

# GENERATE TRANSITION ALIGNMENT

PREPARE TO BRAINSTORM

SOLO BRAINSTORM

GROUP BRAINSTORM

IDEA SELECTION

## TEAM ALIGNMENT

In order to seek alignment as a team, share each of your summary pages and use the questions below to narrow your team's focus so that you can move on to the next phase of the design challenge with a shared perspective. Let each person read their summary responses without interruption or comments from the team. If there are differing views and ideas from team members, ask questions to gain understanding. Try questions like: "Can you share more information about how you came to these ideas?" and "Tell me more about that..." Your team does not have to be aligned on all aspects of your design work, but you must be aligned on the items below in order to move on.

As a team, select one idea to advance. Write it below.

How does your team's idea relate to improving the holistic learning outcomes for your students?

## CRITERIA FOR MOVING TO THE NEXT PHASE

Use the rubric below to assess if your team has met all the goals of this phase of the process and are ready to move into the next phase. Circle the description that most represents your team's progress. For the Project Status criteria at the bottom of the rubric, consider as a team the progress you're making overall.

	Not ready	Ready with hesitation	Ready with confidence
<b>PREPARE TO BRAINSTORM ACTIVITY</b>	The team is not prepared to brainstorm.	The team has some hesitations about brainstorming but feels comfortable moving forward.	The team is strongly aligned and ready to brainstorm.
<b>SOLO BRAINSTORM ACTIVITY</b>	You were not able to generate any ideas.	You are not confident about the quality of the ideas you generated but feel comfortable moving forward.	You are confident about the quality of the ideas you generated.
<b>IDEA SELECTION ACTIVITY</b>	You were not able to select ideas that met the criteria. Your team was not able to agree on which idea to advance.	You are not confident about your reasons for selecting ideas but feel comfortable moving forward.	You are confident about the ideas you selected and why. Your team is aligned around which idea to advance.
<b>PROJECT STATUS: QUALITY OF IDEAS</b>	The team did not generate solutions that meet the stakeholder's need or they did not generate solutions that are new and novel.	The team has some disagreements about how much the ideas meet the needs of the stakeholders but feels comfortable moving forward.	The team generated solutions that both meet the needs of the stakeholders and are new and novel.
<b>PROJECT STATUS: SORT &amp; SELECT PROCESS</b>	The team cannot agree on which ideas are the most promising to move forward based on the criteria given.	The team has some disagreements about which ideas are the most promising to move forward based on the criteria given but feels comfortable moving forward.	The team is strongly aligned on which ideas are the most promising to move forward based on the criteria given.
<b>PROJECT STATUS: CONNECTION TO LEARNING OUTCOMES</b>	The team cannot agree on if the solutions are connected to the goal of improving the holistic learning outcomes.	The team has some disagreements on if the solutions are connected to the goal of improving the holistic learning outcomes but feels comfortable moving forward.	The team is strongly aligned about whether the solutions are connected to the goal of improving the holistic learning outcomes.

Now, take a look at your results in the different criteria to determine if you are ready to move on to the next phase. For the criteria where you are least confident, try reaching out to your facilitator for coaching or talk to another colleague or team for advice. *If you have more than two areas where your team is not confident, work to improve before moving on.*

## HOLISTIC LEARNING OUTCOMES

### Core Academic Proficiencies

- Literacy
- Numeracy & Mathematics

### Applied Academic Proficiencies

- Science
- Health & nutrition
- Humanities
- Arts & culture
- Digital literacy, technology & media

### Being Our Best (the individual learner)

- Self-awareness
- Self-efficacy
- Self-regulation
- Resilience
- Taking responsibility
- Ethical decision-making
- Creativity
- Critical thinking

### Working With Others (our class/school)

- Communication
- Collaboration
- Open mindedness
- Empathy
- Relationship building
- Reconciling tensions
- Leadership

### Improving Our World (our community/our world)

- Problem-solving
- Civic engagement
- Entrepreneurship
- Respect for diversity
- Respect for the Environment