

Casting the Vision

**Critical Conversations:
Transform Your School
Through Collaborative
Professional Learning**
The Ayers Institute for Teacher
Learning and Innovation

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May 14, 2013



The Vision for Professional Learning:

- The vision is the **WHAT**—the description of what it will look like when your ideas for collaborative professional learning are achieved.
- It is **NOT** the mission—the mission is the **HOW** . . .
- It should be **energizing**, challenging, yet “do-able” to the staff.
- The vision serves as a **communication** tool.
- The vision serves as an **evaluation** tool.



BIG IDEAS!



First Step in Casting the Vision: The Question



1. Ask: How would our **school function** when we are most **effectively and efficiently learning together and working together** to put into practice what we know?

2. Tell them to think about your answers in terms of:

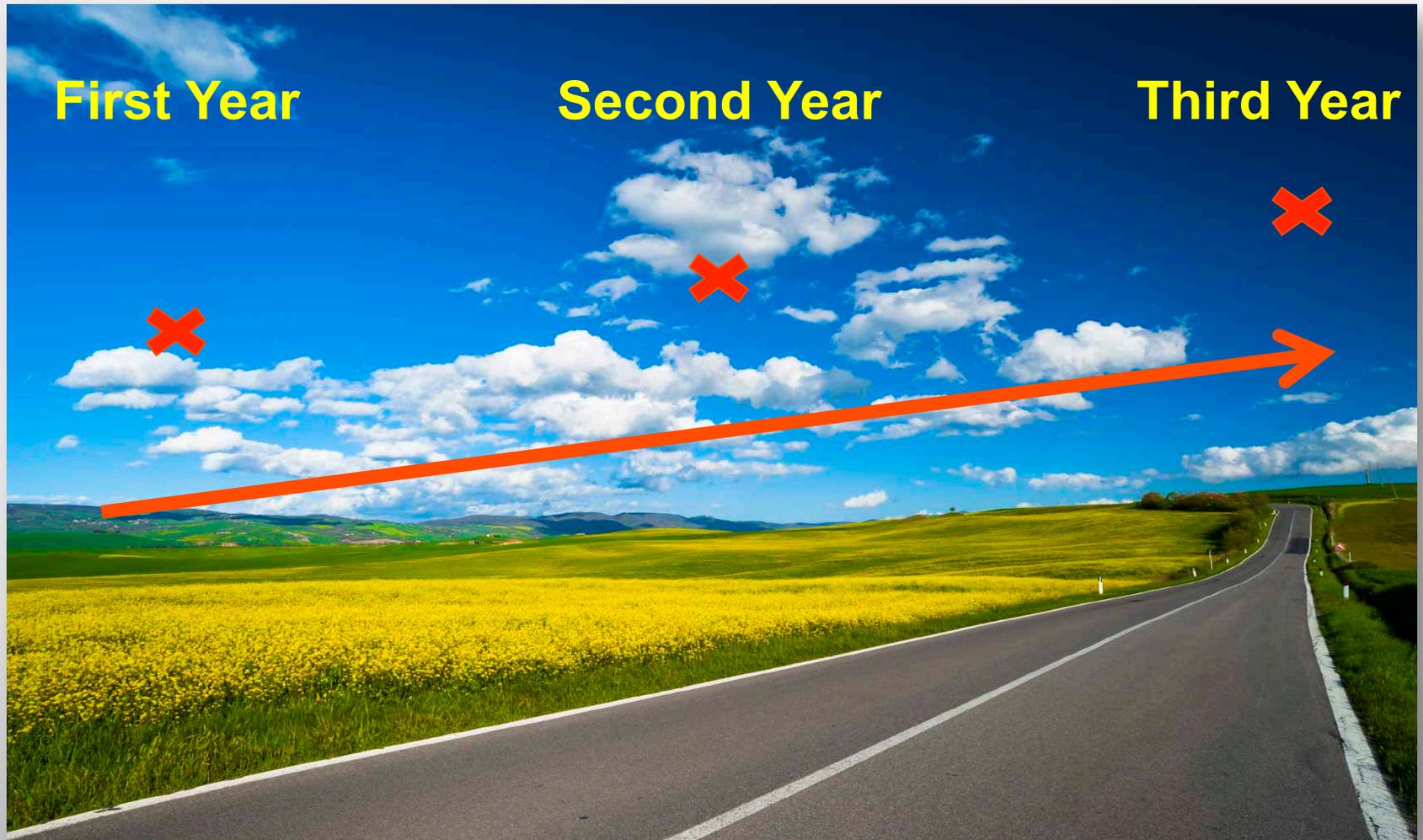
- Teachers
- Students
- School leaders
- The school itself

Step Two: Group Analysis

1. All participants write their individual answers to the previous question on $\frac{1}{2}$ sheet cardstock their ideas.
2. Post them in broad categories—teachers, students, school leaders, the school, etc.
3. Discuss, combine, negotiate.
Come to consensus as a big group.
4. Write the draft vision statement in terms of the groups.



Vision “Horizoning”



To get the idea of a one-year vision . . .



To meet the needs of every student, differentiation is the unifying focus of professional learning throughout the district. Academic Coaches are facilitating professional learning on differentiation at the building level. With the support of their coaches, teachers are seen practicing differentiated instruction strategies based on their own readiness and learning. Teachers and coaches are meeting to address student learning needs and strategize differentiation strategies to achieve student needs. Teacher leaders are emerging and sharing “low-prep” strategies with each other. Principals are demonstrating their commitment to and expectations for differentiation by actively communicating with other administrators, coaches, students, parents, and teachers and finding time to support differentiated practices being seen in classrooms.