

# Vision Creation & Communication Template

Great Minds Implementation Framework | Enabling Condition 3.1:  
Vision for Sustained Implementation

## Part 1: Build Foundational Knowledge Before Drafting

*Before writing a vision statement, the implementation team must develop shared knowledge of the curriculum and agree on what strong instruction looks like.*

**Complete the following as a team:**

Activity	Who is Responsible	Target Date	Notes/ Observations
Conduct walkthroughs using a shared, curriculum-aligned tool (e.g., Implementation Support Tool, Teaching and Learning Progression, Walkthrough Tool)	Implementation Team		
Review curriculum Implementation Guides	Implementation Team		
Analyze and discuss student work samples	Implementation Team		
Attend curriculum-based professional learning alongside teachers	Implementation Team		

**Reflection: What did we learn about the current state of instruction and implementation?**

## Part 2: Draft the Shared Vision

*A strong vision statement describes the desired future state of implementation, instruction, and learning. It acknowledges every relevant stakeholder and is aligned with the curriculum.*

### Vision Drafting Prompts

**1. What does excellent instruction with this curriculum look like for students?**

**2. What does excellent instruction with this curriculum look like for teachers?**

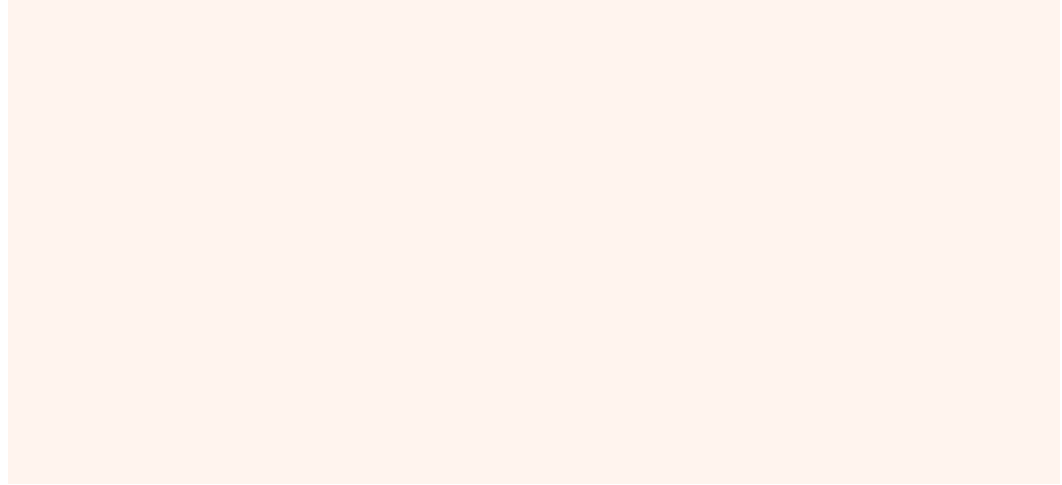
**3. What role do leaders and coaches play in sustaining this vision?**

**4. What strengths does our learning community bring to this work?**

**5. How does this curriculum help our learning community grow stronger?**

## Vision Statement Draft

*Using the prompts above, draft a vision statement that is aspirational, actionable, and aligned with the curriculum. It should speak to students, teachers, leaders, families, and the broader community.*



## Vision Quality Checklist

Before finalizing, confirm that your vision statement:

- Describes the desired future state of implementation, instruction, and student learning
- Is aligned with the curriculum's design and instructional expectations
- Acknowledges every relevant stakeholder (students, teachers, leaders, families, community)
- Speaks to the learning community's strengths and potential
- Is aspirational yet actionable
- Can be understood by all members of the learning community

## Part 3: Seek Feedback and Build Investment

*The implementation team should not finalize the vision without input from the broader learning community. This step builds ownership and investment.*

### Feedback Collection Plan

**Who will we seek feedback from, and how?**

Stakeholder Group	Feedback Method (e.g., survey, focus group, listening session)	Person Responsible	Date
Teachers			
Instructional Coaches			
School Leaders			
School Board			
Families/Community			
Students			
Union Representatives (if applicable)			

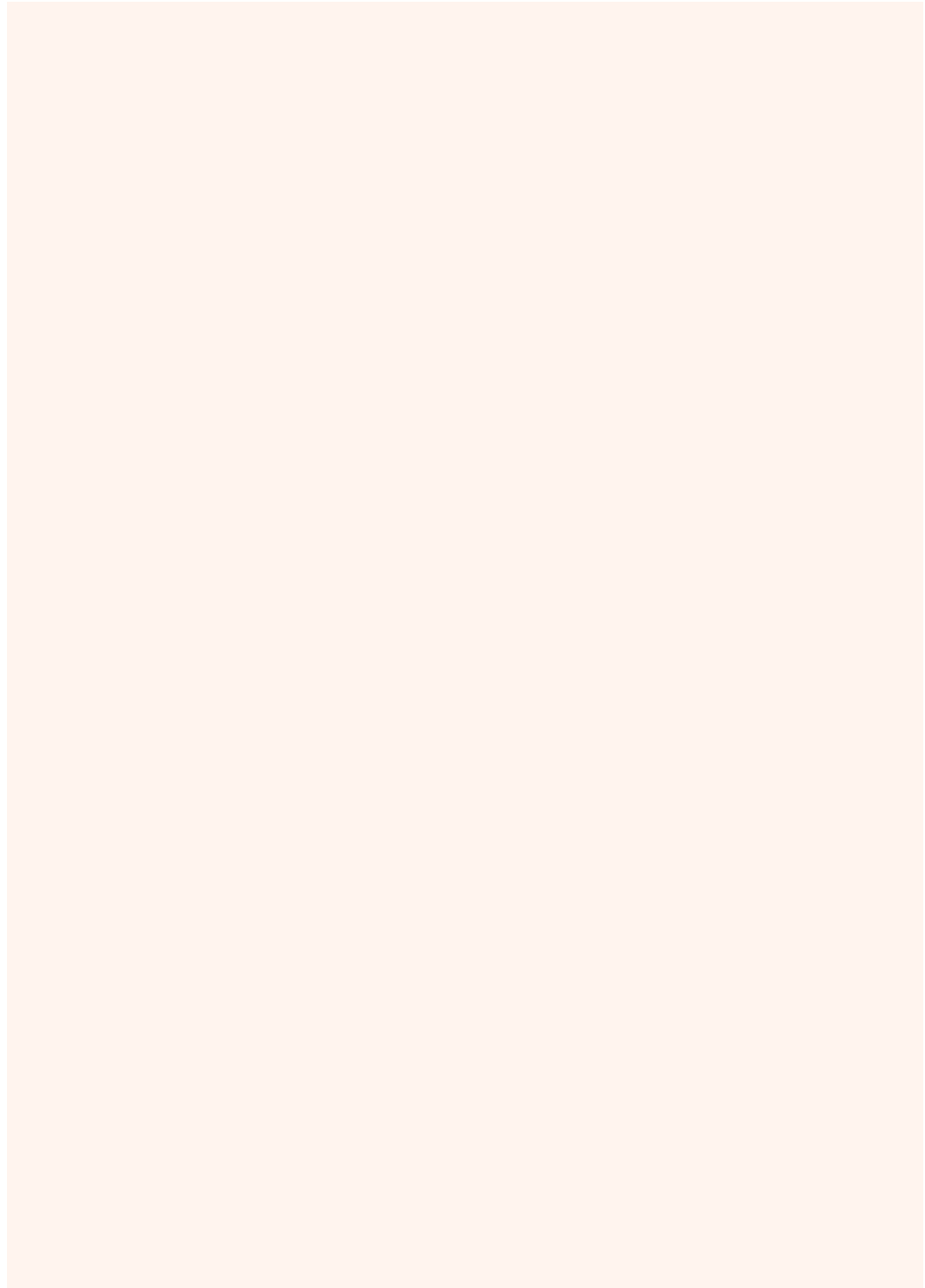
**What specific questions will we ask to gather meaningful feedback?**

- 1.
- 2.
- 3.

**How will we incorporate feedback into the final vision?**

## Final Vision Statement

(Record the finalized vision after incorporating stakeholder feedback)



## Part 4: Communicate the Vision

Consistent, intentional communication is essential. The implementation team's communication should clarify district priorities, each stakeholder's role, and shifts in practice for the learning community.

### Yearlong Communication Plan

**Guiding question: How will we ensure that communication about the vision does not taper off throughout the year?**

Time of Year	Communication Touchpoint	Audience	Method/Format	Person Responsible
Before school year begins	Vision launch/kick-off event	All learning community members		
Start of school year	New teacher onboarding	New teachers		
Beginning of marking period 1				
Before/after fall break				
School board meeting (monthly)	Implementation progress update	School board		
Before/after winter break				
Beginning of marking period 3				
Before/after spring break				
State testing window				
End of year	Progress celebration and reflection	All learning community members		

## High-Visibility Placement Checklist

Confirm the vision has been shared and displayed in the following locations:

- Learning community/district website
- School hallways
- Teacher workrooms
- District meeting rooms
- Official communications (district-wide memos)
- School board meeting materials
- Professional learning session agendas (as an opener or closer)
- Coaching session materials
- PLC agendas

## Part 5: Role-Specific Action Plans

*All members of the learning community have a role in achieving the vision. Use this section to clarify responsibilities and next steps by role.*

### District Leaders

My actions to establish and communicate the vision:

- Draft and finalize a vision for implementation with team input.
- Seek feedback from the learning community to strengthen the vision and foster investment.
- Determine how instruction and school-based structures across the district align with the vision.
- Use the vision to frame all professional learning.
- Consistently communicate the vision and its connection to learning community members' work.
- Understand and communicate what shifts in practice are needed to achieve the vision.
- Foster enthusiasm for the vision.
- Provide regular progress updates on the vision.

**Priority next step:**

**By when:**

## School Leaders

### My actions to engage with and communicate the vision:

- Ensure I can clearly state the vision for implementation.
- Ensure our school vision aligns with the district's vision.
- Determine how instruction and school-based structures align with the vision.
- Use the vision to frame professional learning at the school level.
- Communicate the vision and its implications to school-based staff.
- Understand what shifts in practice are needed to achieve the vision.
- Clarify what actions school-based staff can take to better align with the vision.
- May provide input and/or feedback on the vision.
- Provide updates to the implementation team on our school's understanding of the vision and goals.

### Priority next step:

### By when:

## Instructional Coaches

### My actions to engage with and extend the vision:

- Ensure I can clearly state the vision for implementation.
- May provide input and/or feedback on the vision.
- Communicate the vision and its instructional implications to teachers.
- Determine how instruction and coaching structures align with the vision.
- Use the vision to frame professional learning in PLCs and coaching.
- Support teachers in making shifts in practice aligned with the vision.
- Provide feedback to teachers that helps them better align their instruction with the vision.

### Priority next step:

### By when:

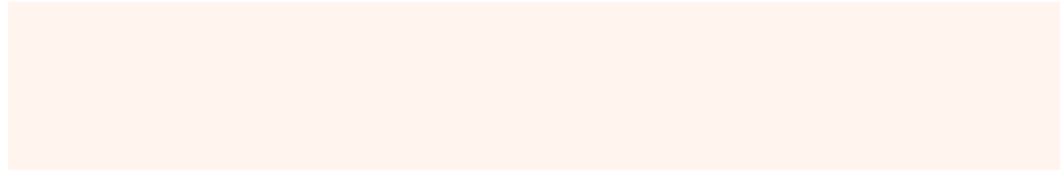


## Teachers

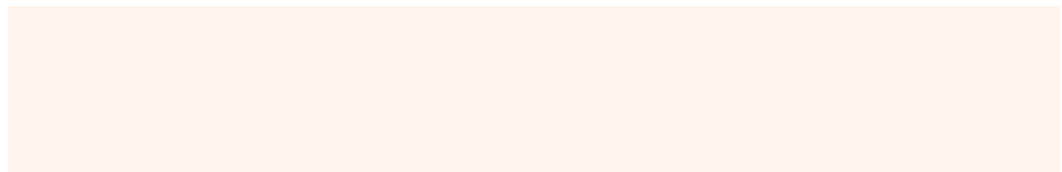
### My actions to understand and enact the vision:

- Ensure I can clearly state the vision for implementation.
- May provide input and/or feedback on the vision.
- Describe how my work contributes to the vision.
- Facilitate instruction aligned with the vision.
- Explain how professional learning supports the vision.
- Feel motivated to engage in the work needed to achieve the vision.
- Work to shift practice to align with the vision.

One way the vision connects to my classroom today:



One shift in practice I will make to better align with the vision:





## Part 6: Addressing Common Challenges

*Use this section to identify and prevent predictable barriers.*

### Anticipate and Plan

#### **Challenge 1: Our vision statement does not align with the curriculum.**

Possible causes to check:

- Implementation team members have limited knowledge of the curriculum.
- Vision was written prior to curriculum adoption.
- Vision language is vague or generic.

Our plan to address this:

#### **Challenge 2: Implementation team members have differing visions for quality teaching and learning.**

Possible causes to check:

- Team members have different professional experiences.
- There is limited shared knowledge of the curriculum.

Our plan to address this:



**Challenge 3: Communication about the vision tapers off throughout the year.**

Possible causes to check:

- Daily tasks and urgent needs take over.
- Leaders focus communication on other priorities.

Our plan to address this (reference the Yearlong Communication Plan in Part 4):

**Challenge 4: Teachers feel they lack ownership of what the vision looks like in their classrooms.**

Possible causes to check:

- Vision was created without teacher input.
- Teachers feel they have lost autonomy.
- Teachers have not had adequate training on the curriculum.

Our plan to address this:

## Part 7: Progress Monitoring

Revisit this section at regular intervals throughout the year to assess progress toward the vision.

### Vision Progress Check-In

Check-In Date: \_\_\_\_\_ Facilitator: \_\_\_\_\_

Question	Evidence/Observations	Next Steps
Can all members of the learning community state the vision?		
Are teachers receiving consistent communication about the vision?		
Are instructional coaches using the vision to frame coaching and PLCs?		
Does instruction observed in classrooms reflect the vision?		
Are stakeholders (families, board, community) aware of the vision?		
Have teachers had opportunities to provide input and feedback on the vision?		
Are implementation goals aligned with and connected to the vision?		

**What is going well?**

**What needs adjustment?**

**What actions will we take before the next check-in?**

Action	Person Responsible	By When

