

## Clearly articulate a vision

PURPOSE		
Develop a clearly articulated vision that all in the organization come to share.		
TIME		
Three to four 1-hour sessions over several months		
MATERIALS		
<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Sticky notes</li> </ul>		
STEPS		TIME
Session I		
1.	Working with a team at the district level or the entire faculty, explain that the purpose is to generate a vision of what you want a program, a curriculum, or the school to look like.	5 minutes
2.	<p>Create a list of beliefs or assumptions about the innovation based on the group’s research that established the innovation as essential to student success:</p> <p>“Let’s review our research that led us to place this innovation in our district/school plan. Through our observations of teachers and our analysis of quality instruction, we determined that we wanted to use inquiry as an approach to learning. What assumptions do we hold that grounded this decision?”</p>	10 minutes
3.	<p>As a group, write a description of the innovation that members will use to clarify what is meant by the innovation:</p> <p>“We are about to launch a new innovation in our district/school, as we established in our school plan. We want to ensure that all teachers are using purposeful inquiry approaches to learning. Let’s be sure, before we begin to talk to anyone about this innovation, that we are sure what it looks like to us. We can start by defining ‘inquiry.’ I want you each to use a sticky note and write one descriptive sentence that clearly defines inquiry to you. We will use these notes to develop the best description possible.”</p>	10 minutes

*Continued on p. 6*

**Source:** *Becoming a Learning System*, by Stephanie Hirsh, Kay Psencik, and Frederick Brown. Oxford, OH: Learning Forward, 2014.

## Clearly articulate a vision *continued from p. 5*

STEPS		TIME
<b>Session II</b>		
<b>4.</b>	<p>Initiate conversations about how people in the program picture a successful program:</p> <p>“If we were highly skilled in using inquiry, what would it look like in each and every classroom? What would lessons look like? What would conversations look like? What would students be doing? What would staff be doing? What would leaders be doing?”</p> <p>“We can use the same system and have each of us generate sticky notes, or we could divide up in groups and have some work on what the curriculum would look like, what instruction would look like, and what assessment would look like. Others could describe what students would be doing, what staff would be doing, and what leadership would be doing. What do you think is best?”</p>	15 minutes
<b>5.</b>	<p>Begin to generate sticky notes around these comments. Talk about them. Explore other ideas. Read and study:</p> <p>“The first thing we are going to do is get all our best ideas out today. Then we will take a few weeks to explore and study what others think. We may choose to visit classroom teachers across the district who are skilled at using inquiry approaches.”</p>	15 minutes
<b>Session III</b>		
<b>6.</b>	<p>This session may need to be repeated several times to address all of the areas essential for developing a shared vision. Work on the system until people begin to see common ground:</p> <p>“Now let’s analyze the work that we are doing. Each team will share its research and explain team members’ thinking about our ‘What would it look like’ descriptors. We will allow ample time for discussion and generate a lot of ideas before we come to agreement.”</p>	1 hour
<b>Session IV</b>		
<b>7.</b>	<p>Help the team consider each descriptor until everyone on the team not only has a clear vision of the innovation but agrees that it is their vision:</p> <p>“Now that we have explored many ways of describing inquiry and determined many ways we would see this instructional process in our schools, let’s come to agreement about the essential descriptors.”</p>	45 minutes
<b>8.</b>	Celebrate and initiate a theory of change to achieve the vision.	

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