



Solutionary Framework

Teacher Implementation Rubrics



PHASE I. IDENTIFY

These teacher implementation rubrics describe what teachers and students should be doing for each of the steps of the Solutionary Framework. Teachers can use these rubrics to better understand what each step looks like in practice and to plan what types of instruction and coaching students will need to be successful.

Step	Looks like/sounds like
1. Select a BIG issue to investigate	<p>Teacher: Modeling inquiry as the basis for learning; teaching how to read and view through a critical thinking lens; asking questions to prompt thinking; providing access to resources.</p> <p>Students need to be able to read/view critically, take effective notes, and engage in active listening, respectful discussion and reflection.</p>
2. Identify the problem you want to solve	<p>Teacher: Regardless if the problems are teacher selected or student selected, the teacher needs to facilitate discussion towards a problem that affects students and their school/community locally and is feasible to address with the time and resources available (Think Global, Act Local)</p> <p>Students need to be able to conduct research to understand the various problems associated with the BIG issue; respectfully talk and listen to team classmates; list the problems associated with the BIG issue; think about what matters most to them; think about what aspects of the BIG issue are a problem locally.</p>
3. Write problem statement/guiding questions to prepare for your investigation	<p>Teacher: Modeling with a sample problem how to develop a problem statement and guiding questions to prepare for the investigation phase (Phase 2); checking students' problem statements and guiding questions.</p> <p>Students need to be able to conduct research using local sources of information to clearly describe the problem as it shows up in their community; create a problem statement that succinctly and factually describes the problem as it manifests locally; develop good guiding questions they need to answer to focus their solutionary work.</p>



PHASE II. INVESTIGATE

Criteria	Looks like/sounds like
4. Connect with stakeholders and those working to solve the problem	<p>Teacher: Modeling using sample problem; supporting students to list stakeholders; brainstorming who to connect with locally/ how that might be done; teaching perspective taking and how to avoid either-or thinking; teaching how to develop understanding of the problem from multiple data points; coaching on how to write letters-emails to stakeholders; teaching/coaching interviewing and note-taking skills; planning for how to respond in case students get emotional when doing research; staying aware that some of the findings/impacts may be difficult/surprising for students to learn about.</p> <p>Students need to be able to consider different perspectives; identify stakeholders connected to all sides of the issue and make a plan for how to contact them; draft/revise written communication/emails; develop interview questions; practice interviewing; actively listen while interviewing; take notes during interviews (in addition to any auto-transcription); complete graphic organizers to help organize their thoughts and what they are learning; respectfully brainstorm, fact check assumptions (not just who/what but also how); engage in collaborative discussion that builds on everyone's research, conduct additional research as needed; summarize what has been learned.</p>
5. Identify the causes of the problem	<p>Teacher: introducing systems thinking and teaching systems analysis using visual aids (like the iceberg model); modeling using sample problem; teaching research skills and how to analyze media bias ; encouraging students to keep asking "why" to drill down deeper into what holds the problem in place (status quo); supporting student research and prompting students to make lots of connections.</p> <p>Students need to be able to research and collect data, waiting to draw conclusions until they have drawn from multiple sources <u>and</u> connected book/media information with information from stakeholders to get a comprehensive understanding of the problem; complete an analytical graphic organizer (e.g. iceberg model) that depicts the patterns, systems and beliefs/mindsets that keep the status quo.</p>
6. Research what has been done to solve the problem	<p>Teacher: Modeling using sample problem, reminding/revisiting about how bias might influence solutions; asking questions and encouraging small and large group discussion; making lists based on everyone's work to make sure students are looking purposefully for what others have done to solve the problem; making available a wide variety of visual, print, technology and people resources.</p> <p>Students need to be able to brainstorm leads and connections; create lists; conduct research; collect and share information; ask good questions to guide a comprehensive inquiry, and engage in collaborative discussion and respectful sharing of information.</p>



PHASE III. INNOVATE

Criteria	Looks like / sounds like
7. Devise solutions	<p>Teacher: Introducing creative thinking and constructive brainstorming, introducing graphic organizer to help students think about where taking action will have the most impact, (e.g.Leverage Points Chart); encouraging students to give each other feedback on solutions; teaching students expectations for how to provide kind, supportive, helpful feedback and how to accept feedback.</p> <p>Students need to be able to thoughtfully complete the graphic organizer based on research and brainstorming sessions; provide kind, supportive and helpful feedback to one another; ask key questions to push thinking; accept others' feedback gracefully and with the assumption that there may be something of value; practice active listening; think out of the box.</p>
8. Choose the most MOGO and most feasible solution	<p>Teacher: Reviewing MOGO concept and providing examples (might use True Price activity); presenting the Solutionary Scale and discussing feasibility parameters for students; reviewing and approving, or modifying solutions through further discussion.</p> <p>Students need to be able to practice active listening; engage in the selection process; learn the parameters of MOGO and feasibility in their school context; select a solution based on the criteria and through consensus building; have the solution they select reviewed and approved by the teacher.</p>
9. Make an action plan	<p>Teacher: Introducing the concept of strategic thinking; providing an implementation chart that students can use; modeling using sample problem; discussing how groups can negotiate compromises and be as logical and realistic as possible as they develop their action plan; talking through all steps with each student/group; helping students select which stakeholder(s) to get feedback on the action plan from; paving the way with administration and local authorities by giving them a head's up about what students are working on and the assistance they will need to be successful</p> <p>Students need to be able to engage in a collaborative and respectful planning process to guide implementation; develop a detailed action plan; support one another to be logical; compromise where needed; seek and accept feedback from stakeholders; incorporate feedback; decide who is responsible for doing each step of the action plan; decide how implementation of the plan will be documented</p>



PHASE IV. IMPLEMENT

Criteria	Looks like/sounds like
10. Implement the solution	<p>Teacher: Supporting students in the logistics of carrying out their plan or the part of their plan that is feasible to implement; coaching students to rehearse how they will handle different scenarios; discussing appropriate behavior in varying contexts; problem-solving with administration as needed; checking in with students/groups frequently.</p> <p>Students need to be able to stay focused and motivated; behave/modulate behavior appropriately for the settings they encounter; stay positive; support one another; reflect on what is happening/how things are going/how they are feeling.</p>
11. Present the solutionary work	<p>Teacher: Planning for how presentations will be done; coaching students on the various elements (rubric) that their presentations need to include; providing time for rehearsal and set-up; trying out technology use of space; figuring out how the intended audience will be invited and if/how students will receive feedback. NOTE: The teacher may want to consider recording presentations for people who could not attend or for students to watch later and reflect upon..</p> <p>Students need to be able to develop a presentation according to the parameters set by the teacher (rubric); rehearse until comfortable and fluent; draft and proofread all materials (slide deck, handouts, posters); incorporate feedback from one another and the teacher; let the teacher know who they want to invite (stakeholders, family members, etc.) and/or invite people to attend.</p>
12. Assess, reflect, iterate, celebrate!	<p>Teacher: Providing reflection tools (rubrics, questions, checklist) to support students to reflect on their project, reflect on their work with others, and share with others (classmates, stakeholders) what they would do next if they had more \$, more time, more people, etc. and/or what they would do differently if they did the project again. NOTE: The teacher may want students to provide feedback to one another about process, project and presentations.</p> <p>Students need to be able to engage in honest reflection about process, implementation and impact; provide helpful, thoughtful feedback; determine next steps; acknowledge and celebrate their hard work!</p>