

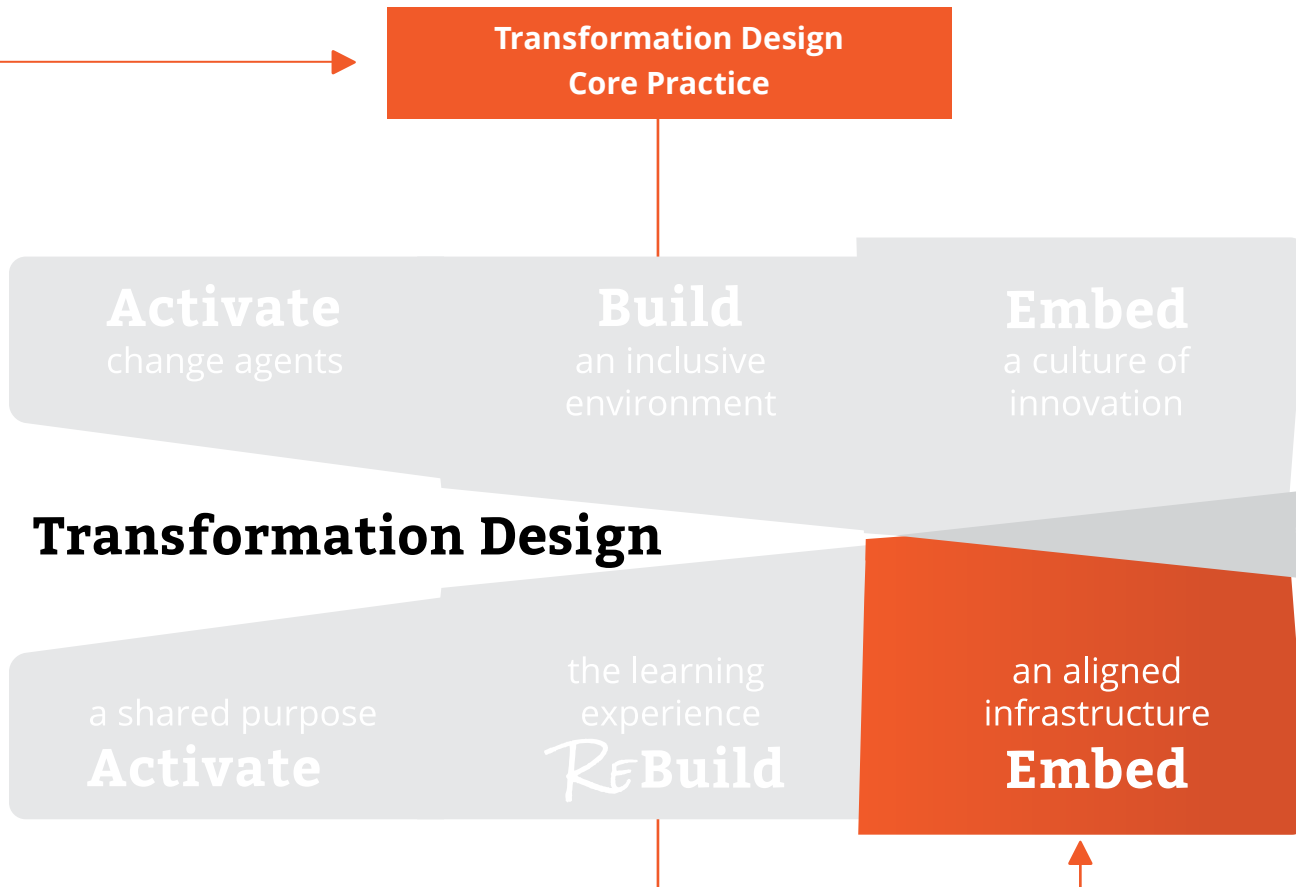


Transformation Design Deep Dive Guide

Redesign Policies and Processes

The extent to which district policies, processes, and behaviors that create barriers for the transformation are changed 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 and download the [District Self-Assessment Guide](#).



Why Redesign Policies and Processes?

Redesign Policies and Processes 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.


- *In what ways do the district's current policies integrate the various efforts underway to transform learning? Can you provide an example?*
- *What policies and processes does your district use to ensure that the learning transformation disrupts systemic inequities and does not exacerbate them?*
- *Which district policies regarding learning, instruction, assessment, grading, and graduation create barriers for the learning transformation? How have those barriers been addressed?*
- *How well do the district's systems of hiring, onboarding, performance reviews, special assignments, professional learning, and advancement align with the shared purpose of the learning transformation? In what ways do they build capacity within the district for the learning transformation?*
- *What waivers, approvals, renegotiated contracts, and new district policies might foster the new behaviors, ways of working, and mindsets of the learning transformation?*
- *What opportunities and challenges exist to replace policies, processes, and behaviors that create barriers for 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.

- [*From Fragmentation to Coherence*](#), Carnegie Corporation of New York (2018). Too often, our work to improve student learning creates fragmentation for the people school systems need to support. Three guiding principles presented in this report can integrate the complex web of efforts in the complex social systems of education. Greater coherence is more likely to produce better outcomes for students and families.
- [*Looking Beneath the Surface: The Education Changemaker's Guidebook to Systems Thinking*](#), KnowledgeWorks (2020). This guidebook introduces education stakeholders and changemakers to the language and tools of systems thinking—how systems are organized, how they function, and how to improve the outcomes of systemic behavior.
- [*Becoming an Anti-Racist School Board Member*](#), Carrie Douglass on the School Board Partners Blog (2020). This article suggests ways school board members can use their power to change district policies and practices to be anti-racist. It recommends systematically reviewing and revising policies in partnership with the district community.
- [*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 redesigning policies and procedures, read the profiles of [*Dallas Independent School District*](#), [*Fresno Unified School District*](#), or [*San Diego Unified School District*](#).



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

- [Board Policy on Teaching and Learning](#), Board of Education (2008, revised 2018). This policy lays out responsibilities of the superintendent in relation to teaching and learning. Many aspects of the learner-centered transformation are embedded in district policy including opportunities that develop students' Graduate Profile competencies; personalized professional learning opportunities; learning spaces and the use of time aligned with student needs; and digital tools and technology infrastructure to support students and teachers in anytime, anywhere learning.
- [Perspectives from Beta Testing the Mastery Transcript](#), Mastery Transcript Consortium (2019). KM Perform, one of the district's high schools, piloted the Mastery Transcript. The transcript is designed to show a more holistic view of the student by presenting their deep learning, disciplinary knowledge, and transferable skills.

Lindsay Unified School District

- [Strategic Design](#), adopted by the Lindsay Unified School Board (2007). The district's learner-centered model is evident in every aspect of the strategic design: mission; core values; beliefs and guiding principles; vision for learning, curriculum, instruction, assessment, technology, personnel, leadership, and stakeholders; and lifelong learning standards. All systems in the district have been reimagined to support the learning transformation.

Hawai'i Department of Education

- [Nā Hopena A'o \("HĀ"\)](#), Hawai'i Department of Education (2015). This policy identifies a set of outcomes that reflects the department's core values and beliefs in action throughout the public educational system. Read the [BOE PolicyE-3: Nā Hopena A'o \(HĀ\) Story](#) of how the district developed the policy through a collective, exploratory effort that embraced culturally-responsive practices.
- [Making Space for All Learners](#), Assessment for Learning Project. In this 12-minute podcast, Hawai'i students, educators, and partners share their perspective and experiences with assessment for learning through the HĀ framework. Learn more in the article, [Culturally Responsive Assessment Practices through Nā Hopena A'o](#).

Which artifacts inspired you? Why?

How do the districts' policies, processes, and behaviors create a coherent system that fosters and sustains 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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