



# Transformation Design Deep Dive Guide

## Engage Every Stakeholder

The extent to which staff, students, and stakeholders' passions, concerns, and input are surfaced and understood, particularly for those who are marginalized by systemic inequity.

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](http://www.transformation-design.org) and download the [District Self-Assessment Guide](#).

### Why Engage Every Stakeholder?

Engage Every Stakeholder is one action district communities can take to Activate a Shared Purpose: Collectively developing a shared purpose, so that everyone—teachers, administrators, students, families, school board members, community and business leaders alike—has a common understanding of the vision, mission, values, principles, and goals for transforming learning district-wide.

## 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 have you collected input on your learning transformation from a diverse range of staff, students, and stakeholders? Who are you missing?*
- *What strategies has your district used to surface and understand the passions, concerns, and input specifically of those who have been marginalized or not well-served in the past?*
- *What is exciting to staff, students, and stakeholders about the learning transformation? What concerns/pain points have individuals or groups expressed?*
- *To what extent do staff, students, and stakeholders have a common understanding of the vision, mission, values, principles, and/or goals of your learning transformation? Why is this so?*

*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.

- [Index of Community Engagement Techniques](#), Tamarack Institute. Strategies for community engagement within this index are organized by levels of stakeholder engagement: inform, consult, involve, collaborate, and empower.
- [We Know How This Ends. It's Time to Share the Pen and Rewrite the Story](#), 228 Accelerator (2020). Framed within the 2020 COVID-19 pandemic and the chronic pandemic of racism, this article calls for educators to cede power rather than hoard it.
- [School-Wide Strategies: Stop, Start, Continue, Change](#), Wisconsin Department of Public Instruction. This simple tool provides a frame for collecting stakeholder input.
- [Shadow a Student Challenge](#), School Retool. This program is a fun, illuminating, and supportive journey to empathize with students and drive your transformation toward deeper learning.



*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.

### Henry County Schools

- [Winning Hearts and Minds Started with Visiting Each School](#), pages 23-24 in *Journeys to Personalized Learning: Henry County Schools*, FSG (2018). This section of the case study of the district's learning transformation describes the multiple visits the leadership team made to the district's 50 schools to "win" hearts and minds for the transformation. The case study is free to download with registration.

### Vista Unified School District

- [Word Cloud from Student Forums](#), VUSD (2014). The district held forums in 2014, before beginning its personalized learning transformation, to gather student input. This graphic presents the words students most commonly used to describe their learning experience. The most frequent word: "Irrelevant."
- [Building the Blueprint](#), page 4 in the *Blueprint for Educational Excellence and Innovation*, VUSD (2017). An extensive annual community review and revision process, described in this section of the district's strategic plan for transformation, spans ten months and involves thousands of students, parents, teachers, and staff members.

*Which artifacts inspired you? Why?*

*What do these artifacts reveal about how the districts surface the passions, concerns, and input of 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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