

LEA Tool 1.1 Building a shared vision

Directions	A facilitator may use the steps below to guide stakeholders in the development/revision of a vision statement for professional learning.
Materials required	Chart paper, markers, tape and sticky notes
Time	45–90 minutes

1. Review state and district goals and priorities for professional learning.
2. Discuss the role professional learning should/could play in accelerating achievement of identified goals.
3. Give everyone 25–30 minutes to review Resource 1.1, Resource 1.2, and Resource 1.4, as well as district planning documents.
4. Ask each member to record on sticky notes attributes and ideas, one per sticky note, they want to see included in the vision statement.
5. In groups of four or five, share the attributes/ideas on sticky notes, clustering similar ideas together.
6. Report similarities and record them on paper.
7. Use relevant resources to review what was written once more.
8. Consider other points to be made as part of the vision (e.g. Making a point regarding the importance of professional learning and its role in relation to district goals and priorities for high-quality instructional materials).
9. Come to consensus on the key points and language to include in a vision for professional learning for selecting and using high-quality instructional materials.
10. Invite a small subgroup to write a first draft using the key points generated. Email the draft statement to the members of the group prior to the next meeting or bring the statement back to the next meeting for review and revision.
11. During the review and revision of the draft vision statement, be sure to consider what words may be confusing to others who aren't as involved in professional learning and high-quality instructional materials.
12. Encourage members to share the vision statement with stakeholders to seek feedback. It is important to acknowledge that stakeholders will not have the same depth of background knowledge and this provides an opportunity to cultivate an understanding about the different definitions that team members have experienced. The task is not to seek their support but rather to assess if the statement makes sense and to collect the questions it generates.