

■ SUMMARY 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 one problem your team will explore together?

How does this problem 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 challenge 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
SMOOTH SAILING ACTIVITY	The team cannot agree on the strengths & weaknesses of the school.	The team has some disagreements on the strengths & weaknesses of the school but feels comfortable moving forward.	The team is strongly aligned on the strengths & weaknesses of the school.
QUANTITATIVE DATA ANALYSIS ACTIVITY	The team cannot agree on the most compelling quantitative data points & how they inform the problem.	The team has some disagreements on the most compelling quantitative data points & the problem but feels comfortable moving forward.	The team is strongly aligned on the most compelling quantitative data points & how they inform the problem.
IDENTIFY A PROBLEM TO EXPLORE ACTIVITY	The team cannot agree on the most important problem to work on.	The team has some disagreements about the most important problem to work on but feels comfortable moving forward.	The team is strongly aligned on what is the most important problem.
SECONDARY RESEARCH ACTIVITY	The team cannot agree on what secondary information is most relevant.	The team has some disagreements on what the most important secondary research is but feels comfortable moving forward.	The team is strongly aligned on what is the most important secondary research.
STAKEHOLDER MAPPING ACTIVITY	The team cannot agree on the stakeholders who are most underrepresented.	The team cannot agree on the stakeholders who are most underrepresented.	The team is strongly aligned on which stakeholders who are most underrepresented.
PROJECT STATUS: DEFINITION OF PROBLEM	The team cannot agree on how to define the problem most relevant to the goal of improving the holistic learning outcomes.	The team has some disagreements on how to define the most relevant problem but feels comfortable moving forward.	The team is strongly aligned on how to define the problem most relevant to the goal of improving the holistic learning outcomes.
PROJECT STATUS: CONNECTION TO LEARNING OUTCOMES	The team cannot agree on the problem is connected to the goal of improving the holistic learning outcomes.	The team has some disagreements on how the problem is connected to the goal of improving the holistic learning outcomes but feels comfortable moving forward.	The team is strongly aligned on how the problem 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

Knowledge *Academic Proficiencies*

- Reading
- Writing
- Speaking
- Mathematics
- Science
- Humanities

Interdisciplinary Proficiencies

- Technology and media
- Arts and culture
- Health and nutrition
- Leadership
- Civic engagement
- Entrepreneurship

Skills

- 21st Century Growth Mindset
- Critical thinking
- Problem solving
- Creativity
- Communication
- Collaboration

Values

- Pluralistic Dispositions
- Self-awareness
- Resilience
- Open mindedness
- Empathy
- Respect for diversity

Attitudes

- Ethical Dispositions
- Taking responsibility
- Relationship building
- Ethical decision making
- Reconciling tensions
- Self-efficacy
- Respect for the Environment

