**Visioning** develops a clear direction for the desired future state with sufficient detail to determine if it has been achieved. The visioning process encourages you to outline the specific steps you will take to achieve the vision for your education innovation by explaining *why* and *how* these steps are expected to lead to change.

**Cultivating Visioning**
Visioning is a process that helps to clarify the desired future state by ensuring your vision is described with sufficient detail to know when you have achieved your goal. In order to define the desired future state of your education innovation, your **vision** should:

1. clarify what you want your education innovation to achieve;
2. state your intent in a positive, descriptive, and specific way;
3. extend your thinking beyond what appears possible currently; and
4. leave space to iteratively revise your vision as you gain more information and insight.

We recommend using the Theory of Change (ToC) approach to support both the **vision** and the **visioning** process. The ToC approach begins by identifying your **vision** and then engaging in **visioning** to explain *how* and *why* specific activities or interventions are expected to result in changes that will lead to this vision. Some questions you might consider when using the ToC approach include:

1. What desired future state do you expect because of your education innovation?
2. What activities/interventions will propel change towards your vision?
3. What short-, mid-, and long-term changes do you expect?
4. What metrics will you use to provide evidence of change?

**Assessing Your Visioning Competency**
As you create, refine, and evolve your vision, consider the extent to which you have:

- developed plans and goals based on organizational functions and direction;
- forecasted opportunities to improve or restructure solutions to problems; and/or
- capitalized on opportunities to improve or reorganize processes.

**References**