Visioning Onward:
A Guide for All Schools

A 3-part discussion series

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Our 3-Part Discussion Series: Visioning Onward: A Guide for All Schools

LEADER'S GUIDE

- **Module I:** Why Visioning Matters and How to Introduce it in Schools
- **Module II:** Our 8-Step Visioning Process (Starting with Steps 1-4)
- **Module III:** Implementing Steps 3 & 4
- **Module IV:** Creative Considerations for Visioning
- **Module V:** Implementing Step 5
- **Module VI:** Steps 6-8 of the Visioning Process
  - Mission and Goal Setting
  - Barriers and Sustainability and the Future of Visioning

With this guide, school leaders can implement recommendations from our guided discussion series in their own schools and districts.

Virtual learning participants will also receive accompanying slide decks and have access to our videos to use in their schools and communities.

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Module I: Why Visioning Matters and How to Introduce it in Schools

Visioning in a Time of COVID-19

Thoughts from others about a Vision for Schools in the Fall of 2020

Record notes on a few of the visions here.

<table>
<thead>
<tr>
<th>Vision</th>
<th>Source</th>
<th>Agree/Disagree</th>
<th>Notes</th>
</tr>
</thead>
</table>

Review our 8 steps (Visioning Onward, p. xxiii)

Figure 4.2 Visioning Process: Steps 1-8
STEP 1: Form a visioning team. We urge you to take some time to review this prior to beginning Step 1. (See Chapter 4)

Here we take you through preliminaries—things to consider before you get to the heart of visioning with our process.

- Start to think about your visioning team; make a few notes about the possible members as you review our book. Make sure and read the info in the teal boxes.

For example:

Read about Collective Visioning (p. 5)
The Rainbow Community School (p. 7)
Bull Dog Tech (p. 8)

A FEW MORE TIPS...

Contemplate what these examples say about visioning. You can even go to the online resources to get further information.

Here are a few more preliminary steps:

✓ Skim the entire book, flag interesting ideas.
✓ Look at the info we have from leaders in the field, such as Jenni Donohoo (p. 3), Simon Sinek (p. 8), Michael Fullan (p.11).

- Consider the Key Learnings

For example:

1.1 Four questions from Fullan and Colleagues (p. 14)
1.2 Helping Students Flourish (p. 15)
1.3 Your Experience with Visioning (p. 16)
STEP 1: Form a visioning team.

- Look at Points to Ponder and Ideas for Leading and Learning at the end of Chapter Three.

For example:

Chapter 1: Points to Ponder
See our questions about prior experiences with Visioning. (p. 37)

Chapter 1: Ideas for Leading and Learning
What challenges are you facing? (p. 38)

- Examine Chapters 2 and 3 more closely, focusing on the text boxes, the Key Learning, Points to Ponder and Ideas for Leading and Learning.

For example:

Key Learning: 2.1 Visionaries (p. 21)
Other than Steve Jobs, who else might you add to the list?

Key Learning: 2.4 Inspirations and Dreams (p. 29)
It really is okay to dream. Plan to give you and your staff permission to dream.

Try to answer some of the questions we ask you, such as the bulleted list regarding experiences with visioning at your school. (See p. 28)
**STEP 1: Form a visioning team.**

Before you get too deep into the difficult questions (some of which are in Chapter 2), give yourself time to be inspired and ponder the possibilities.

- Look at Chapter 3

For example:

Key Learning 3.2 Your Exquisite Dreams

- Even if your dreams got disrupted with COVID-19, dream.

- Are there any lessons from COVID-19 that are leading to renewed possibilities?

- Read about Corporate Visions (p. 46-53)
  If you are curious, check to see how these businesses are doing right and if their visions are shifting. What are these leaders saying right now?

Now may be the time to share your ideas with 1-2 key leaders at your school, in your community, or in your network.

Perhaps they can join you in reading *Visioning Onward*, thinking through implications for your school.
For example:

*Look at Authentic Voices*
*A green school (p. 69) and The Rainbow Community School (p. 73)*

*Path 2: Visioning in a Time of Crisis (Paul Liabenow) p. 75*

**What stands out?**
Did Paul Liabenow’s example of visioning in a time of crisis resonate with you?

For example:

Look at Key Learning 4.1 (p. 75) and Key Learning 4.2 (p. 76)

Focus on Key Learning 4.2: Are there any crises…?

How has COVID-19 impacted your school and community?

What are your greatest concerns and needs?

Where have you seen courage, compassion, and resiliency?
Module II: The 8-Step Visioning Process
(Starting with Steps 1-4)

Form a Vision Steering Team

Leaders: Read page 78-79

Complete Key Learning
4.3 Initial Checklist regarding your own ideas for a vision and how you might talk to a few key people about it. (p. 78)

Leaders: Read page 81-82

Complete Figure. 4.3 Potential Steering Team Members (p. 78)

- Review Key Learning
  4.4 Understanding Where to Begin (p. 82)
- Review Key Learning
  4.5 Community Tool Box

- Look at Issues and Considerations (p. 84-85)

  Consider: Possible support or opposition, national and international trends and concerns, potential outcomes, possible costs and benefits

Practicing Your Pitch. A possible preliminary step. You might discuss some of your ideas, ask for other ideas with 1-2 people, perhaps returning to a couple of the school, community, or other leaders from your network.

Forming Your Steering Team and Planning Your Initial Meeting

Complete Plan for Meeting #1:
Key Learning 4.6 Steering Team Commitment Creation (p. 85) and Identify Participants for Visioning (p. 86)

Participants will receive Modules III-V prior to the next Visioning Onward session on June 1.
p. 3 of Visioning Onward
Our vision is the lens through which we see our world. To make quality systemic changes, we must step forward through what we know is right to what we know is good. Only if we truly believe in the possibility of making a difference will we actually have the tools to make change and empower movement. Vision is the tool by which we show our world what we believe. Our vision extends to the hearts and minds of our schools through the collective networks that share the same beliefs. Thus, many visions and voices become streamlined into a powerful shared vision. This path ultimately illuminates with promise, hope, and passion. This task of multiplexing presses forward with a force unmatched by singular thinking. Students achieve best when schools believe in the potential of their success. Learning is accelerated when there is collective efficacy leading the way (Donohoo, 2016).

p. 8 of Visioning Onward:
As Simon Sinek (2011) notes, schools are our modern tribes. In your learning community, you have traditions, symbols, and common languages or themes. As a leader, people depend on you to create rules of order and to build a collective vision, purpose, and plan for action. As a school leader, your tribe is depending on you and trusting you, and they will always be willing to work with you once that vision has been articulated through collective knowledge that keeps students’ well-being at heart. If vision is handed to you from above, it is your role to take that tool and transform it into a positive, owned belief of how students can achieve in your school.

p. 11 of Visioning Onward
Visioning—Permission to Thrive and Change
Michael Fullan, Joanne Quinn, and Joanne McEachen, in Deep Learning (2018), ask what we should do if “we want learners who can thrive in turbulent, complex times, apply thinking to new situations, and change the world” (p.13). They answer that we must “reimagine learning: what is important to be learned, how learning is fostered, where learning happens, and how do we measure success?”
Key Learning 1.1 from *Visioning Onward* (p. 14)

**Key Learning 1.1**

*Four Questions from Fullan and Colleagues*
Consider your school. At the present time, how would you address the four questions that Fullan et al. (2018) have asked?

- What is important to be learned?
- How is learning fostered?
- Where is learning happening?
- How do we measure success?

Key Learning 1.2 from *Visioning Onward* (p. 15)

**Key Learning 1.2**

*Helping Students Flourish*
Helping students to flourish—what would that look like? How would it feel? If you had endless funds at your disposal, what changes would you make? How would you proceed with some confidence that you are on the right path?

Key Learning 1.3 from *Visioning Onward* (p. 16)

**Key Learning 1.3**

*Your Experience With Visioning*
How would you best describe your experience to date with visioning?

- **A Walk in the Park**: It was engaging, fairly easy, straightforward, and helpful.
- **Stumbling Over a Rock**: We started out OK, but over time, it seems that we took some missteps. But we picked ourselves up and continued on the journey toward our vision.
- **Clearing the Way**: As we continued trying to implement our vision, we kept encountering hurdles to overcome.
- **Climbing a Mountain**: It was a difficult, uphill battle filled with differences in opinion and visions and took a great amount of effort.
- **Other**: Describe: ________________________________
Chapter 1 from *Visioning Onward. Points to Ponder* (p. 18)

**Practical Points to Ponder**

- Why do we ask you to consider the "art of seeing?" What talents and skills do artists bring to their canvasses, and why might visioning be compared to the creative process of an artist?
- What are some of the reasons that faculty and staff might have a negative reaction to visioning?
- What additional ideas do you have for helping others set aside any prior negative experiences with visioning?

Chapter 1 from *Visioning Onward. Ideas for Leading and Learning* (p. 18)

**Ideas for Leading and Learning**

- Visioning helps us prepare for challenges. What challenges are you facing?
- Do your visions address deep learning? If so, what is your vision for how this deep learning might be measured?
- How can the concept of collective efficacy be used in planning your school's visioning process?

**Resources to Explore**

Scan the QR Code or visit https://resources.corwin.com/visioningonward to access live links to the online resources referenced in this chapter.