**Establishing Vision & Goals**



**Key Questions:**

* How do Vision and Goals influence my practice, my students’ experience, and my broader school community?
* How do I create vision and goals that are personally meaningful to me, my students, and my broader school community?
* How do I monitor progress for Vision and Goals?

**Things to Consider:**

* The entire session is online at **tfala.org/visionandgoals**. CMs will also have packets for the entire session.
* The session moves briskly – do your best to keep an eye on time.
* The most important parts of this session are the Independent Work Times. If you find yourself running short on time, cut first from partner shares.
* There are several opportunities for CMs to work in pairs, trios, and quads. Encourage CMs to work with different folks each time. There might be a tendency to stay seated and just turn to a partner. Getting people up, moving, and engaging with different peers is crucial to maintaining energy in the session.

**Session Details:**

**Run Time: 120 Minutes**

|  |  |  |
| --- | --- | --- |
| **Time** | **Section Header** | **Notes & Suggested Script** |
| 00:00 – 00:05 | **Overview of Agenda & Key Questions** | * Review Key Questions * Review Agenda * Establishing Parking Lot expectations * Share how to access hardcopy and digital materials |
| 00:05 – 00:15 | **Energizer & Connections**  **“4 Squares”**  Independent (4)  Trios (6)  Materials:   * Handout 1: Four Square Reflections | * CMs have most likely had a long day at school. This time will give them space to process and share with the group.   1. What is most on your mind today as you enter class?   2. What is a celebration from your classroom that has fueled your work recently?   3. Knowing what we are working toward tonight, what do you need most from the group and facilitator?   4. Knowing what we are working toward tonight, what do want to offer to the group and facilitator? |
| 00:15 – 00:33 | **Activating Knowledge & Building Investment: Elevator Pitch**  Framing (1)  Brainstorm (5)  Pitches in Quads (4)  Debrief (8)  Materials:   * Handout 2: Elevator Pitch * White Board for share out | * **Framing:**   1. It is important to give corps members an opportunity to clarify why vision and goals are important to them and their students, what questions they have, and any concerns they have. * **Brainstorm:**   1. Prompt: Generate an elevator pitch (30-second sound bite) that answers these questions:      + How are vision and goals important to you work?      + How are vision and goals important to students?      + What concerns do you have about setting vision and goals?      + What questions do you have about setting vision and goals?      + What about setting vision and goals is unique for our students with diverse learning needs? * **Pitches in Quads:**   1. Movement and excitement in this part is important. Encourage CMs to stand in groups of 4 throughout the room and simulate being in an elevator. The facilitator will use a timer and give folks 45-60 seconds to share their pitch. * **Whole Room Debrief:**   1. Jot responses on 3 separate areas of the white board (importance, concerns, questions)      + What are we hearing in terms of the function/importance of vision and goals?      + What concerns are coming up for people?      + What questions do we still have? |
| 00:33 – 00:36 | **Vision & Goal Components**  Materials:   * Handout 3: Vision & Goal Components | * Share our best thinking on setting Vision & Goals * A working vision that inspires and drives creation of goals and instruction.   1. Is informed by **personal convictions:**      + Personal education philosophy      + Previous lived experience      + Personal passions   2. Is informed by **others’ beliefs and needs**      + Students      + Parents      + School Community      + School and Local District      + State and Federal expectations * Detailed goals that lead students to meaningful personal and academic growth.   1. **Goals are informed by**      + Vision      + Spirit of the broad Outcomes      + Beliefs and needs of others      + Unique learning, social, and behavior needs of students   2. **Goals are specific and understood through qualitative and quantitative means**      + Goals state the measurement tool/process      + Goals state a specific end point |
| 00:36 – 00:53 | **Personal Conviction:** Revisiting Your Vision Primers  Framing (2)  Independent Reading (5)  Partner Share (10)  Materials:   * Vision Primers (linked on site) * Handout 4: Clarifying Your Personal Convictions * Handout 5: Philosophies of Education | * **Framing:**   1. Before you started Institute, we asked you to consider the following questions:      + What experiences have you had during your own educational journey? (consider the formative experiences from childhood until now)      + What kind of education do you want to provide for your kids? (consider readings and examples)      + With which theorist do you feel most strongly aligned? Why?      + How might those theories synthesize with the kind of education you want to provide?   2. You’ve had new experiences at Institute and at your placement school site that provide new context and influence for your vision. We think it is important to revisit your vision primer and consider some added context. * **Independent Reading:** * CMs read Vision Primers   1. As you read, consider:      + Does this feel like your authentic voice?      + Where do you still feel strongly about what you’ve shared in your vision?      + What pieces no longer compel you?      + Where do you have questions?      + What are you thinking about including?      + Are certain kinds of educational theories and philosophies becoming more prominent in your practice?      + How do you see the Four Broad Outcomes playing into your vision? |
| 00:53– 01:08 | **Understanding Other’s Beliefs & Needs:** What are we learning from the first few weeks of school?  Framing (2)  Independent Think (6)  Pair Conversation (7)  Materials:   * Handout 6: Understanding Others’ Beliefs & Needs | * **Framing:**   1. Creating responses for each of the following constituencies      + Students      + Parents      + School & District * **Independent Think:**    1. Answering for each – these will likely be “best guesses” but thinking through these pieces will certainly      + What is the ultimate goal of education? How do you know?      + Why is school and your class/role/content important to this constituency? How do you know?   2. What is their philosophy of education? How do you know? * **Pair Conversation**   1. Where do you see alignment between these constituencies and your own vison?   2. Where do you see misalignment?   3. What concerns you about this?   4. What excites you about this? |
| 01:08 – 01:27 | **Triangulating Goals**  Framing & Modeling (6)  Independent Work (7)  Pair Conversation (6)  Materials:   * Handout 7: Triangulating Goals | * **Framing & Modeling**   1. We are going to complete a similar exercise, but this time for goals. We will be using the 4 Broad Outcomes as a guide.   2. You will receive a graphic organizer that is divided into four quadrants (one for each Broad Outcome), with each quadrant divided into 3 sub sections (parents and students, school and district, your perspective).   3. For each, you will list the top 2-5 outcomes in each box. We’ll model this for Knowledge & Skills Growth. * **Independent Work** * **Pair Conversation**   1. Are trends surfacing for goals?   2. Are there any major discrepancies?   3. Is there alignment with vision? |
| 01:27 – 01:55 | **Getting Clear on Measurement**  Framing & Modeling (6)  Independent Work (15)  Trio Share (7)  Materials:   * Handout 8: Getting Clear on Goals * Handout 9: Special Education Goal Setting Guidance * Handout 10: Student Outcomes Rubric | * **Framing & Modeling**   1. Understanding our progress towards our vision and goals is an essential part of our program. It helps corps members identify areas of success and areas of support. It also helps our regional team understand how to best support corps members.   2. We’ve spent some time tonight understanding what is important and why it’s important to us, our students, and our communities, and now we need to spend some time getting as clear as possible on how we will understand progress.   3. We want to be very clear that trying to understand student progress and individual and class/holistic levels can be a tricky and imperfect endeavor. However, we believe imperfect insight is better than no insight at all.   4. In a moment, we are going to invite you to use a graphic organizer to clarify how you will capture progress towards specific goals. We will model a suggested way to this with a personal growth goal.   5. We highly suggest adopting this format for the year in the corps, and then expanding upon/revising the structure in your second year. * **Independent Work Time**   1. On Graphic Organizer      + Broad Outcome Area      + Goal Area      + What will success look like?      + How will you capture progress?      + When will you capture progress?      + Is there investment from me, my students, and broader school community in reaching this goal? |
| 01:55 – 2:00 | **Next Steps** | * Capturing Work from tonight and sharing with MTLD * Finalizing your Vision & Goals * Portfolio Conversation |