

## Chapter 6 Resources

School and district teams can use the following questions and activities to put the concepts from this chapter into action. Teams should retain artifacts resulting from these exercises to inform later work.

### Collaborative Inquiry

Consider the following questions, then discuss your answers as a team.

- Why is all of the work outlined so far in this book worth the effort? Which parts might be most important to you?
- How does our current method of communicating progress on our strategic plan work? How doesn't it work?
- How might we conduct something like this type of rolling strategic process?
- How do learning-focused goals change the game?
- What opportunities for community engagement and teacher leadership might we have available through this process?

### Collaborative Activities

The following activities will help you and your team operationalize the ideas from this chapter. Each activity builds on the one before it, so we recommend completing them in the order shown. Be sure to review the instructions in advance and gather any needed materials, such as markers and chart paper.

#### ***Create a Visual***

Using figure 6.2 (page 104) as an example, create a visual that demonstrates the relationship among the three phases of the rolling strategic process. Try to show the progression of goals through the phases over time. Use sample goals from the text or your own existing goals, and illustrate the transfer of energy and movement through the phases.

#### ***Reframe Your Goals***

Most traditional goals have been written from an organizational point of view. They have focused not on learning but on the organization accomplishing something—an implementation, a facility, a teacher training, and so on. A shift in this focus can help you center on impacts as representative of your mission. Try the following in a small group.

1. Go to your strategic plan or whatever goal and planning documents you use.
2. Select a couple of goals stated therein. Attempt to reframe each goal as a learning-focused goal.
3. Consider what you notice about the nature of the goal, the action steps listed, and the evidence for reporting success.

#### ***Create an Evidence Menu***

For each organizational impact, decide on the sources of data that would help the organization interpret its progress toward achieving its goals. Be specific about the data you plan to collect, but consider a wide range of sources.

Impact:		
<i><b>Looking For</b></i> <i>What is our desired trend (what do we want the evidence to indicate over time)?</i>	<i><b>Looking At</b></i> <i>What evidence might we interpret?</i>	<i><b>Evidence Source</b></i> <i>Where and how might we collect this evidence?</i>

**Plan for Engagement**

Page 3 of this reproducible shows a simple template to help align persons with the work to be undertaken in a given time period. As mentioned in chapter 6, strategic engagement of different community members and groups in different processes is an important change leadership strategy. Once you have outlined the outputs desired for each rolling phase, begin by asking the following questions.

- What skills and experience would help to create the best result?
- What is the ideal composition of the most effective and engaged group for this output?
- How do we offer engagement to important stakeholders?
- Who will be most impacted by the outputs of this process and should, therefore, be involved?

Rolling Strategic Process Phase	Planned Output	Who Should Engage in This Work?
Generation		
Execution		
Reflection		