

■ 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.

What is the best pitch outline your team wants to use to present to the Schools2030 initiative?

How does your team's pitch communicate why you believe your concept will improve 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
STORYTELLING ACTIVITY	You are not able to write a stakeholder-centered story to communicate about your design challenge.	You are not confident writing a stakeholder-centered story to communicate about your design challenge, but feel comfortable moving forward.	You feel confident that you have written a stakeholder-centered story to communicate about your design challenge.
PITCHING ACTIVITY	You are not able to write a pitch that communicates about the potential of your solution to solve the stakeholders' needs and improve the holistic learning outcomes.	You are hesitant to write a pitch that communicates about the potential of your solution to solve the stakeholders' needs and improve the holistic learning outcomes, but feel comfortable moving forward.	You feel confident that you have written a pitch that communicates about the potential of your solution to solve the stakeholders' needs and improve the holistic learning outcomes.
PROJECT STATUS: QUALITY OF THE STORYTELLING	You have not written an effective stakeholder-centered story to communicate about your design challenge.	You are hesitant that you have written an effective stakeholder-centered story to communicate about your design challenge and will work to improve it.	You are confident that you have written an effective stakeholder-centered story to communicate about your design challenge.
PROJECT STATUS: QUALITY OF THE PITCH	You have not written an effective pitch that communicates about the potential of your solution to solve the stakeholders' needs and improve the holistic learning outcomes.	You are hesitant that you written an effective pitch that communicates about the potential of your solution to solve the stakeholders' needs and improve the holistic learning outcomes.	You are confident that you have written an effective pitch that communicates about the potential of your solution to solve the stakeholders' needs and improve the holistic learning outcomes.
PROJECT STATUS: CONNECTION TO LEARNING OUTCOMES	Your story and pitch are not connected to the goal of improving the holistic learning outcomes.	You are hesitant that your story and pitch are not connected to the goal of improving the holistic learning outcomes.	Your story and pitch 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

