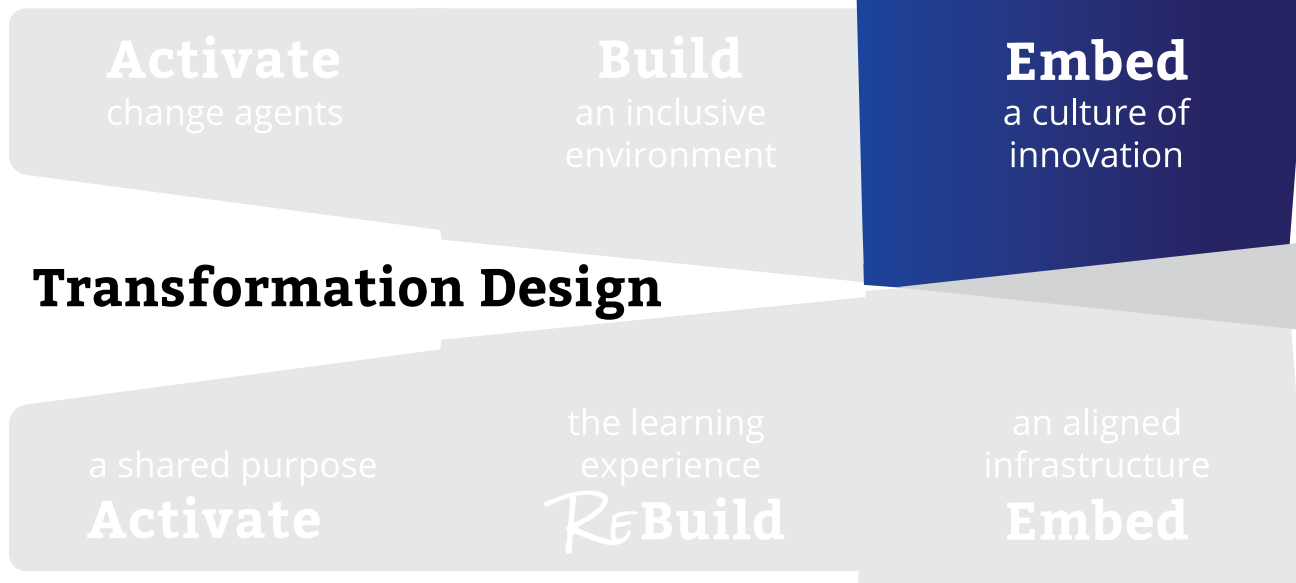# Transformation Design Deep Dive Guide

## Deepen Collective Responsibility

The extent to which the transformation persists even through changes in leadership because the majority of staff, students, and stakeholders assume ownership of it.

**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 Deepen Collective Responsibility?**
Deepen Collective Responsibility is one action district communities can take to Embed a Culture of Innovation: Building a district-wide culture of inquiry and improvement with broad "all in" sentiment, something that results from the ongoing efforts for the people in our district to become change-makers working to transform learning in inclusive, trusting relationships.

## 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.

- How would you describe your district's culture—mindsets, norms, behaviors, procedures? In what ways does this culture support your learning transformation and what barriers does it create?

- To what extent are the cultural norms and practices that support your learning transformation embedded in "the way we do things here"?

- Who among staff, students, and stakeholders own your district's learning transformation? In what ways might systemic inequities contribute to individuals or groups feeling as if they do not own the learning transformation?

- To what extent is your learning transformation "personality-driven" such that it would not continue if a particular individual or small group left your district? To what extent does your learning transformation incorporate leadership development and succession planning in order to persist through periods of turnover?

- To what extent does your district invest time and resources in sustaining a culture of innovation compared to its investment in the technical and program aspects of the learning transformation?

- Who in your district community actively cultivates a culture that positively reinforces your learning transformation? How might this responsibility to cultivate the culture be broadened and deepened?

*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.

- [Human-Scale at Scale: Cultivating New Education Cultures](#), Innovation Unit (2017). Any change is intensely personal and therefore cultural. This report explores the journey of cultural change for six student-centered learning models and presents a frame to unlock the human potential in student-centered learning organizations. "Making Change Stick" on page 61 is particularly relevant to deepen collective responsibility.

> " A team can be stronger and more resilient than any single person, if they too are connected through a shared purpose and trust for impact. "
>
> —Ehrlichman, Sawyer, and Wei-Skillern, *Five Steps to Building an Effective Impact Network*

- [So You Think You Want to Innovate? Emerging Lessons and a New Tool for State and District Leaders Working to Build a Culture of Innovation](#), 2Revolutions and The Learning Accelerator (2014). A culture of innovation, as detailed in this report and tool for organizational leaders, is about nurturing an environment that continually introduces new ideas or ways of thinking, then translates them into action to solve specific problems or seize new opportunities.

- [A Guide for Teacher-Powered Site Administrators: Collaborative Leadership for Thriving Teams](#), Teacher-Powered Schools (2019). This guide helps schools shift to a teacher-powered governance model with information on reimagining roles and practices as well as formalizing new structures and processes. In this model, the "team of teachers has collective autonomy to design, create, and make final decisions in areas impacting student success."

*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.

### Kettle Moraine Public Schools

- [Educator Effectiveness](#), KMSD. The district's vision, "Learning without Boundaries," defines the district's culture for students and teachers alike. Micro-credentials act to build collective responsibility by providing teachers with pathways to specific skills and habits that align to both the district's vision and an individual's professional goals.

- [Transforming the Classroom with Micro-Credentials](#), Pat Deklotz on the Digital Promise Blog (2016). The superintendent relates how the transformed professional learning system ties to a redesigned teacher compensation structure. These embedded structures build respect for the arduous work required of educators to transform learning and generate systemic support for the district's vision and goals.

- [Distributive Leadership in Practice](#), Office of Ed Tech (2016). This 3½-minute video shows how distributed leadership has become embedded in the values, actions, and culture of the district.

### Lindsay Unified School District

- [Transformation Design: Lindsay Unified's Story](#), NGLC (2019). In this 1½-minute video, the director of personalized learning, Brian Griffin, explains the district's culture as like-minded people coming together to support their shared moral imperative and notes how they intentionally care for their organization's health.

- [Lindsay USD: No One Falls through the Cracks](#), pages 50-54 in *Human Scale at Scale*, Innovation Unit (2017). The case study of Lindsay Unified found in this report, which was provided as a Big Idea resource earlier, reveals how the district's culture supports the learning transformation. Also see the short vignette on page 61 describing Lindsay teachers as "custodians of culture" who help the culture endure.

Which artifacts inspired you? Why?

How do staff, students, and/or stakeholders in these districts demonstrate a sense of ownership of the learning transformation? How does the district culture support their collective responsibility?

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, families, 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 |
|---|---|---|---|---|

## 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:*