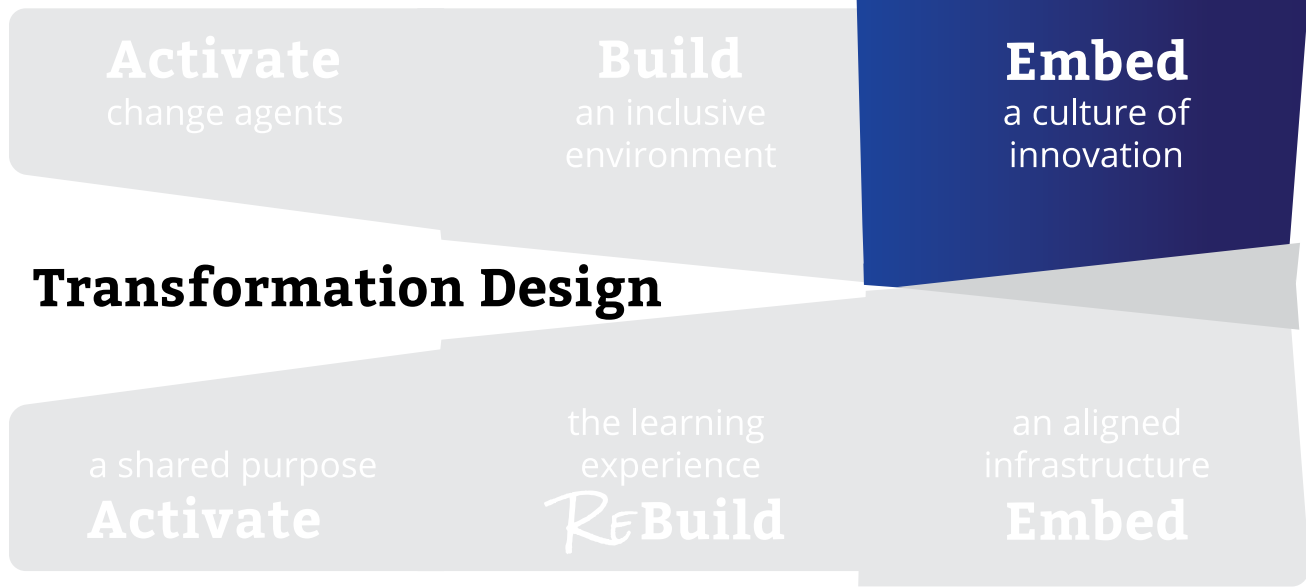# Transformation Design Deep Dive Guide

Measure Progress and Celebrate People

The extent to which the district community is celebrated for its contributions and evaluating progress is used as a learning opportunity, shared internally and externally through stories, process measures, and data.

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 Measure Progress and Celebrate People?
Measure Progress and Celebrate People is one action district communities can take to Embed a Culture of Innovation: Building a district-wide culture of inquiry and improvement with broad "all in" sentiment, something that results from the ongoing efforts for the people in our district to become change-makers working to transform learning in inclusive, trusting relationships.

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 do you know if your district's learning transformation is "working"? How do you evaluate progress in systems change, organizational effectiveness, inclusiveness and equity, and learning and development (for staff, students, and stakeholders)?*

- *What stories, process measures, and quantitative and qualitative data does your district community use to determine progress toward the shared purpose of your learning transformation?*

- *How do you know if your district's measures and cycles of inquiry are exacerbating or mitigating systemic inequities?*

- *How are staff, students, and stakeholders involved in measuring progress toward your district community's goals? Who is missing?*

- *How is inquiry about progress used as a learning opportunity for your district community? How do these inquiries influence your transformation practices and/or learning design moving forward?*

- *In what ways are staff, students, and stakeholders celebrated for their contributions to your district's learning transformation? Do you focus more on inputs or outputs, short-term or long-term, and/or individual or group contributions?*

- *Of the strategies you use to celebrate people, which ones help to deepen collective responsibility for the learning transformation?*

- *How does your district share learning from your inquiries and celebration of your community's contributions internally? Externally?*

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.

- *How Do You Evaluate Systems Change? A Place to Start.* FSG (2019). Evaluation is a difficult task when a group is working to change the underlying conditions that hold systemic challenges in place. It is not the same as program evaluation. This article offers four steps to get started with links to resources and tools for each.

- Street Data: A New Grammar for Educational Equity, Shane Safir on the NGLC Blog, (2019). This article articulates the critical need when measuring progress to match the type of data collected to the type of educational decisions that need to be made, with specific strategies educators can use to collect data from those at the margins.

- Secret One: Love Your Employees, in *The Six Secrets of Change*, Michael Fullan (2008). This chapter in Fullan's book for school leaders examines the theory and provides organizational examples in support of celebrating staff as a key secret of successful change efforts.

- How You Can Use the Power of Celebration to Make New Habits Stick, BJ Fogg on *Ideas.Ted.Com* (2020). This article and TED Talk video introduce how to use celebration to reinforce small changes and pave the way for long-term success. Celebration helps people feel positive emotions about new behaviors they are using during a change, contributing to a culture that supports change.

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

- Personalized Learning "Look Fors", KM Personalized Learning Team (2018). This document was created to build understanding as the district continues moving toward the vision of "personalized learning for all." This is not an evaluative document but can be helpful to use in walk throughs to recognize the many small moves required to provide a personalized learning experience for all students.

- Kettle Moraine Case Study Video, America Achieves/ Global Learning Network (2017). Watch from 15:50 to 17:00 for a description of how data is used internally and externally to promote improvement as well as district values.

Henry County Schools

- School Readiness Criteria Planning Sheet, HCS. The district used this early-stage planning and analysis worksheet to support schools as they moved from piloting a prototype learning design to whole school redesign.

- Personalized Learning Rubric, HCS Leadership Services (2018). This rubric helps schools understand their progress within and across the domains and criteria of the district's personalized learning model.

District Artifacts (continued)
(Complete independently.)

Review the following artifacts from leading districts to benchmark the Transformation Design action in your own district and to spark new ideas.

St. Vrain Valley Schools

- Kudos Corner, District Technology Services. This public webpage shares appreciations for the department's staff from across the district.

- "Spring In Your Step Award". In another celebratory tradition of District Technology Services, staff pass the Springy award to a member of the department to honor and recognize their contributions.

Vista Unified School District

- District Goal Setting, VUSD. The District Goal Setting section of the Blueprint webpage explains how the district sets and tracks goals. They notably tier goals based on priority, provide a rationale for the goals, and set metrics to consistently track progress.

- Mission Vista Scoreboard for Personalized Learning, Nicole Allard (2019). Slides 13-16 of this presentation deck offer insight into how Mission Vista educators identify work they want to celebrate and work they want to do to advance school-wide and personal goals. Slides 30-34 show how the school uses a scoreboard to track progress and celebrate changes in learning.

Which artifacts inspired you? Why?

In what ways do the districts use evaluation of progress as a learning opportunity? What are some strategies they use to celebrate community members for their contributions to 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, 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.