Transformation Design Deep Dive Guide

Design and Refine the Learning Model

The extent to which students have the opportunity to master learning that is designed around the district's shared purpose.

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 Design and Refine the Learning Model?
Design and Refine the Learning Model is one action district communities can take to ReBuild the Learning Experience: Trying new approaches to learning that are based on our district's shared purpose, often by small groups changing the learning experience in classrooms and schools, inviting the district community to learn as we go.

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 knowledge, skills, and abilities does your district's learning model emphasize? How well do these outcomes align with your district's new shared purpose? What's missing?*

- *How do you know if your district's learning model exacerbates or mitigates systemic inequities?*

- *What next generation learning opportunities are available in your district community, whether in classes, extracurriculars, or community-based opportunities? Which students have access to them?*

- *What do students (and their families) say about their learning experience in school? What do they want from their education?*

- *To what extent does your district's shared purpose suggest a single learning model consistent across all schools, disciplines, and grade levels or a variety of learning models unique to schools, disciplines, and/or grade levels? Why?*

- *Which aspects of your district's learning model are strengths that will create a strong foundation for rebuilding the learning experience?*

- *What assets are available in your local community and present among staff, students, and stakeholders? How might these assets contribute to the design of your learning transformation?*

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.

- [MyWays Learning Design](#), NGLC webpage. Three key learning design constructs support students to develop the extensively researched MyWays competencies that students need for success in learning, work, and life. For greater detail and examples, read the full report, *Learning Design for Broader, Deeper Competencies*.

- [Science of Learning and Development](#), Science of Learning and Development (SoLD) Alliance. On this webpage, the alliance organizes initial findings about learning science that inform the structure and culture of education systems that advance equity.

- *equityXdesign: A Practice for Transformation*, Equity Design Collaborative. equityXdesign is a practice that organizations, teams, and individuals can use to mitigate the impact of racism and sexism in design practices. The centering ethos—see, be seen, and foresee—overlay the three beliefs and five design principles in the framework presented in this white paper.

- **Models of Learning Design**: Principles and essential elements of a *sampling* of innovative, equitable, next gen learning designs
  - Universal Design for Learning: [The UDL Guidelines](#), CAST.
  - Culturally Responsive Teaching: [9 Practices](#), The Education Alliance, Brown University.
  - Deeper Learning: [Design Principles](#), EL Education.
  - Learner-Centered: [The 5 Elements: A North Star for Learner-Centered Education](#), Education Reimagined.
  - Project-Based Learning: [Gold Standard PBL: Essential Project Design Elements](#), PBLWorks.
  - [Real World Learning](#), Digital Promise.

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.

Personalized Learning

- Kettle Moraine School District: Personalized Learning "Look Fors"

- Lindsay Unified School District: Instructional Look Fors

- Henry County Schools: Personalized Learning Rubric

- Vista Unified School District: Personal Learning Star

Real-World Learning

- Schools That Can Network: Real-World Learning Rubric

- Digital Promise: Voices from the Field District Case Studies

Deeper Learning from EL Education

- Video Case Studies of EL Education Schools

- Learning That Lasts PD Pack

Which artifacts inspired you? Why?

How have districts (and school networks) "operationalized" their learning designs so their communities can transform the learning experience?

Would any of these learning models advance the shared purpose for your district's learning transformation? What is missing? What other models have you discovered that would be promising for your district community?

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: