

SEA 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 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 the federal definition of professional development (Resource 1.1), the description of the Standards for Professional Learning (Resource 1.2), the case for professional learning (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 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 that emphasizes 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 before the next meeting or bring the statement to the next meeting for review and revision.
11. During the review and revision of the draft vision statement, be sure to consider which words may be confusing to others who aren't as involved in discussions about 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 share the same depth of background knowledge nor are they likely to have the knowledge that team members possess. The varied points of knowledge give team members an opportunity to cultivate an understanding about the different definitions that they have collected and examined. The task is not to seek stakeholder support but rather to assess whether the statement makes sense and to collect the questions it generates.