

Personalized LEARNING

ABOUT THE COACHING AND DEVELOPMENT RUBRIC

The Personalized Learning Coaching and Development Rubric defines four domains and sixteen high-leverage teacher and student actions which distinguish effective personalized learning environments. The rubric is carefully scaffolded across four levels of proficiency for each action.

The PL Coaching and Development Rubric serves as a centerpiece for the training and support teachers receive during the 2015-2016 school year. It is designed and intended to be non-evaluative in nature. Strands (teacher and student actions) work to enhance indicators found on TEI's Teacher Performance Rubric. This tool will also inform and guide the work being done to create the district's Distinguished Teacher Review (DTR) PL Teacher Rubric.

The "achieving" proficiency level represents the ultimate goal for teachers who are developing their personalized learning craft. However, progression to "achieving" won't happen overnight. Consequently, the rubric strands have been categorized into three implementation phases:

- **Phase 1** - In Phase 1, we'll prioritize strands that are foundational skills in a personalized learning environment. Without these as a baseline, increasingly complex personalization will be challenging. Phase 1 strands are highlighted in gray on the PL Rubric Snapshot.
- **Phase 2** - In Phase 2, we'll prioritize strands aligned to personalization at the individual student level, e.g., personalized formative assessments, customized pathways, etc.
- **Phase 3** - In Phase 3, we'll prioritize strands that dive deeper into building and maintaining authentic student agency so that students are driving their own learning as much as possible.

The central PL team will align all professional development opportunities (e.g., Design Studios, campus observations/feedback, coordinator working sessions, CIC roll-alike sessions, virtual sessions, etc.) to the four domains in the rubric. We'll start by focusing on Phase 1 strands and will transition to Phase 2 and 3 strands as the cohort builds capacity over time.

The ultimate goal of the rubric is to help teachers -- working on their own or with a supportive coach -- to develop as successful facilitators of personalized learning and ensure that all students have the opportunity to reach their full potential in an environment that's uniquely tailored for them.