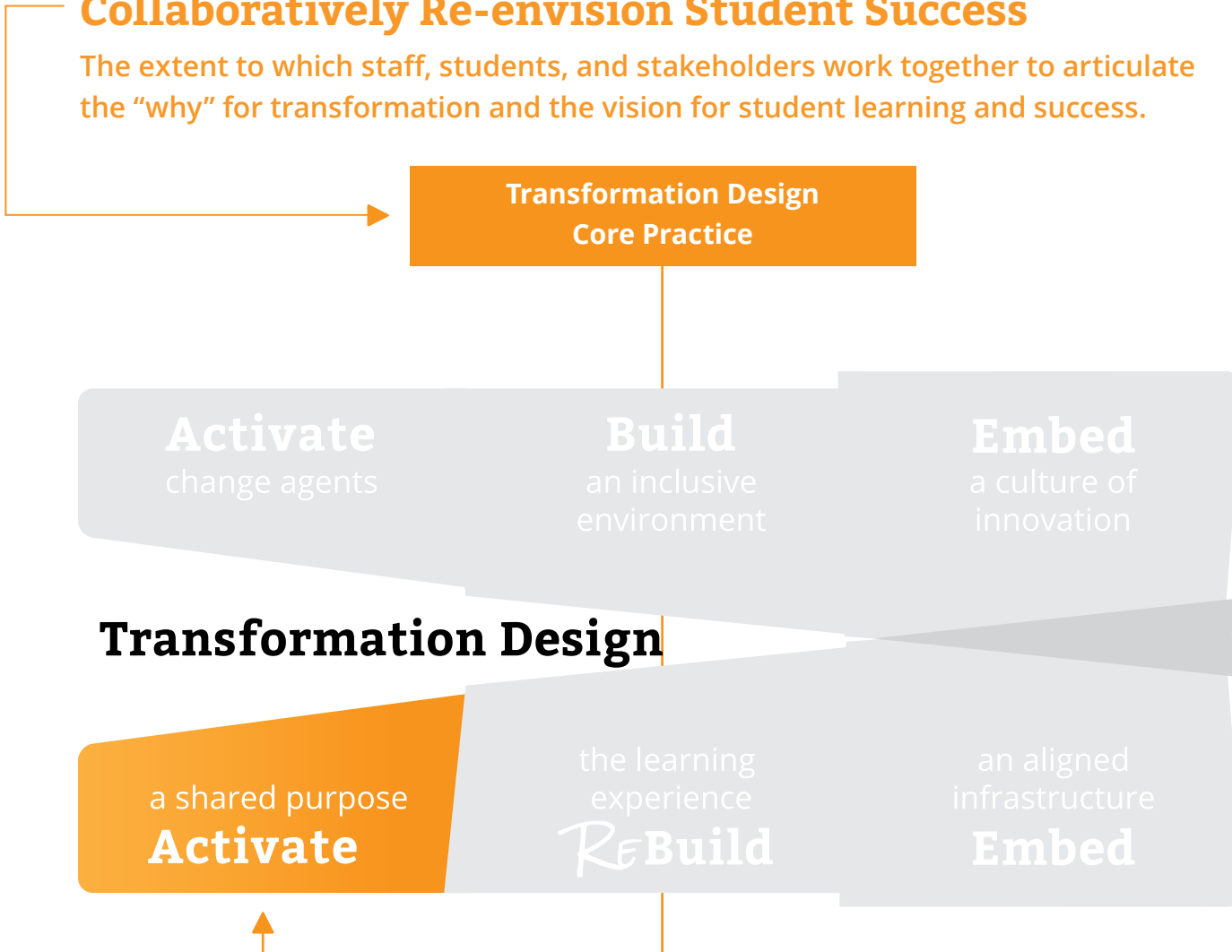# Transformation Design Deep Dive Guide

Collaboratively Re-envision Student Success

The extent to which staff, students, and stakeholders work together to articulate the "why" for transformation and the vision for student learning and success.

Transformation Design Core Practice

Transformation Design

Activate change agents

Build an inclusive environment

Embed a culture of innovation

Activate a shared purpose

ReBuild the learning experience

Embed an aligned infrastructure

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 Collaboratively Re-envision Student Success? Collaboratively Re-envision Student Success 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.

- *Who has been involved in developing your district's vision for student learning and success? Who is missing and how might you invite them into the visioning process?*

- *Why is your learning transformation important? How does this "why" appeal to both hearts (passion) and minds (evidence)?*

- *To what extent do different individuals or groups in your district articulate a similar "why"?*

- *How well does your "why" resonate for students and families in your community that are marginalized by systemic racism and other forms of inequity as well as those who are more privileged? How do you know?*

- *How does your district's vision for student learning and success tap into the assets of your community of staff, students, and stakeholders and meet their needs?*

- *What will happen if the learning transformation does not occur?*

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.

- *From Fragmentation to Coherence*, Carnegie Corporation of New York (2018). This report names "building a shared understanding of purpose" as one of three guiding principles for integrating all the multiple efforts going on at the same time in the complex social systems of education. Greater coherence is more likely to produce better outcomes for students and families.

- The MyWays Student Success Framework, NGLC. The framework presented on this comprehensive website helps educators identify a broader, deeper vision of success for their students. Review the competency set and the tools to *Fine-Tune Your Community's Definition of Success*.

- Portrait of a Graduate Toolkit, Battelle for Kids. This website provides a four-phase design process and a resource hub to support school systems in developing their own Portrait of a Graduate with their communities.

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
- Graduate Profile. Kettle Moraine engaged its broader community in developing the skills and attributes they want graduates of their school system to have. The process they used is described in the NGLC Practitioner's Guide, Learning without Boundaries.

Henry County Public Schools
- Visioning and Planning, pages 16-22 in *Journeys to Personalized Learning: Henry County Schools*, FSG (2018). This section of the case study of the district's transformation journey describes the district's visioning and planning process. The case study is free to download with registration.

Vista Unified School District
- Career Superhighway, VUSD. The district convened stakeholders from across the region to re-envision the cradle-to-career pathways that help young people succeed. A series of articles on this website documents the collaborative process.

Which artifacts inspired you? Why?

How have staff, students, and stakeholders worked together in these districts to define their "why" for the learning transformation? In what ways are the values and goals of their vision for student learning and success reflected in the processes they used to develop them?

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

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: