Forward > Human Agency Design

Get back to face-forward work.

FIELDBOOK

A Diagnostic, Reading Order, Questions and What to Discover on the Road to Redesign.

PURPOSE

This Fieldbook helps leaders notice what conventional plans, reviews, procurement methods, organization charts, and technology discussions often leave unseen.



10-QUESTION DIAGNOSTIC

See the district environment.

Notice the district as a whole operating environment: strategy, structure, people, procedures, technology, curriculum, time, evidence, artificial intelligence and the human work connecting them.

NOTICE GOAL IMPACTS

Name one goal that changed faster than the organization beneath it.

What changed for the goal? Mark what you can readily see.

- ☐ New initiative or program
- ☐ New role or responsibility
- ☐ Changed process or workflow
- ☐ New technology or system
- ☐ Training or professional learning
- ☐ New reporting or evidence requirement
- ☐ Changed schedule or use of time
- ☐ Something was removed or simplified

Departments and reporting lines are only one structure. Schedules, approvals, committees, curriculum, workflows, technology, decision rights and informal networks also govern work. Which structure has major influence over daily work but is least visible on the organizational chart? *Circle one number in each row. Use judgment; this is an initial impression, not a finding.*

IMPACT WEIGHT	After considering the five dimensions, choose the overall apparent weight and transfer to page 13.			
DIMENSION	**1** LIGHT	**2** MODERATE	**3** SIGNIFICANT	**4** HIGH
BREADTH How much of the organization did the goal touch?	○	○	○	○
FREQUENCY How often do similar initiatives occur?	○	○	○	○
CAPACITY How much human capacity does it consume or displace?	○	○	○	○
COMPLEXITY How many roles, systems, rules, exceptions or steps must coordinate?	○	○	○	○
COHERENCY How well do purpose, people, systems, decisions and workflow reinforce one another?	○	○	○	○

NOTICE FORMAL vs. INFORMAL WORK

What work has become so normal that the organization may no longer see it?

Choose one important work outcome. Ignore the official process for a moment. What had to happen before, after, between and around it?

- ☐ Establish
- ☐ Find
- ☐ Research
- ☐ Assemble
- ☐ Write
- ☐ Transfer
- ☐ Re-Enter
- ☐ Coordinate
- ☐ Reconcile
- ☐ Verify
- ☐ Remind
- ☐ Explain
- ☐ Follow Up

Work outcomes are never entirely individual. Foundational work under the more obvious formal work is frequently undervalued. *Circle one number in each row. Use judgment; this is an initial impression, not a finding.*

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NOTICE ENVIRONMENT ACCUMULATION

Where has the accumulation of applications, systems and procedures created overlap, additional navigation, or work across boundaries?

ROLE / VIEW	APPROX. APPS & SYSTEMS ROUTINELY TOUCHED	NUMBER THAT OVERLAP
Teacher		
Special Needs Teacher		
School Administrator		
Academic / Curriculum Leader		
Student Services / Special Programs		
District Operations / Administration		
Technology		
TOTALS		

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NOTICE OPERATIONAL FRAGMENTATION

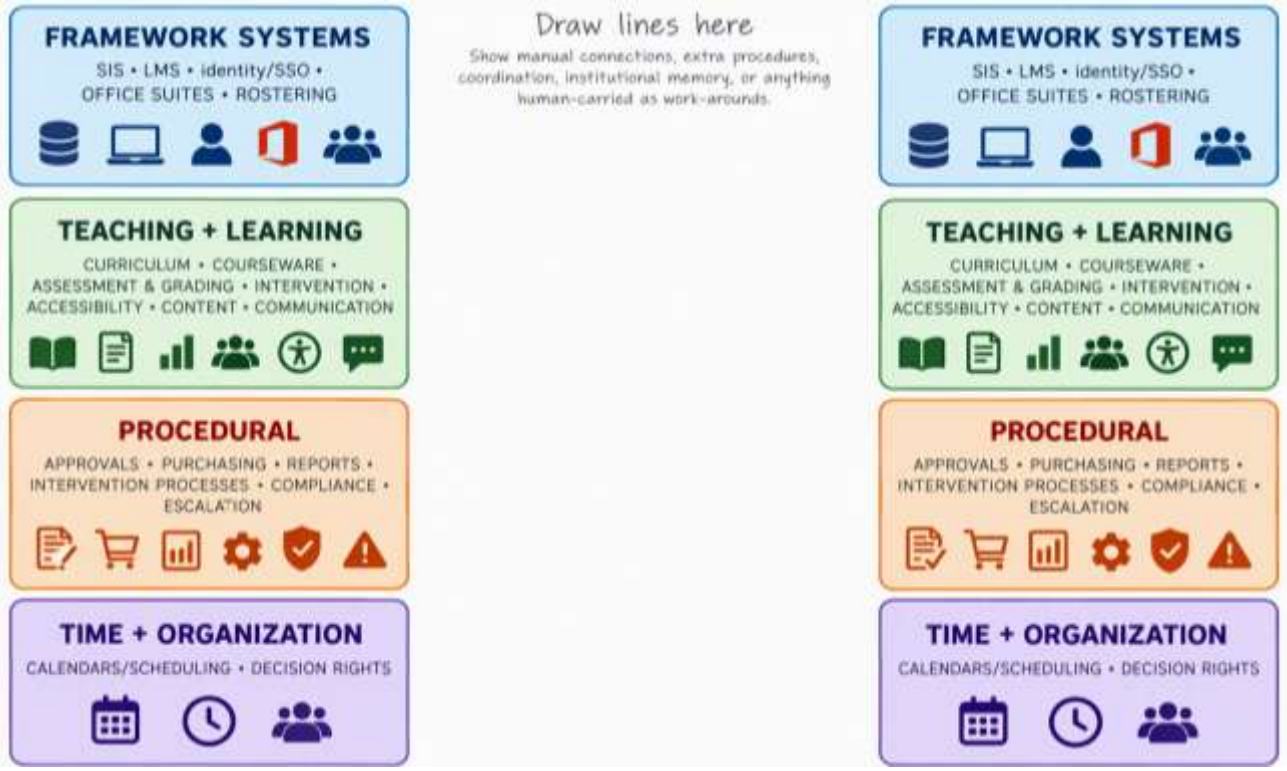
Where does one intended outcome become fragmented across departments, systems, decisions, data or schedules before it can actually happen?



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NOTICE SYSTEMS & PROCEDURES

Where are people doing the work the system itself does not do?



A system works better when it interconnects and informs all the work and stakeholders.

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NOTICE INSTRUCTIONAL COHERENCY

Where does learner evidence travel with the learner across curriculum, instruction, assessment and intervention, and where does the instructional environment lose the thread?



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NOTICE STRATEGY EXECUTION

How are strategies moving through the organization?



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NOTICE EDTECH & AI APPLICABILITY

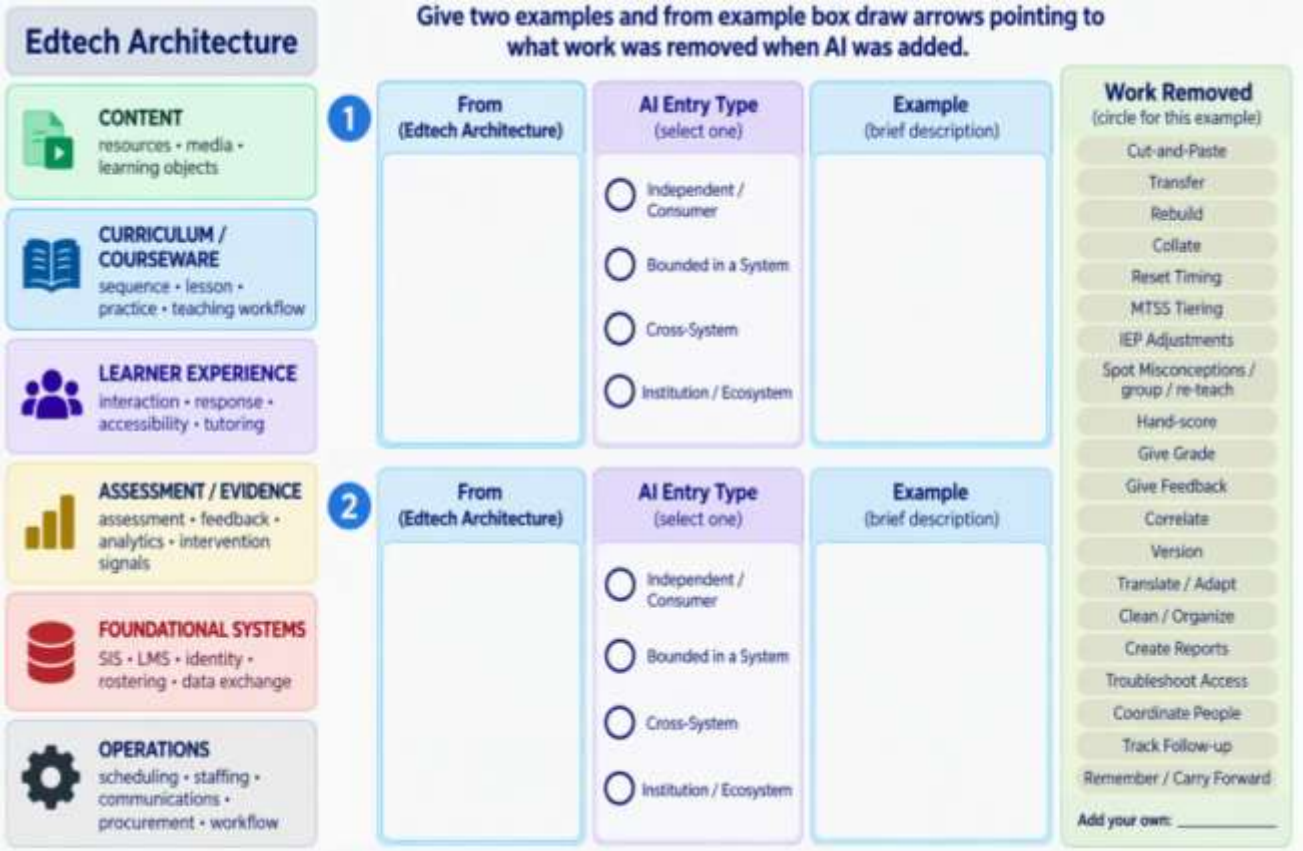
Where has AI entered the environment already and what human work remains around it?



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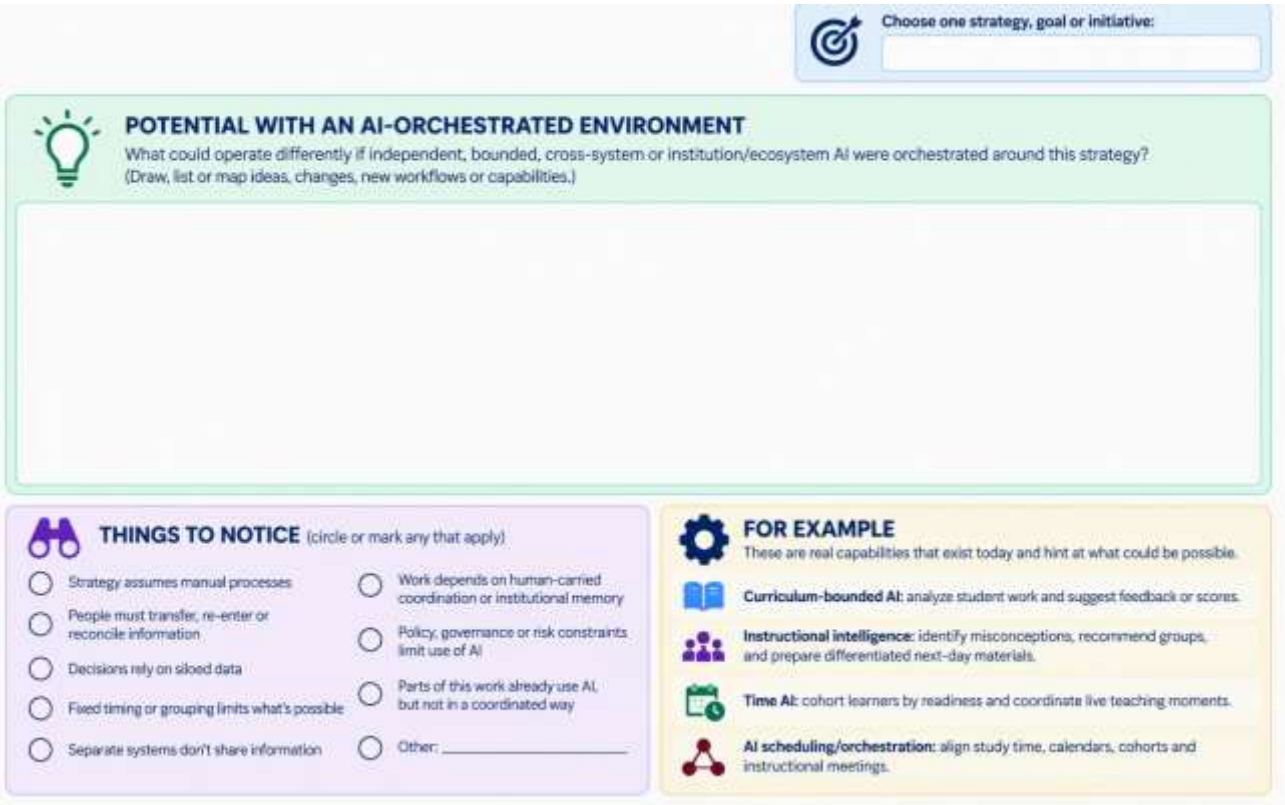
Where has AI entered the environment already and what human work was removed?



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NOTICE POSSIBILITY

Where is district strategy still being designed around what today's technology environment can do, rather than what an AI-orchestrated environment could make possible?



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NOTICE HUMAN CAPACITY

What distinctly human attribute is being crowded out by the effort required to keep the environment functioning?

- ☐ Teaching
- ☐ Discipline
- ☐ Diagnosis
- ☐ Relationship
- ☐ Creativity
- ☐ Leadership
- ☐ Mentoring
- ☐ Inquiry
- ☐ Presence
- ☐ Ethical choice
- ☐ Coherency
- ☐ Responsibility
- ☐ Trust
- ☐ Critical Thinking
- ☐ Other _____

What do you *see?*

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Transfer & Key Question

Transfer the overall apparent weight you marked for each diagnostic question, then consider how visible that condition is to the district.

Look for:

- High apparent weight + Low visibility suggesting a valuable discovery question.
- Low visibility does not mean low impact.
- Low weight + clear visibility may not justify a redesign effort.

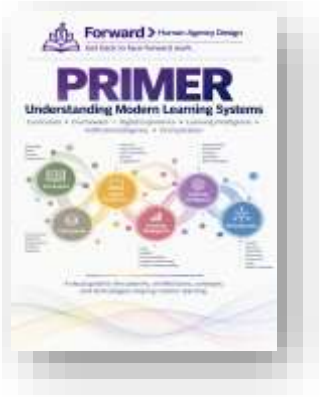
Question	OVERALL WEIGHT	VISIBILITY See clearly, partially, or low visibility		
Goal Impacts	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
Formal vs. Informal Work	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
Environment Accumulation	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
Operational Fragmentation	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
Systems & Procedures	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
Instructional Coherency	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
Strategy Execution	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
EdTech + AI - Work Remained	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
EdTech + AI - Work Removed	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
Possibility	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**
Human Capacity	1 2 3 4	**CLEAR**	**PARTIAL**	**LOW**

One Question to Investigate for my district or myself:

Read

Use the companion works to deepen the questions the diagnostic exposed.

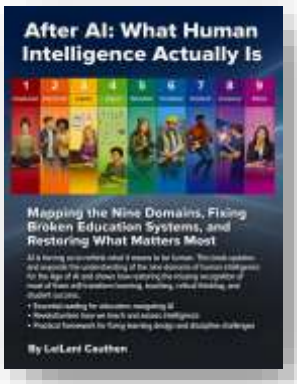
The Primer



Read through the Primer once. It is a visual vocabulary for distinguishing what you are actually looking at: systems, workflows, learning architectures, instructional approaches, AI roles, data, time, procurement, human intelligence and the work technology leaves behind. Return to individual definitions when a distinction matters.

Why > Shared language keeps teams from using the same familiar word for materially different conditions.

After AI: What Human Intelligence Actually Is



Read it as the human counterweight to an increasingly machine-capable environment. The question is not simply what technology can perform. It is what forms of human intelligence institutions should intentionally develop, protect and give greater capacity to exercise.

Why > Human capacity has value only if the institution is clear about the human capabilities it intends to make more available.

Carry Better Questions Forward

The diagnostic does not end with a score. It should leave the reader with sharper questions for leadership, design, procurement and adoption conversations.

NAME THE THING

What kind of thing is this, and what is it actually meant to do?

SEE THE OPERATING PROCESS

What is the formal process, and what happens in practice?

FIND OWNERSHIP

Who owns the complete outcome, not merely one step?

EXPOSE THE GAP

What work exists because two parts do not connect?

LOCATE TECHNOLOGY

What does this technology actually perform?

TRACE RESIDUAL WORK

What remains before, after, between and around it?

EXAMINE INHERITANCE

What roles, routines, data, time and obligations came with it?

BOUNDED AI

Where does AI sit, what may it access, and what authority does it have?

NOTICE NEW WORK

What new review, correction, monitoring or coordination does AI create?

FIND VANISHED TIME

Where does time disappear into waiting, transfer, reconstruction or follow-up?

PROTECT THE HUMAN

What human capability is displaced or crowded out?

IMAGINE RETURNED CAPACITY

What becomes possible if that capacity is returned?

ASK FOR EVIDENCE

What evidence would tell us whether our assumption is true?

CHOOSE REDESIGN

What needs redesign rather than another initiative?

KEEP THE QUESTIONS VISIBLE WHILE THE ENTERPRISE IS BEING EXAMINED.

What Might Emerge?

The Audit Workbook replaces impression with evidence. Different roles contribute different views until the operating environment becomes visible enough to compare.
Teachers encounter one reality; academic leaders, technology leaders, executives, procurement and operations encounter others. Discovery is the act of bringing those realities into the same field of view.

OVERLAP

Multiple resources may be serving similar purposes.

RESIDUAL WORK

Technology performs one function while people still complete the surrounding workflow.

MISSING OWNERSHIP

Several roles own pieces while no one owns closure.

PROCEDURAL ACCUMULATION

A process remains after the condition that created it has changed.

ARCHITECTURAL CONTRADICTION

Strategy points one way while schedules, systems or roles force another.

CAPACITY DISPLACEMENT

Coordination and reconstruction crowd out higher-value human work.

REDESIGN OPPORTUNITY

A different connection, owner, sequence, rule, schedule or work allocation may solve more than another product.

CHOOSE THE INSTRUMENT THAT CAN MAKE THE CONDITION VISIBLE.

What Might a Human-Designed District Feel Like?

There may be no single ideal design. A district's students, community, geography, resources and ambitions are its own. The destination is not one organizational model. It is an organization capable of seeing itself well enough to change itself.

What becomes possible when strategy, organization, curriculum, technology, intelligence, people, time, work and resources can be seen as parts of one environment? Visibility becomes a starting condition for adaptability. Adaptability allows school to become less mechanistic and more human.

VISIBLE ENOUGH TO ADAPT

The district can see where strategy, work, decisions, systems, time and evidence reinforce one another, and where they do not.

COHERENT ENOUGH TO MOVE

Change does not depend on every person remembering how to bridge disconnected structures.

FLEXIBLE WITHOUT CHAOS

Time, groups, methods, pathways and supports can change while accountability and instructional integrity remain.

HUMAN BY DESIGN

Technology and procedure carry more of the coordination so people can exercise judgment, relationship, creativity and leadership.

THE CENTRAL INVERSION

The machinery becomes capable of moving around people rather than requiring people to move around the machinery.

THE SYSTEM BECOMES MALLEABLE SO PEOPLE DO NOT HAVE TO BECOME MORE STANDARDIZED.

What Might People Notice?

The experience changes first in the places where people meet the district every day.

STUDENTS

Learners are visible in higher resolution. Required academic achievement remains essential, while unique capabilities, interests and forms of human intelligence are deliberately developed.

- **The learner is not preparing to enter the future. The learner is one of its authors.**

TEACHERS

Less time is lost to locating, transferring, recreating, reconciling and carrying disconnected systems. More capacity reaches diagnosis, explanation, feedback, relationship and responsive teaching.

FAMILIES

The district is easier to understand and navigate. Information is more coherent, responsibilities are clearer, and family interaction requires less translation across separate processes.

FACE-FORWARD WORK

More attention reaches the person, decision or learning moment in front of staff.

INDIVIDUAL DEVELOPMENT

The institution can support common expectations without treating human variation as a defect.

DEVELOP THE UNIQUE. ACHIEVE THE ESSENTIAL.
WHEN THE SYSTEM CAN ADAPT,
HUMAN POTENTIAL CAN LEAD.

Produced by: the LEARNING COUNSEL — News → Context → Direction

Founding Underwriter

KIDDOM — Digital forward. Human first.

Kiddom builds technology enabling teachers and learners to unlock their full potential. It is an all-in-one education platform designed to help school districts launch, manage, and scale high-quality digital curriculum. Built for modern K-12 classrooms, the platform seamlessly integrates core curriculum with powerful tools for teacher lesson planning, student assessment, and real-time performance analytics with print versions.

By transforming static materials into dynamic, interactive learning experiences, Kiddom gives administrators centralized control over instructional equity while empowering teachers to easily differentiate lessons and address learning gaps. It provides decision-makers with a secure, cloud-based solution that maximizes curriculum investments, simplifies technology ecosystems, and drives measurable student growth.

Contributing Underwriter

KnowStory

KnowStory supports ongoing exploration of Human Agency Design, educational orchestration, Time AI, and future-ready learning systems.