

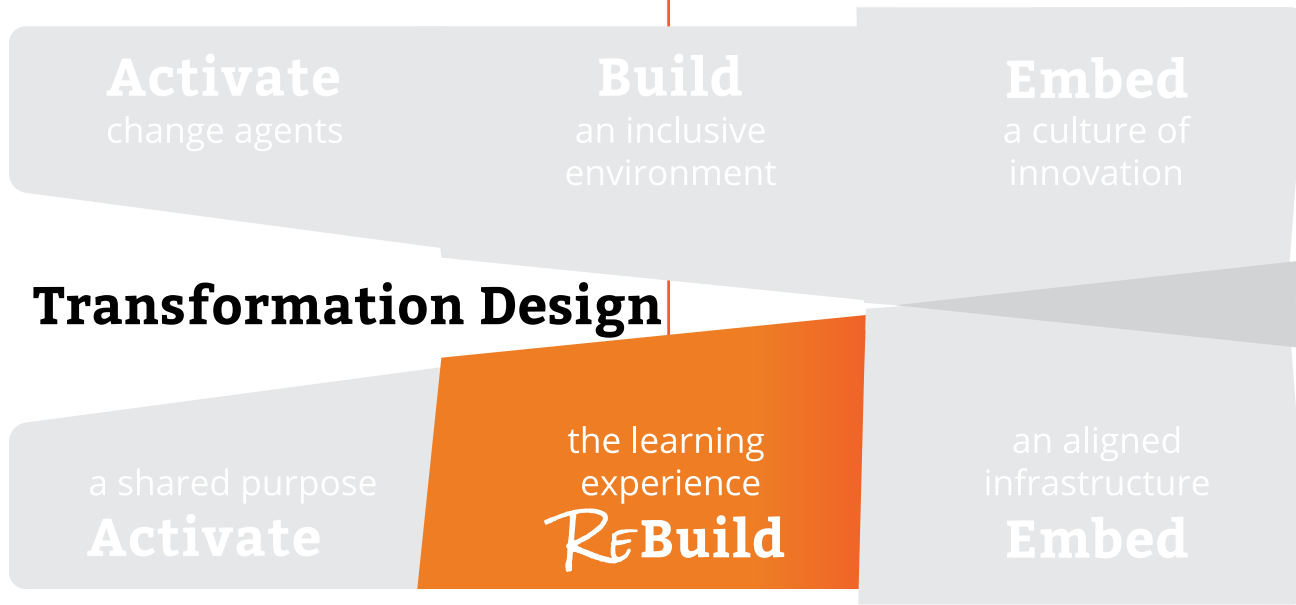


Transformation Design Deep Dive Guide

Establish Cycles of Improvement

The extent to which those trying out aspects of the transformation learn what works, what doesn't, and how to get better, inviting the district community to learn alongside them.

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 Establish Cycles of Improvement?
Establish Cycles of Improvement 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 processes does your district use to get better at the learning transformation?*
- *What aspects of your learning transformation has your district intentionally tested with a cycle of improvement? What goals did you set/assumptions did you test? What stories, process measures, and quantitative and qualitative data did you collect? How did you determine what is working and what isn't?*
- *What strategies has your district used to ensure that cycles of improvement disrupt inequities—in experiences and outcomes—rather than exacerbate them?*
- *How do different groups that are changing the learning experience connect so they can learn together through cycles of improvement?*
- *Who is typically involved in inquiries and data analysis to understand if your learning transformation is working? Whose voices are missing?*
- *How has your district collected feedback about your learning transformation from staff, students, and stakeholders? How do you use this feedback to improve?*
- *How has your district community communicated about iterations and shifts in strategy? How does the community hold itself accountable to the shared purpose?*

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.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

—Will Durant

- [Continuous Improvement for Equity](#), Networks for School Improvement Initiative (2019). Developed by a design team of national leaders in the fields of diversity, equity, and inclusion *and* continuous improvement (CI), the project proposes to rethink current approaches to education reform and empower students, families, and communities to lead their own school improvement efforts. The website provides critical inquiry questions and a set of tools to support a seven-step equity-driven CI process.
- [Solidarity-Driven Co-Design](#), Family Leadership Design Collaborative. The collaborative defines co-design as an iterative, cyclical process for diverse stakeholders. The model presented on this webpage draws from design-based research as well as Indigenous and decolonizing methodologies.
- [Innovation and the Spiral of Inquiry: A Framework for Transforming Learning in Schools](#), Center for Strategic Education (2014). The cycle of improvement framework in this report involves learners, their families, and communities throughout the whole process; it emphasizes collective professional agency; and it is grounded in learning science.
- Other Cycles of Improvement Processes: [Plan-Do-Study-Act](#), [Design Thinking](#), and [Improvement Science](#).
- [Reflection Toolkit](#), The University of Edinburgh. This web-based toolkit provides frameworks and resources to support reflection, a key element of an iterative learning cycle. Review the [Facilitators’ Toolkit](#) and the [List of Tools for Reflection](#).
- [Leading Pilot Classroom Walkthroughs with the Design Team](#), Highlander Institute (2019). With this protocol, design teams observe practice and give feedback which can be used to iterate and improve the learning design.



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.

Lindsay Unified School District

- [Instructional Look Fors](#), Lindsay Unified, Summit Public Schools, and Transcend (2018). This website helps educators build clarity in pursuing personalized learning and can be used in reflection, goal-setting, and coaching aspects of improvement cycles. It articulates six core principles and educator and student actions that foster quality personalized learning classrooms. It is based on lessons learned at Lindsay and Summit as well as research-based practices.

St. Vrain Valley Schools

- [Transforming Education: Robotics and Its Value for Next Gen Learning](#), Axel Reitzig on the NGLC Blog (2019). More and more students have become engaged in robotics as its impact on learning has grown. Through iterative cycles, the robotics program has grown over time to engage students districtwide and has evolved to “the next level” of learning integration. It is triggering broader, systemic change in the district because robotics naturally requires stakeholders to radically change their practices.
- [Diffusion of Innovation](#), District Technology Services. This 1-page table provides the district community with a framework to help thoughtfully diffuse innovative technology across the district. It lays out four phases for adopting technology, identifying key considerations, roles and supports, use, and funding source at each phase.

Which artifacts inspired you? Why?

How have the districts involved students, staff, and stakeholders in their cycles of improvement? What processes have they used to encourage reflection?

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
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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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