

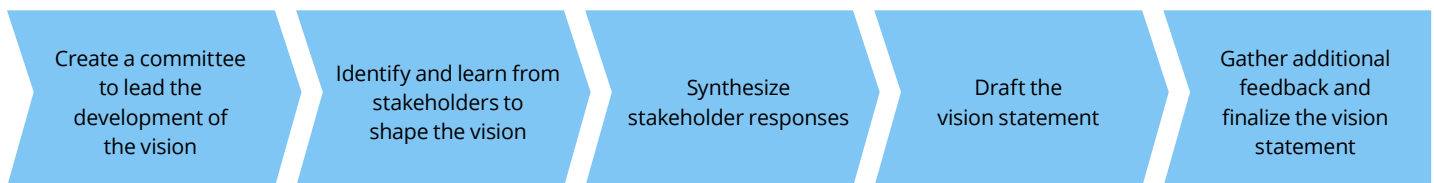


Create a Shared Vision

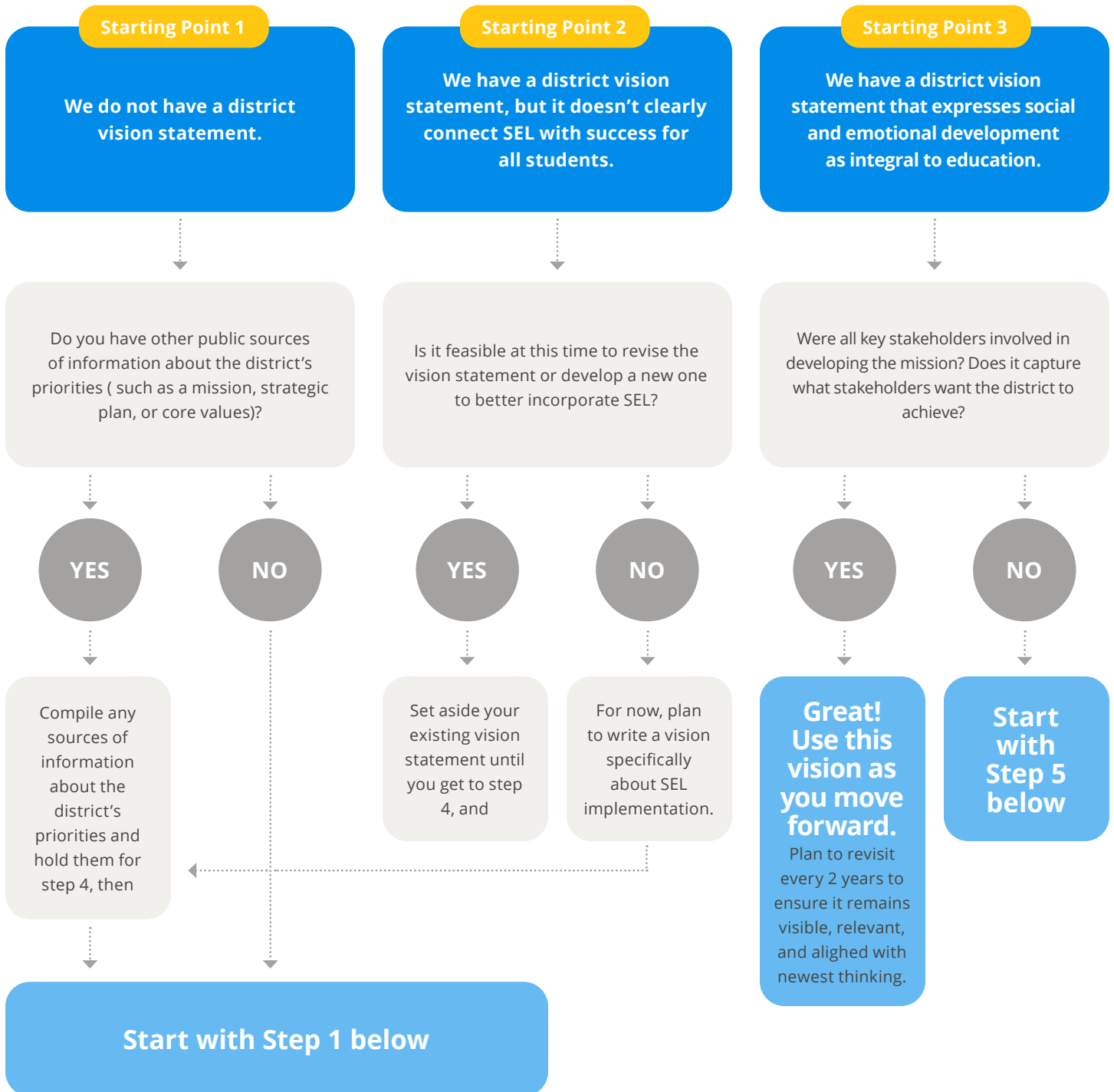
Estimated time for completion	Active committee meeting time is likely 6-10 hours, plus additional time for stakeholder communication and any facilitated stakeholder input sessions. Since publishing a district vision can take significant time for approval, consider moving ahead once you have a strong draft.
Materials needed	Existing district vision, mission statement, core values, or other documentation of district priorities.

Districtwide SEL implementation begins with the development of a shared vision that clarifies what you are striving toward and reflects what your district values as critical to students' education. Ideally, this is an overarching vision that guides and aligns all district work for students. Alternately, you may wish to develop a vision specifically for SEL implementation. Either way, **this shared vision will be the anchor for your district's SEL-related goals, plans, allocation of resources, and continuous improvement.**

This tool will take you through the following stages:



You can use the process outlined here to develop a new vision statement or revisit an existing one. Review your district’s vision statement. Then use this decision tree to determine an appropriate starting point.



Step 1: Create a committee to lead the development of the vision statement.

Whether you're developing an overarching districtwide vision or a vision specifically for SEL implementation, you'll want to bring together a committee to drive the work. Consider committee members from all areas: superintendent's staff, those with strong project management skills, communications staff, staff who regularly engage with schools, student leaders, and community members. Clearly communicate the group's responsibilities, how you'll work together, and the timeline for the work. Some of the roles you may want to consider are:

Role	Names of committee members
Lead/Project Manager (oversees the timeline and plan and ensures the team stays on track)	
Writer(s) (captures notes and summarizes stakeholders' responses; develops language for vision)	
Stakeholder engagement (oversees outreach, planning, and engagement with stakeholders. Consider student committee members to support this responsibility!)	

Step 2: Identify and learn from stakeholders to shape the vision.

When identifying stakeholders to participate in the visioning process, ensure that all perspectives are considered, not only those who already have decision-making power in the district. Use the recommended list below to identify stakeholders who represent diverse perspectives. At this stage, it is beneficial to gather a number of stakeholders that you have the capacity to speak with in person, whether individually or in focus groups. At step 5, you'll have the opportunity to seek wider stakeholder feedback. If you are working with an existing vision statement rather than writing a new one, you can skip ahead to step 5.

- **Senior leaders** (i.e., superintendent or designee, board members, cabinet members, department heads)
- **Representation across key departments** (e.g. SEL, academic content areas, student services, school improvement, equity, professional learning, health/wellness)
- **School-level representation** (principals, teachers, other staff)
- **Union representation**
- **Families**
- **Community members and leaders of community-based organizations that partner with the district**
- **Students**



You may want to set up small discussion groups, individual interviews, or large group brainstorms with activities like a gallery walk, think-pair-share, etc. To increase participation and align efforts, consider bringing questions before stakeholders through community events that are already scheduled to take place. Plan questions that ask stakeholders to think about how they want the district to support students. Here are some questions to get you started:

Sample Discussion Questions for Stakeholders

What do we want all students to know and be able to do upon graduation?
¿Qué queremos que todos los estudiantes sepan y sean capaces de hacer cuando se gradúen?

What kind of skill-building do you believe is most important in supporting our students to reach their full potential?
¿Qué tipo de formación crees que es más importante para ayudar a nuestros estudiantes a alcanzar su máximo potencial?

What do we want all schools in our district to feel like, sound like, look like? How should students be supported academically, socially, and emotionally?
¿Cómo se debe apoyar a los estudiantes académica, social y emocionalmente?

What do you want our district to look like in 3 years? 5 years? 10 years?
¿Cómo quieres que nuestro distrito sea en 3 años? ¿En 5 años? ¿10 años?

The district has made a commitment to [include here SEL-related text from public district sources, such as core values, strategic plan, mission, etc.]. What does this mean to you?
El distrito se ha comprometido a ... ¿Qué significa esto para usted?

As our district focuses on bringing social and emotional learning into the school day, how do you hope it will impact students, the learning environment, and the larger community?
Mientras nuestro distrito se enfoca en traer el aprendizaje social y emocional al día escolar, ¿cómo espera que impacte a los estudiantes, al ambiente de aprendizaje y a la comunidad en general?

Step 3: Synthesize stakeholder responses.

Compile notes, artifacts, recordings, or survey responses from step 2, and review as a committee to discuss:

- What are the major themes that emerged from stakeholder responses?
- What words and phrases did we hear that best describe what we want students to know and do by the time they graduate?
- What words and phrases did we hear that would best paint the picture of a school that will cultivate this kind of graduate?
- How do these themes, words, and phrases connect to academic, social, and emotional learning?

Record themes, words, and phrases on chart paper or on a screen so committee members can confirm that all stakeholders' views are accurately represented as they are synthesized.



Step 4: Draft the vision statement.

The writer(s) can now take the themes and phrases and craft them into a vision statement. You may want to draw upon words, phrases, or themes from other sources (mission, strategic plan, core values, etc.) to write a vision statement that is consistent with other district plans. Consider drafting a few versions. Here's a quick checklist to help keep the vision on the right track:

- The views of stakeholders are accurately represented in the statement.
- Stakeholder input was collected and incorporated in an equitable way.
- The statement paints a clear picture of student success.
- The statement captures how the district and schools will support students in developing academically, socially, and emotionally.
- Language is accessible and memorable.

Step 5: Gather stakeholder feedback and finalize the vision statement.

Whether you are working with a draft vision statement from step 4 or an existing statement, bring in a broad coalition of stakeholders to review, adjust, and approve this key statement, as it will later drive action planning for systemic SEL implementation. Determine which senior leaders should review the statement prior to seeking feedback districtwide. Then, reconnect with stakeholders from step 2 or a broader group of stakeholders to find out what the vision statement means to them and whether it matches what they believe to be important and compelling. If sharing the draft with a large group, request feedback by email or through an online collaboration tool. Share a timeline for finalizing the vision statement and inform participants whether they'll see another version before it is published.

Questions for feedback on draft

Does this vision statement reflect what you believe is most important in supporting our students to reach their full potential? Please share a bit about your answer.

Does this vision statement capture what you believe the district should be striving for? Please share a bit about your answer.

Which words, phrases, or sentences are most important?

Which words, phrases, or sentences spark questions or concerns?

What, if anything, would you add to this vision statement?

If you began with step 1, bring the committee back together to review feedback and incorporate outstanding points. Finalize your vision statement or repeat this process as needed. If you are recommending revisions to an existing vision statement, provide district decision-makers (e.g., communications team, senior leaders) with a summary of stakeholder feedback and one or more revised versions for approval.

Example: District Shared Vision

Our district will provide a world-class education that prepares all students academically, socially, and emotionally to be caring and contributing students, family members, friends, and civically engaged community members.

With your final shared vision, you've begun to answer the question **"Where do we want to go?"** in relation to systemic SEL implementation, and you are ready to move on to the next stage in SEL action planning: [Defining long-term goals.](#)