

# VISION OF A GRADUATE PROTOCOL

## Phase 3 / Step 1

This protocol's purpose is to develop a vision of what a graduate from a school should know, understand, and be able to do.

**Roles:** 1 whole-group facilitator and 1 whole-group recorder; small-group facilitators, recorders, and timekeepers. (If possible, include students, parents, and community members in this process, integrating them into all the groups.)

**Materials:** Sticky notes, chart paper, markers

**Preparation:** *Prior to the meeting, create* a large silhouette of a student on chart paper.

*Prior to the meeting, create* separate charts representing the head, heart, hands, feet, and eyes of a student and post them in “stations” around the room with plenty of space between them. (Note: Guiding questions to be written on or next to the charts are listed at the end of this protocol.)

**Timing:** 135 minutes

### Before the meeting begins:

- Form groups of 5–6 participants for “vision teams.”
- Give the recorder for each vision team a marker whose color will be used only for their group.
- Identify a place for each team to post their free-writing.
- Give sticky notes to each team for the Gallery Walk.

### Process

1. **Decide who will be the vision team facilitator, recorder, and timekeeper.**
2. **Protocol review (3 minutes):** Facilitator reviews the protocol with the group.
3. **Journal:**
  - a. Facilitator reviews the school's mission statement with the group.
  - b. Facilitator reads the question “What should a graduate from our school know, understand, and be able to do?” and team members free-write their individual responses to the question. (8 minutes)
  - c. Share responses with vision team members, then post. (2 minutes)
4. **Carousel (30 minutes):**
  - a. Each team goes to a station that represents one “part” of the student—head, heart, hands, feet, or eyes—and the recorder charts the group's responses to the questions posed on the chart. (5 minutes)
  - b. Each group rotates to the next station, representing another “part” of the student, reads what the previous group wrote, and builds on the existing comments by adding ideas or posting questions. (5 minutes)
  - c. Groups continue to rotate at 5-minute intervals and build on the previous groups' work until each student “part” has comments from all groups.
5. **Final word (3 minutes):** Each group member does a last walk-through to add any final notes.
6. **Synthesis and product (35 minutes):** Each group returns to the station where it began, reviews the comments by all the groups, consolidates the ideas, writes them as “essential” ideas, and prioritizes them to produce a “clean,” synthesized representation of each part to exhibit in the gallery. Each group posts its final work.
7. **Gallery Walk (15 minutes):** Participants circulate among the gallery of charts, taking notes and leaving sticky notes indicating “Wows” (impressive ideas) or “Wonders” (ideas that make you think or raise questions) in response to what they see.
8. **Whole group sharing (15 minutes):** The facilitator for the whole group poses the following questions while the recorder for the whole group charts the comments:
  - a. What did you notice?
  - b. What seems important?
  - c. Do our ideas promote equity in our schools?



- d. Do our ideas align with what we know about teaching and learning?
  - e. How do you hope the information will be used?
  - f. What worked about the process, and what didn't work so well?
9. **What next? Extensions and next steps** (15 minutes): The whole-group facilitator and recorder lead the group in completing the chart below. Pair shares or journaling may be appropriate for 2 minutes of the total time.

**Consider the following questions:**

- a. How coherent is our vision at this moment? What will it take to make it readable and understandable?
- b. Who needs to know? How do we communicate our vision to all members of the school community?
- c. How do we celebrate and make it public to the whole school community?
- d. How often do we need to revisit it?
- e. How can we tell if the vision is embedded in all the work of the school?

What needs to happen?	Who needs to be involved?	When does it need to happen?	Where does it need to take place?	What resources are needed?



## Advance Preparation Of Charts

1. Cut outs or drawings that represent each “part” of the student make the process visually more interesting as well as easier to identify and remember the focus.
2. Guiding questions: Beside or on each of the following charts, write the questions suggested for that chart.
  - a. **Head**—What should every graduate know? Consider general and specific facts, concepts, and ideas. What should they understand? What thinking skills should they have?
  - b. **Heart**—What traits, qualities, or characteristics should every graduate embody?
  - c. **Hands**—What should graduates be able to do and produce? What skills should they have?
  - d. **Eyes**—What perspectives should graduates have? How discriminating should their vision be regarding STEM and humanities?
  - e. **Feet**—How would we most like to see our students moving in the world? Where should their education take them?
3. It may be helpful to post this small chart beside each of the “part” charts.

Feedback Key	
<input type="checkbox"/>	Agree
!	Strongly Agree
?	Questions
X	Strongly Disagree



Adapted and used with permission from Future Protocol “Back from the Future,” a National School Reform Faculty protocol by Scott Murphy, August 2001.

