

Figure 1.5. Vision Casting Protocol


Ask your team the following: *What does an effective mathematics classroom and mathematics lesson look like and sound like to meet the needs of each and every learner?* Or, ask, *What does equitable instruction look like and sound like?*

Give each person a stack of sticky notes and have each person individually brainstorm the essential factors of their vision for instruction, per sticky note, for a specified amount of time. You might consider using two different-colored sticky notes with teams: One color represents the part of the vision that they feel they have truly worked toward as a team, and the other color represents a component of the vision that they feel that they need to still work toward.

Once the brainstorming is complete, the team sorts the sticky notes into the three to five big ideas of their vision and creates a vision statement on mathematics instruction that they all agree upon and will commit to working toward. For the teams that use two different colors, when the sticky notes are sorted, they create a visual representation of their vision and actions that have been addressed as a team and the actions that the team still needs to address. The teams can create or revise current action steps to meet their vision. You can follow this same protocol for creating vision statements with assessment, grading and homework, and intervention.

Source: Adapted from NCSM (2019b, p. 33).

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