

Chapter 2 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.

- What are the long-term impact goals for our strategic work?
- How do we report the progress and success of our strategic work to our community and governing body?
- How do we know if our inputs and outputs have been successful?
- How might the achievement of inputs and outputs differ from the achievement of impacts?

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.

Goal Check

As a team, do a brief scan of your current strategic plan. How many of the goals therein are impacts, and how many are outputs? What do they actually measure or report on? Take a similar approach with an annual progress report, if your organization has one. What do these documents tell you?

Connect the Dots

Often, schools and districts can construct simple mission statements from the impacts they've identified, deriving a concise statement from the core transformational goals for learning directly. However, I often work with schools and districts that are not engaged in developing new mission statements, but wish to do something concrete with the mission they have. In this case, we can simply extract clear goals from existing statements, as opposed to going back through the whole process of developing new statements. As a follow-up to the Word Salad activity in chapter 1 (page 18), display a printed copy of your department's, school's, or district's mission and vision statements. Identify a small number of core transformational learning goals (impacts) your team has previously discussed, and write these between your existing statements. Use the following prompts to explore connections.

- Can we draw connecting lines between part of the statements and one or more of our impacts?
- How do our impacts help answer the mission-focused question, What does that look like?
- Can we describe our mission or vision through our impacts?
- After we have connected elements of our statements to our impacts, what is left that does not align? Is it useful?

Looking for Evidence

The previous chapter focused on identifying what learning goals lie at the heart of your mission and vision. You also looked for evidence of those goals. Moving a little deeper on this front, select an impact, and discuss what evidence of student learning you might collect to see if students are developing toward that impact. For example, the impact goal of global citizenship might require collecting student evidence related to cultural awareness, global issues, empathy, or systems thinking. Simply brainstorm a list of artifacts or evidence that might appropriately demonstrate these things.

Planning Template for the Input-Output-Impact Framework

Please note that an output should be accompanied by a number of inputs.

Impact:					
Outputs	Inputs	Time Frame for Completion	Who Is Responsible	Resources Needed	Actions Needed

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