

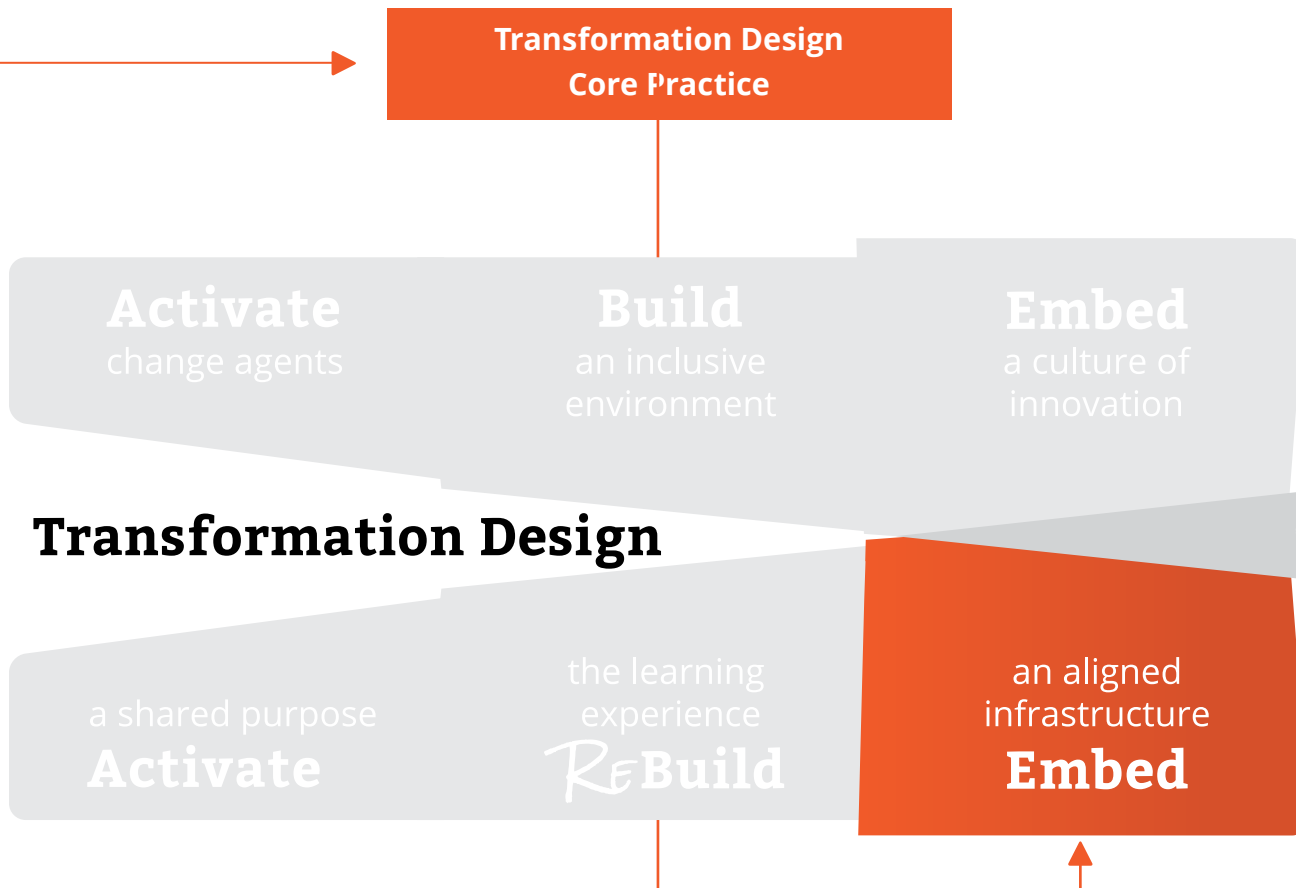


# Transformation Design Deep Dive Guide

## Reallocate Organizational Resources

The extent to which district budget, human resources, and organizational structures are allocated to foster and sustain the transformation.

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](http://www.transformation-design.org) and download the [District Self-Assessment Guide](#).



**Why Reallocate Organizational Resources?** Reallocate Organizational Resources is one action district communities can take to Embed an Aligned Infrastructure: Shifting our district's systems and structures to align with our shared purpose, characterized by learning and service as opposed to compliance and mandates.

## 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 efforts to transform learning are already underway in your district? How did these efforts get started? Who is involved?*
- *What are the top strengths and assets of your district's current curriculum, instruction, assessment, and learning models? What opportunities do these strengths present to move the learning design closer to your shared purpose?*
- *What has emerged as a high priority for the learning transformation among your district community? What first steps might lead to observable impact on your shared purpose in a short time frame (e.g., 90 days)?*
- *Which small groups or teams are involved in starting to try new approaches to learning? How did they get involved? What agency do they have to influence the learning transformation?*
- *How are staff, students, and stakeholders who are not directly involved connected to the work of the small groups or teams? How are they engaged in learning alongside those who are more directly involved?*
- *What new behaviors and ways of working are the small groups or teams using as they try new approaches to learning? How are these new behaviors supported and/or celebrated?*
- *What barriers exist to using new behaviors and ways of working in support of the learning transformation? In what ways might systemic inequities create and contribute to these barriers?*

*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.

- [Re-Building the K-12 Operating System \(OS\)](#), Grant Lichtman on the Transforming Teaching Blog. This article details the “hardware” (e.g., physical campuses and internet connectivity) and “software” (e.g., instructional practices and school schedules) of our education system. Lichtman argues these system elements need to be redesigned to align to the outcomes that today’s students need.
- [Districts at Work](#), Education Resource Strategies (2019). This web-based case study suite profiles eight school systems that are getting traction and seeing results with their equity-based strategic plans. For examples of district systems reallocating organizational resources, read the profiles of [Tulsa Public Schools](#) or [KIPP Bay Area Schools](#).
- [Sustaining Innovation and Preparing for Scale: Financial Sustainability Research & Analysis of Personalized Learning Models](#), LEAP Innovations and Afton Partners (2018). This report offers key insights into critical resources, investments, and costs that support the launch of personalized learning models in Chicago schools. The section on the financial implications of innovation, starting on page 14, details start-up and recurring costs, flexibility in use of funds and trade-offs, and insights on sustainability. Also see this [Financial Pulse Check](#) tool from Afton Partners.

*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.

### St. Vrain Valley Schools

- [Principle-Centered Governance and Characteristics of Effective School Boards](#), SVVSD Board of Education (2015). This list of 10 characteristics positions the board as the governance, policy, student achievement, and continuous improvement driver of the district's transformation.
- [Strategic Priorities for Student Achievement and Global Success](#), SVVSD (2019). The visual representation of the district's strategic priorities positions student achievement and success factors as resting upon high-functioning operational foundations.
- [District Technology Services Org Chart](#) (2023). The organization chart for this district department is structured with the district's mission at the center surrounded by the students, teachers, and staff that the department serves. DTS staff are positioned closest to the core mission and supported by managers. Values encircle everything.
- [Learning Technology Plan](#), SVVSD (2019). This two-

minute video showcases how an instructional technology advisory committee composed of teachers, administrators, technical staff, parents, and community members makes sure that technology resources are deployed in support of the learning transformation.

### Arcadia Unified School District

- [Why Not?](#), David Vannasdall (2018). In this one-page interview excerpt, the AUSD superintendent describes how the district shifted its perception of innovation happening only in the classroom to addressing innovation across the whole district system.

### **Kettle Moraine School District**

- [Sustainability Study Report](#), KMSD (2019). The historical background section of this report (pages 1-2) details that aligning financial resources with programmatic needs was becoming increasingly challenging for the district. A group of community citizens investigated possible scenarios for reducing expenses or generating additional revenue in ways that aligned to their shared purpose, specifically the district's values and the KMSD graduate profile.

### **Vista Unified School District**

- [Blueprint House of Learning](#), VUSD. This visual representation displays the district's seven strategies that make up their theory of change. All district transformation work supports these strategies.
- ["Org Chart" for Vista Innovation and Design Academy \(VIDA\)](#). The organizational chart for this middle school adopts the work of Gordon MacKenzie to replace the typical top-down pyramid structure with a peach tree. The tree represents the organic nature of leadership and the role of every individual in the school's growth, aligning human resources to the school and district's vision, mission, and values.



*Which artifacts inspired you? Why?*

*In what ways did the districts allocate budgets, human resources, and other district resources in support 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
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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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