

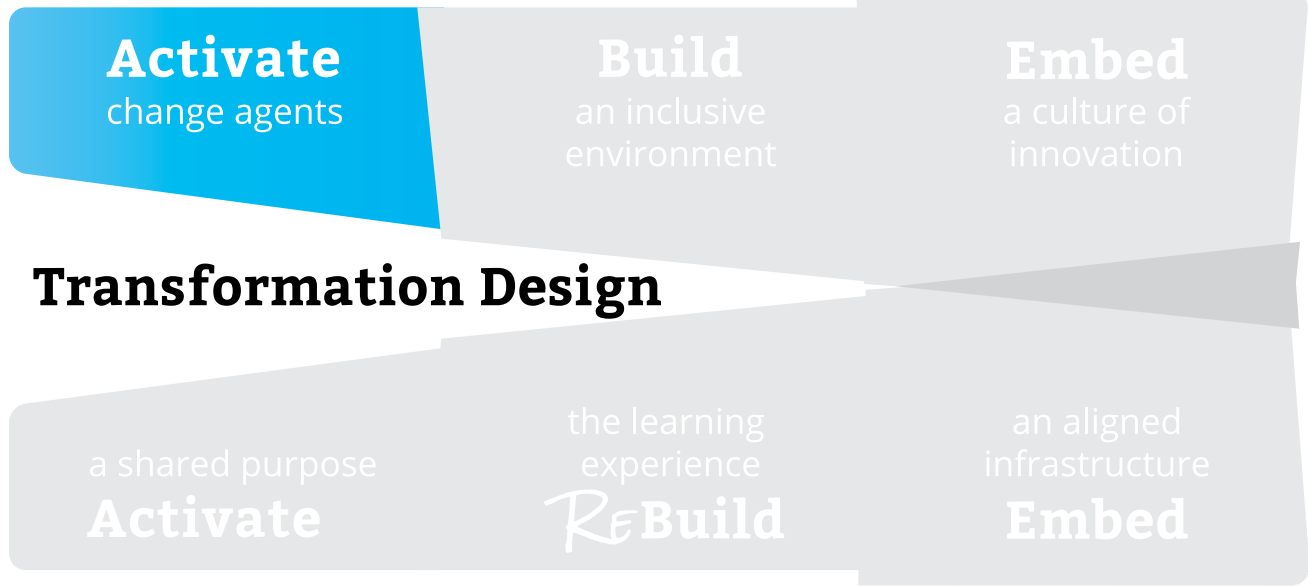


Transformation Design Deep Dive Guide

Map Roles by Strengths

The extent to which strengths of individuals are used for creating teams and designing 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 Map Roles by Strengths?
Map Roles by Strengths 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.

- *To what extent does your district focus on individuals' strengths vs. deficits? Consider parent-teacher conferences, school-level data analysis, employee performance reviews, parent engagement opportunities, district policies, etc.*
- *How might systemic inequities shape the district's perspective of strengths and deficits?*
- *How does your district get to know individual stakeholders' strengths, assets, passions, and interests?*
- *How have the strengths found within your district community influenced the design of your district's learning transformation?*
- *What are the strengths that different types of stakeholders have contributed to your learning transformation based on their unique perspectives?*
- *Are there multiple ways to join the transformation effort that match diverse stakeholder capacities, skills, and interests?*

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.

- [A Story of the Gift](#), Native Hawaiian Education Summit (2017). Watch this video from 19:55-25:00. This story recognizes that each child has a gift and asks: How can we create schools that discover and honor those gifts?
- [Positive Psychology: Strength-Based Approach Overview](#), High5Test. This web-based informational guide identifies the benefits of focusing on strengths and recommends strategies to apply strengths in practice. Individuals may complete the [HIGH5 Test](#) for free.
- [Guide to Actor Mapping](#), FSG. An actor map is a visual depiction of the key organizations and individuals that influence a change, allowing insight into the players within a system. The guide offers tools for developing an actor map of your own community.

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.

Vista Unified School District

- [We Believe in Infinite Capacity](#), Matt Doyle (2019). In this half-page interview excerpt, the superintendent shares the role that shifting from a deficit-based to a strengths-based mindset has played in the district's learning transformation.
- [Strengths Appreciation Chart](#), VUSD. This simple tool allows district community members that are participating on a team to reflect on their individual strengths and consider how their strengths add value to the team. A prior step might be to first identify and understand strengths, with individuals completing an [assessment of strengths](#). A next step for district teams might be to use the information about individuals' strengths to [explore team strengths and gaps](#) and maximize team work.

Kettle Moraine School District

- [Distributive Leadership in Practice](#), Office of EdTech (2016). This 3½-minute video conveys an example of the district's strengths-based approach, describing how leaders emerge from the strength of their work, not from being assigned to leadership roles.
- [I Don't Want All Leaders to Be the Same](#), Pat Deklotz (2019). In this half-page interview excerpt, the superintendent describes how the heart of the district's learning transformation is respecting people as individuals and inviting them to use their unique strengths.
- [One Strength Begets Another: The Performing Arts and Competency-Based Learning](#). This one-page story based on interviews with staff in the district is just one of many stories that follow the same arc in Kettle Moraine: the district community values individual and community strengths, makes bets on those strengths, and finds the best place in the system for those strengths to flourish.

Which artifacts inspired you? Why?

How do these districts get to know the strengths of the people in their community? How have strengths shaped the design of their 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, 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:



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.

© 2021 Next Generation Learning Challenges. CC-BY-NC-SA-4.0