

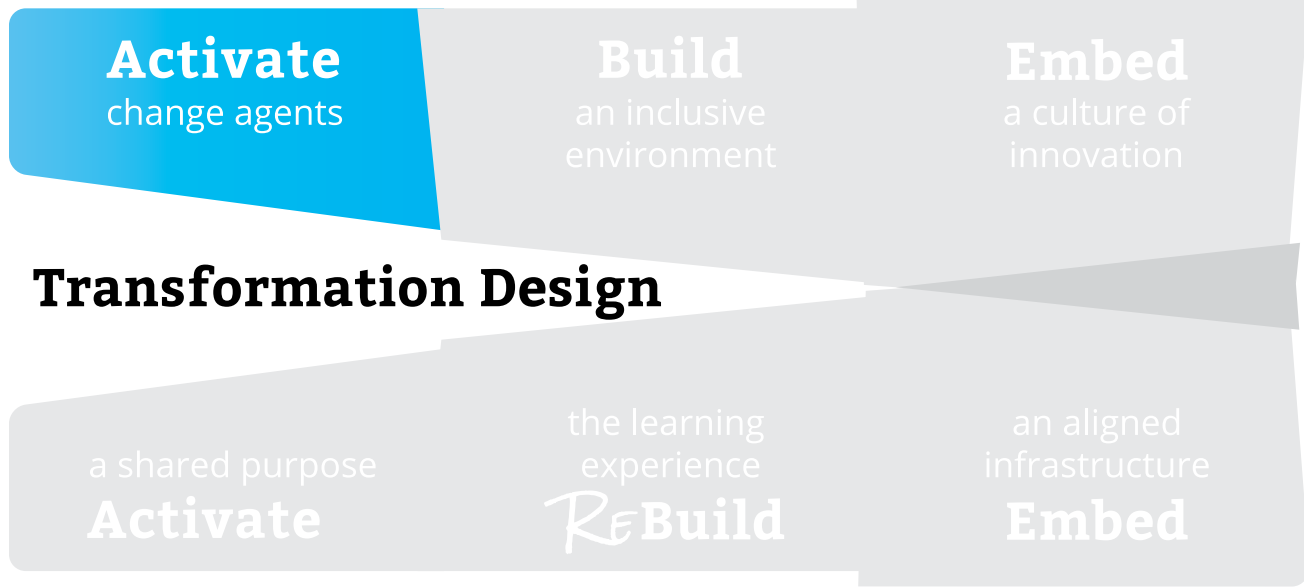


Transformation Design Deep Dive Guide

Cultivate Leadership Capacity

The extent to which authentic, self-paced, equitable opportunities exist for staff, students, and stakeholders to develop skills and knowledge, be replenished in spirit and creativity, and advance careers.

Transformation Design
Core Practice



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 Cultivate Leadership Capacity?
Cultivate Leadership Capacity is one action district communities can take to Activate Change Agents: Empowering the people in our district—teachers, administrators, students, families, school board members, community and business leaders alike—to see themselves as THE change-makers for the district.

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.

- *What opportunities and resources does your district provide for staff, students, and stakeholders to build their own capacity as change agents?*
- *Can you provide examples of capacity-building opportunities that are authentic, self-paced, and/or equitable? Who has access to these opportunities and who does not?*
- *In what ways do leadership development efforts—to build capacity to lead the learning transformation—mitigate systemic inequities? How might they exacerbate inequity?*
- *How does your district provide learning opportunities that inspire staff, students, and stakeholders to persist through the challenges of transforming learning?*
- *How does your district community encourage your creativity and replenish your spirit?*
- *What strategies does your district use to support a talent development pipeline? That is, how are staff, students, and stakeholders encouraged and supported to advance into new roles or take on greater responsibilities, including filling senior district administrator and board positions when someone leaves?*
- *How do certification, awards, compensation, and other strategies recognize staff, students, and stakeholders' learning and growth? In what ways might systemic inequities contribute to an uneven distribution of these rewards?*

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.

- [Is Yours a Learning Organization?](#), David A. Garvin, Amy C. Edmondson, and Francesco Gino in *The Harvard Business Review* (2008). The three broad factors that are essential for organizational learning and adaptability are a supportive learning environment, concrete learning processes and practices, and leadership behavior that provides reinforcement. Access the link in this article to the online diagnostic tool, which you may use to examine how your department/school/team functions as a learning organization.
- [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#), SEDL (2013). This paper presents a new framework for designing family engagement initiatives that build capacity among both educators and families to partner with one another around student success.
- [Why Teachers Must Become Change Agents](#), Michael G. Fullan in *Educational Leadership* (1993). This article argues for making the moral purpose and goals of change explicit and providing educators with the tools that will help them engage in change productively.
- [Educator Competencies for Personalized Learner-Centered Teaching](#), Jobs For the Future and the Council of Chief State School Officers (2020). This competency set identifies the knowledge, skills, and dispositions that educators use to create learner-centered environments and thrive within them.

What new ideas from these 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.

Vista Unified School District

- [The School Principal as Change Agent](#), Matt Doyle and Gerri Burton on the NGLC Blog (2018). The school principal sets the conditions for transformative practice and change in the district. This article describes the community of practice-oriented professional support for principals as they shift their roles to lead the learning transformation.

Kettle Moraine School District

- [Micro-Credentialing for Professional Learning](#), Office of Ed Tech (2016). This 3-minute video shows how micro-credentials build educator capacity in the district. With micro-credentials, teachers direct their own learning by customizing their professional development.
- [Personalized Learning “Look Fors”](#), KMSD (2018). The district uses this document to build understanding and goals as the district continues to move toward the vision of “personalized learning for all.”

St. Vrain Valley School District

- [Leadership St. Vrain](#) (webpage and 5-minute video). This district program provides parents and other community members the opportunity to deepen their knowledge of the district’s mission, operations, and strategic priorities. It provides a path for greater involvement in the district.

Lindsay Unified School District

- [EMPOWER Lindsay](#) (webpage and 3½-minute video). This program provides Lindsay Unified graduates and Lindsay Unified support professionals with financial support and training for teacher certification with a commitment to teach and serve in Lindsay schools.

Which artifacts inspired you? Why?

How do the capacity-building opportunities described in these artifacts help staff, students, or other stakeholders contribute to the learning transformation? How do these efforts develop leaders within the community?

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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