

TEST TRANSITION ALIGNMENT

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
TEST A PROTOTYPE ACTIVITY	You are struggling to plan the timeline and logistics related to testing your prototype.	You are hesitant about your plan to test your prototype but you feel comfortable moving forward.	You feel confident about your plan to test your prototype.
TESTING PROTOTYPE REFLECTION & REFLECTION GRID ACTIVITY	You did not test your prototype and/or you did not complete the Testing Prototype Reflection or Reflection Grid.	You tested your prototype and completed the reflection but was not able to gain insights into testing the assumptions you identified.	You tested your prototype and completed the reflections and gained strong new insights into how your prototype will meet the needs of your stakeholders.
WHAT DID YOU LEARN? ACTIVITY	You are struggling to identify the assumptions you need to test and how to test them.	You are hesitant about the assumptions you have identified and will work to improve them.	You feel confident identifying the assumptions you need to test and how to test them.
IDEA EVALUATION ACTIVITY	You are struggling to evaluate your idea against your POV statement and your goals of improving the holistic learning outcomes.	You are hesitant about your evaluation of your idea and will work to improve it.	You are confident in your evaluation of your idea against your POV statement and your goals of improving the holistic learning outcomes.
EVALUATING PROTOTYPES ACTIVITY	You are struggling to evaluate your prototype to identify your next steps.	You are hesitant about your evaluation of your prototype and will work to improve it.	You are confident in your evaluation of your prototype and your next steps.
WHAT'S NEXT? ACTIVITY	You are struggling to identify your next steps and why.	You are hesitant about your next steps but feel comfortable moving forward.	You are confident in your next steps for your next iteration.
PROJECT STATUS: CONNECTION TO LEARNING OUTCOMES	You do not feel confident that your solution is connected to the goal of improving the holistic learning outcomes.	You are hesitant about how your solution is connected to the goal of improving the holistic learning outcomes and are working to improve it.	You are confident that your solution is 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