunities would you like to explore more deeply?



District Artifacts

(Complete independently.)

Review the following artifacts from leading districts to benchmark the Transformation Design action in your own district and to spark new ideas.

Hawai'i Department of Education

- [Culturally Relevant Performance Assessments: Lessons from Hawaiian-focused Charter Schools \(HFCS\)](#), Denise Espania, Meahilahila Kelling, Chelsea N.K. Keehne, and Liezl Houglum on the NGLC Blog (2019). HFCS offer learning environments that emphasize Hawaiian language, culture, and values. HFCS curricula focus on reclaiming rights, practices, and ancestral knowledge that has been marginalized over years of colonization.
- [Culturally Responsive Assessment Practices through Nā Hopena A'o \(HĀ\)](#), Brooke Taira and Kau'i Sang on the NGLC Blog (2019). The Hawai'i DOE Office of Hawaiian Education is piloting a proficiency-based assessment model that is culturally responsive and assesses shared experiences in contrast to assessing individual achievement. They are developing the model through mo'olelo (generative storytelling) to ensure it is representative of actual experience and wisdom.

San Francisco Unified School District

- [What Happened When My School Started to Dismantle White Supremacy Culture](#), Joe Truss on the NGLC Blog (2019). The principal of Visitacion Valley Middle School relates the school's year-long journey to unpack White Supremacy Culture after struggling to make lasting change from prior DEI efforts.

Cowichan Valley School District


- [Strategic Plan 2020-2024](#), Cowichan Valley School District. Cultural responsiveness, inclusion, Indigenous ways of knowing, and respect for Indigenous lands are woven throughout the district's strategic plan.
- [A Field Guide: What can you expect at Mill Bay Nature School?](#), Mill Bay Nature School (2018). This document recounts the co-creation of the new school's model with the community. It describes how the school serves and supports diverse learners and its commitment to practicing relational and Indigenous pedagogies.

District Artifacts (continued) (Complete independently.)

Review the following artifacts from leading districts to benchmark the Transformation Design action in your own district and to spark new ideas.

Vista Unified School District

- [District Framework for the Future](#) (webpage, scroll to these sections). Equity is one of five key values for the district. The goals set by the school board focus on promoting equity in all learning environments; they provide the foundation for teachers and staff to build engaging and rigorous learning pathways.
- [Board Policy: Equity](#) (2021). In this policy, the district's governing board defines Educational Equity and states its commitment to eradicating institutional bias of any kind. In June 2020, the district's governing board passed and adopted a [Board Resolution Reaffirming Commitment to Fight Racism](#).
- [Transforming High School by Challenging Students to Take Action Based on Their Learning](#), Matt Doyle, Craig Gastauer, and Perla Lopez on the NGLC Blog (2019). In one of her courses, student Perla Lopez researched the school-to-prison pipeline, and then explored how her high school could use restorative justice as an alternative to punitive discipline. She intends to bring these researched ideas to the school board.



Which artifacts inspired you? Why?

What equity-seeking approaches are the districts using in their learning transformation? In what ways are they disrupting structures, policies, and behaviors that sustain inequities for staff, students, and stakeholders?

What do these examples illuminate about your own district's work?

A Common Understanding

(Discuss as a team.)

Gather as a team to develop a common understanding about this action and why it is important. Share insights and inspirations gained from your independent study of Big Idea resources and District Artifacts. Challenge yourselves to think big and be bold as you take on this action in your district.

What are the key takeaways to keep in mind as you plan?

Action Planning


(Complete as a team.)

Developing this Transformation Design action into common practice across your district community can advance your learning transformation and help you better serve your students, family, and local community. Use the structure below to create a plan to strengthen use of this action by your district community.

What has your district already done? (Refer to your responses to [Questions to Consider](#) earlier.)

What needs further development? Which of these are key levers that, if they were strengthened, would significantly advance your district's learning transformation?

What is your goal for moving forward? What do you want to accomplish?



Assign people to take action with clear deadlines and deliverables (e.g., by the end of the month, the communications director and a parent representative on the core team will create a prototype of a community newsletter). These Action Steps are an opportunity to “walk the talk” of the change you are trying to create in your district: consider how team members will own these steps and how to invite stakeholders to participate!!

Action Steps	Timeline	People Responsible	Communication Plan (Listen & Share)	Success Criteria
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Progress Tracking

Set a date to reconvene to review progress on the Action Steps. Use a project management tool or another way to collectively track progress between meetings.

Date to review progress:

Other Notes:



[Next Generation Learning Challenges \(NGLC\)](#) is a nonprofit initiative that empowers educators and communities to reimagine and transform the student learning experience, cultivating academics, life skills, wellness, and citizenship so that students can thrive in a world of rapid change.

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