

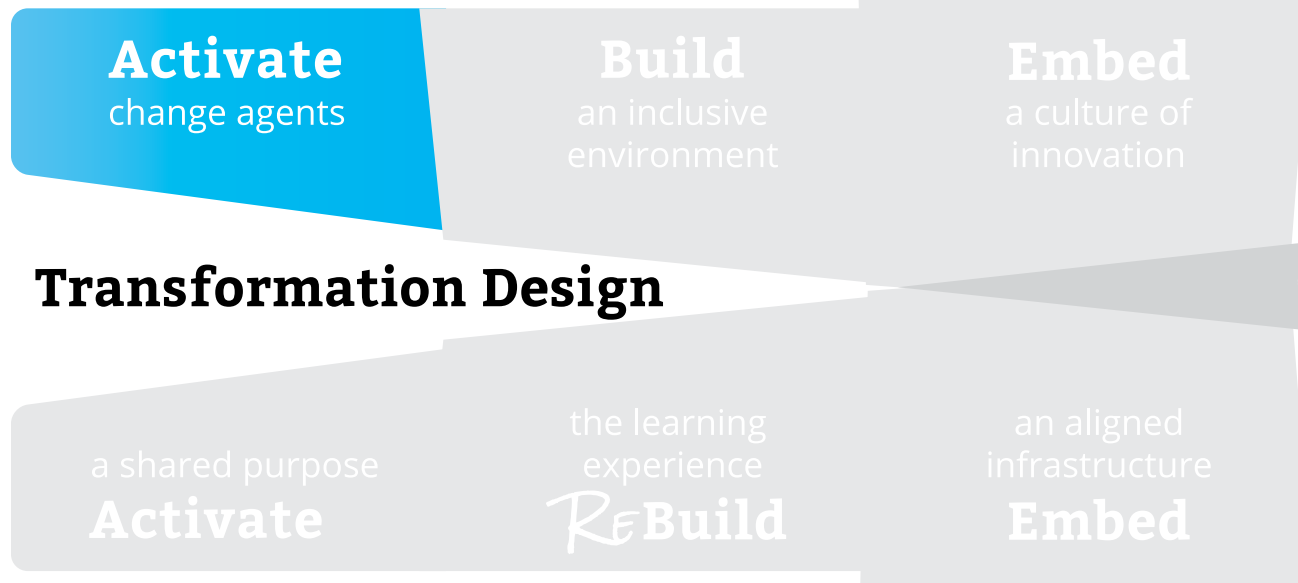


Transformation Design Deep Dive Guide

Invite and Empower Stakeholders

The extent to which staff, students, and stakeholders are involved in, own, and lead the transformation.

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 Invite and Empower Stakeholders?
Invite and Empower Stakeholders 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.

- *In what ways are staff, students, and stakeholders in your district community involved in the learning transformation? To what extent do they own and lead the transformation?*
- *What supports does the district provide to staff, students, and stakeholders to empower their active contribution to the learning transformation?*
- *Would you characterize your learning transformation as top-down, bottom-up, or a little of both? To what extent is participation in the learning transformation an invitation vs. an expectation?*
- *Who are the most active change-makers in your community? Which groups or segments of your district community do they represent? In what ways do these active change-makers invite others to join them?*
- *Whose voices are missing from your district's learning transformation? How might your district community invite and empower these stakeholders to own and lead the learning transformation?*
- *In what ways might systemic inequities contribute to an uneven distribution of opportunities to be involved in, own, and/or lead the 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.

- [*Recasting Families and Communities as Co-Designers of Education in Tumultuous Times*](#), National Education Policy Center (2019). This report explores how justice-based approaches to family engagement can enable parents and families, particularly from communities of color, to contribute as fellow leaders in transforming schools and educational systems to better serve all children, families, and communities.
- [*Authentic Youth Engagement*](#), in *Building Public Understanding for Student-Centered Learning: A Toolkit for Change Agents* (2014). This section of the web-based toolkit offers strategies and examples to engage youth as change agents in support of student-centered learning.
- [*Trapped on Site: The Problems of Scaling Powerful New Practices in Australian Schools and Beyond*](#), Innovation Unit Australia (2017). Also read the [*Myths and Realities*](#) link provided at the end of the article. Both of these articles describe the critical role that active, empowered stakeholders play in the successful “diffusion” of innovative practices across a system.
- [*Leadership Competencies for Learner-Centered Personalized Education*](#), Jobs for the Future and the Council of Chief State School Officers (2017). Read the section on “Capacity Building for Innovation and Continuous Improvement” which describes what leaders do to develop capacity across the learning community to embrace ongoing changes that improve 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.

Kettle Moraine School District

- [Transformation Task Force Final Report](#) (2007). When the school board charged the district to “transform the educational delivery system,” the district assembled a Transformation Task Force. Stakeholders who served on the task force are listed on page 3, where the report also describes the ways that additional community members contributed to developing the task force’s recommendations.
- [Stop, Start, Continue, Change](#), Wisconsin Department of Public Instruction (2016). The district uses this tool to document stakeholder input.
- [Personalized Learning as a Partnership](#) (2016). As shown in this 4-minute video, the district engages with businesses, professionals, and community partners to bring real-world learning and relevance to students.

Fall River Public Schools

- [Learners Front and Center for Learner-Centered Design](#), NGLC (2019). This practitioner’s guide describes how students at the district’s Resiliency Preparatory Academy take a leadership role in reimagining learning at their school.

Northern Cass School District

- [A Conversation with Cory Steiner](#), Education Reimagined (2019). In this article, the superintendent explains how teachers and parents were invited to learn about and give input on the transformation design.

Which artifacts inspired you? Why?

What are some of the various ways that staff, students, and stakeholders are involved in the learning transformation in these districts? What do these artifacts reveal about staff, students, and stakeholders owning and leading the learning transformation?

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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