

# PERSONALIZED LEARNING

## Readiness Continuum



Instruction

Stakeholders

Systems



# PERSONALIZED LEARNING *Readiness Continuum*



## Instruction

- 1 The PL Classroom
- 2 Curriculum + Assessment
- 3 Data Driven Instruction
- 4 Social Emotional Learning



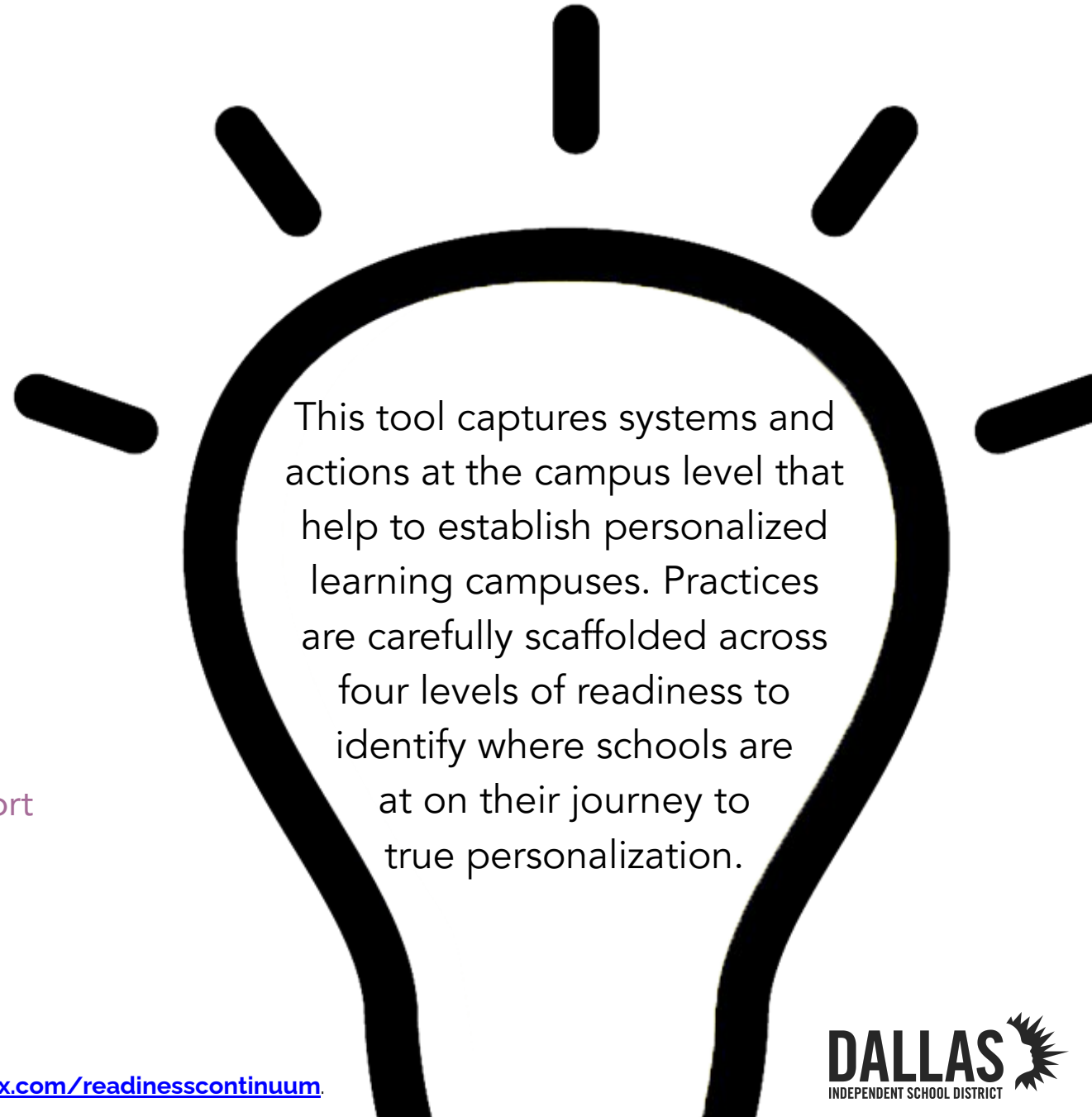
## Stakeholders

- 5 The PL Graduate
- 6 Principal/Leader
- 7 Collaborative Design
- 8 PL Campus Team



## Systems

- 9 Vision + Priorities
- 10 Personalized PD + Support
- 11 Culture of Innovation
- 12 Sustainability + Access



This tool captures systems and actions at the campus level that help to establish personalized learning campuses. Practices are carefully scaffolded across four levels of readiness to identify where schools are at on their journey to true personalization.





# 1 THE PL CLASSROOM

Instruction across all classrooms consistently is student-centered and leverages next generation models of learning to personalize learning for all students.

	<b>NOT PL READY</b> <i>Level 0</i>	<b>PL READY</b> <i>Level 1</i>	<b>CONSISTENT PRACTICE</b> <i>Level 2</i>	<b>PERSONALIZED</b> <i>Level 3</i>
<b>Student Agency</b>	Most teachers make instructional decisions for students about how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	Teachers are beginning to create opportunities for students to play a leading role in their education through <b>self-regulation</b> and goal setting.	Teachers consistently create opportunities for students to have autonomy and make informed and important decisions about their instructional experiences.	Students advocate for their academic and non-academic needs, interests, and aspirations for themselves and the world.
<b>Authentic Learning</b>	Teachers provide limited opportunities for students to engage in real-world learning.	Some teachers provide opportunities for real-world learning experiences.	Most teachers create real-world learning experiences that allow learners to construct meaning and understanding to their own interests and needs.	Teachers create multidisciplinary real-world learning experiences that emulate what it would look like to apply learning in a future career or situation.
<b>Blended Learning</b>	Most teachers believe that <b>blended learning</b> and PL are one in the same.  Teachers use the terms blended learning and PL interchangeably.	Teachers understand the difference between blended and PL.  Teachers are proficient in one blended learning model and understand how it relates to PL.	Teachers use two blended learning models interchangeably at the foundation level.	Teachers use student data to leverage a variety of blended learning models to differentiate and personalize learning.
<b>Flexible Learning Environment</b>	The physical learning environment resembles a traditional classroom setting that limits opportunities to reconfigure space when needed.	The physical learning environment includes a mix of traditional and flexible furniture that allows the teacher to configure space to meet student needs.	The physical learning environment is flexible and enables opportunities for collaboration.	The physical learning environment is flexible enough for students to learn independently and collaborate with peers seamlessly. Learning spaces aren't just at school; with the help of technology, students learn anytime and anywhere.

***In addition to blended learning, teachers might leverage one or more of the next generation models of learning to personalize.***

<b>Project- Based Learning</b>	Projects are supplemental to the curriculum and are often isolated at the end of a unit or at one specific time.	<b>Project-based learning</b> units are aligned to the curriculum and teacher knowledge of students informs some aspects of project design and/or instructional decisions.	Project-based learning is integrated into the curriculum and the teacher consistently uses knowledge of individual students strengths and interests to inform project design and instructional decisions.	Project-based learning is the basis for curriculum and student ownership of learning is possible through a flexible project design that emphasizes sustained inquiry and differentiates project content, path, and products based on student input and data.
<b>Design Thinking</b>	Teachers provide limited opportunities for students to build creative confidence and practice empathy.	Teachers use <b>design sprints</b> that are supplemental to their curriculum to boost student creativity and empathy skills.	Teachers integrate <b>novel engineering</b> or <b>design challenges</b> into their curriculum to discover innovative solutions through user-centered problem solving.	The <b>design thinking process</b> is widely used by teachers and students to creatively define and solve problems in a user-centered way through curriculum and/or campus systems/programs.
<b>Competency Based Education</b>	Students advance based on <b>seat time</b> rather than proficiency level.	Students have self-paced opportunities to advance to the next lesson based on proficiency level. Classroom systems for <b>performance-based grading</b> are beginning to emerge.	Students have opportunities to advance to the next course or grade level by demonstrating mastery of learning. Campuswide systems for performance-based grading are consistent across classrooms.	Nearly all systems support students advancing based on mastery instead of hours spent in a classroom or course. Campus advocates for districtwide policies and practices to support performance-based grading and support a true <b>competency-based education system</b> .



# 2 CURRICULUM + ASSESSMENT

Curriculum, assessment, and technology work together to support and sustain high quality PL. Schools use these levers to enhance the student experience in a PL environment.

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<b>Curriculum Design</b>	Campus relies on district provided curriculum materials alone and does not modify to meet their local needs.	Slight modifications are made to district materials, although that is the main resource for curriculum design and planning.	Campus supplements the district provided curriculum materials as necessary although this is not always reflective of PL needs.	Campus supplements district curriculum materials and assessments when necessary to best meet the needs of their students.
<b>Performance-Based Assessment</b>	The assessment practices on campus generally lack the design criteria of <b>authentic assessment</b> .	The campus has identified a variety of common authentic assessment strategies and has effectively paired them to their curriculum (content and skills/dispositions) in order to build a balanced body of assessment.	The campus has identified an aligned authentic assessment strategy and teachers participate in creating, administering, and engaging in the reflective cycle of <b>performance-based assessments</b> .	The campus has a robust aligned authentic assessment strategy and teachers routinely engage in assessment practices that consist of creating, administering, and engaging in the reflective cycle of performance assessment, which may include defense of learning and/or extended investigations (e.g., capstone project).
<b>Grading</b>	Campus grading practices follow traditional grading practices and students may not have access to grades on-demand.	Campus grading practices follow traditional approaches and students have on-demand access to grades. Grading practices communicate progress in support of student learning.	Grading is done in support of student learning, allowing for students to progress along their learning pathway. Grading is based on demonstration of mastery. Teachers are supported in analyzing student work to make grading determinations and to inform instructional practices in support of student learning.	Grading practices are fully <b>mastery-based</b> and allow for flexible pacing. Students participate in grading practices and the campus leverages the data from its grading practices in order to inform and drive use of and instructional practices aligned to learning progressions.
<b>Integrated Digital Content</b>	<b>Adaptive software</b> is occasionally used but delivered as an "add on" or separate from face-to-face instruction.	Some teachers use adaptive software to complement face-to-face instruction but the connection between the two are not well established.	Most teachers assign their classes adaptive software in order to complement face-to-face instruction and curriculum; digital content is an essential, integrated component of class.	Teachers curate digital content or use adaptive software that is appropriate for targeted subgroups of students based on identified skill gaps from most recent assessment(s).
<b>Learning Management System</b>	There is no unified plan on campus for using a <b>learning management system</b> .	Some teachers use a learning management system to provide access to digital content.	Most teachers use the same learning management system across a grade level to provide access to self-paced digital content.	All teachers within a grade band use the same learning management system so that students can access digital content anytime and anywhere (e.g., K-2, 3-5, 6-8, 9-12 grades).
<b>Student Showcases</b>	Students have an opportunity to share and/or define their summative work with campus teachers and peers outside of their classroom.	Students have an opportunity to share and/or define their summative work with campus stakeholders (e.g., family members).	Students have an opportunity to share and/or define their summative work with the external school community.	Students have an opportunity to share and/or define their summative work with external partners related to the assessment's field of study.



# 3 DATA DRIVEN INSTRUCTION

School campuses demonstrate the culture, assessment practices, analysis, and action planning of Data Driven Instruction in order to increase student achievement.

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<b>Data Driven Instruction Systems</b>	Campus is not aware of, or does not use, Data Driven Instruction to create a data driven culture.	Campus uses Data Driven Instruction to create the foundation of a data driven culture (50 out of 100 on DDI Rubric/average of 3 on each indicator).	Campus uses Data Driven Instruction to build on the data driven culture (75 out of 100 on DDI Rubric/average of 3 on each indicator) to respond to class data averages.	Campus uses Data Driven Instruction to build on data driven culture to focus on individual students, vs. responding to class averages (90 out of 100 on DDI Rubric/mostly 4's).
<b>Data Meetings</b>	Data meetings are driven by the campus leadership team, occur after district/ state assessments, and little to no action is taken in meetings to respond to data.	Data meetings are led by the campus leadership team and occur after common interim assessments using the Four Steps for Data-Driven Analysis Meeting Protocol.	Data meetings are led by team members while campus leadership is still present and occur more frequently weekly/biweekly.	Regular, frequent data meetings are in place and students are engaged in reviewing their own data. Data is also reviewed/ analyzed as needed in a formative way to drive instructional decision making in a way that is responsive to individual student needs.
<b>Growth Measures</b>	Campus does not use assessment(s) that measure growth.	Campus administers assessment(s) that measure growth, but teachers do not use data to inform instruction.	Campus administers assessment(s) that measure growth at least three times a year with analysis and action planning happening at the teacher level.	Campus administers assessment(s) that measure growth at least three times a year with analysis and action planning happening at the teacher and student level.
<b>Student Access</b>	Students do not have on-demand access to grades and historical assessment data.	Students have access to their own data but may not have access to the grading system.	Students have access to and use, own data, although it is not used to progress monitor or respond.	Students use data (grades and historical assessment data) to monitor progress and respond.



# 4 SOCIAL EMOTIONAL LEARNING

Campuses have included aspects of social emotional learning into their definition of student success and prioritize all stakeholders' social and emotional well-being. Social emotional competencies are integrated through the curriculum; deeper and authentic learning opportunities support learners in developing mastery in them.

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<b>Understanding the Whole Child</b>	There is not an understanding of the whole child; focus is placed solely on academic achievement.	A recognition is made that academic achievement alone is not enough for the long-term development and success of all children, but decisions are still made solely based on a focus on academic achievement.	The long-term development and success of all children, which includes an academic and social-emotional health focus is the driver of most campus decision making.	The long-term development and success of all children, which includes an academic and social-emotional health focus, is the driver of all campus decision making: instructional; cultural; and otherwise.
<b>Social Emotional Competencies</b>	Social emotional competencies have not been identified.	A focus on social emotional competencies is vague or inconsistent.	Social emotional competencies have been identified, although they may not be integrated into success outcomes for all students on the campus.	Social emotional competencies are clearly articulated and are integrated into the success outcomes for all students on the campus.
<b>Aligned Instructional + Assessment Practices</b>	There is no evidence of instruction or assessment practices that incorporate social emotional competencies.	Social emotional competencies are focused on during specific social emotional activities or lessons and are not integrated into academic instruction or assessment.	Social emotional competencies are integrated into some instruction but there is no evidence of those competencies in assessment practices.	Social emotional competencies are integrated across all instructional and assessment practices.
<b>Restorative Practices</b>	No restorative practices are in place at the campus.	Some restorative practices are used, but other punitive behavior management systems are also still in place.	Restorative practices are used for behavior management, although they are not used more broadly to build a healthy campus community.	Restorative practices dictate all behavior management on campus and are used to build a healthy overall campus community, as well as to support individual students.



# 5 THE PL GRADUATE

Student achievement is at the center of all work, and the driver of all decisions. Campuses identify what competencies students need to succeed and provide students with the tools and opportunities to be self-directed on their pathway to success.

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<b>Portrait of a Graduate</b>	Campus uses the district indicators for their graduation outcomes.	Campus community has established a <b>portrait of a graduate</b> that articulates the academic and/or non-academic competencies of their graduates.	Campus community has established a portrait of a graduate with specific performance outcomes for academic and/or non-academic competency. This process is inclusive of most campus stakeholders.	Campus community has operationalized a portrait of a graduate with a robust portfolio of assessments that measure all portrait of a graduate competencies across all grade levels. This process is inclusive of all campus stakeholders.
<b>Learner Profile + Digital Portfolio</b>	A <b>learner profile</b> and <b>digital portfolio</b> are not used.	A learner profile is used to capture traditional academic measures. A digital portfolio of key artifacts that demonstrate evidence of mastery of expanded outcomes is not used.	A learner profile is used to support progress monitoring of traditional academic measures, as well as additional measures of success aligned to the school's graduate profile outcomes. A digital portfolio of evidence of mastery is included as part of the learner profile.	Students are aware of, and monitor, their own progress against an expanded set of outcomes with support of campus staff through a comprehensive learner profile. Students graduate with a digital portfolio of evidence of mastery of academic and non-academic learning goals.
<b>Students as Self-Directed Learners</b>	Students learn through whole group instruction directed by the teacher.	Student choice is mostly directed by the teacher. If students do have choices in their learning, they are based on preference. The majority of time is spent in whole group instruction.	Student learning is directed by the teacher, but includes time for independent work and learning in collaboration with peers. Students have a choice in the time, path, pace, or place of learning.	Students use personal goal(s) to drive how they will learn during their instructional block: working independently, collaborating with peers, or attending small groups with the teacher. Upon graduation, students are prepared to continue their educational and professional journey.
<b>Students as Digital Citizens</b>	Students are not aware of what <b>digital citizenship</b> is or means.	Teachers have introduced the idea of digital citizenship, but students are not yet taking actions to manage their digital identity or personal data. They may have a beginning understanding of legal and ethical behavior but may not always follow norms for using and sharing intellectual data.	Students are beginning to take ownership of their digital identity and personal data and almost always demonstrate behavior that follows legal and ethical norms for online interactions and sharing intellectual data.	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world; they act and model in ways that are safe, legal, and ethical.





# 6 PRINCIPAL/LEADER

Leaders demonstrate the personal skills, mindsets, and values required to create the structures and systems necessary to support educators in building and maintaining a culture of innovation and learning that supports PL implementation.

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<b>Mindset</b>	Leader follows or meets expectations shared by the district but has not begun to engage in any self-reflection.	Leader has begun a process of self-reflection to identify strengths and areas for growth dispositionally. They may still feel more comfortable with not disrupting the status quo or not taking risks and/or they are more top-down than collaborative.	Leader is a reflective, collaborative, and a lifelong learner. They are aware of their strengths and areas for growth dispositionally and take time to focus on those things in their leadership.	Leader is reflective, collaborative, a life-long learner, and always pushing the status quo. They view challenges as opportunities and are comfortable with ambiguity and risk-taking. They are aware of their strengths and areas for growth dispositionally and are able to leverage their strengths and other team members' strengths.
<b>Values</b>	Leader's values are either not articulated or inconsistent, depending on the audience.	Leader advocates for student success, although they may not provide clarity on what that means or how that can be true for all students.	Leader has clear values that support children, equity, and making an impact in their community. Their values align closely to the school's vision for success.	The leader is a tireless advocate for the whole child, a champion for equity, and are committed to making a positive impact in their community. They actively engage all stakeholders and empower students in taking an active role in their learning. His/her values are directly aligned to the school's vision for achieving PL for all.
<b>Distributive Leadership</b>	Leader tends to make decisions and give instructions. Others are not empowered to act; they fear it may not align with what the leader would do.	Leader engages others in decision making but remains the final decision maker in most cases. Others may feel empowered to contribute but not to act.	Leader has established teams for decision making and some feel empowered to act in alignment with the vision. Feedback is given to team members but is not often provided to the leader.	Clear processes for information sharing and collaborative decision making are in place; people across the staff feel empowered to act in alignment with a shared vision. <b>360 feedback practices</b> are in place and the team is supported in experimentation and feel an ownership for campus initiatives and decisions
<b>Systems Manager</b>	Leader follows district expectations but does not effectively create systems within their campus to implement and manage PL.	Leader has begun to develop systems to implement and manage PL on their campus, although staff/students feel significant stress during the implementation.	Leader has strong systems in place to implement and manage PL on campus, although there are times when additional stress is felt by staff/students.	Leader develops, evaluates, and refines systems to maximize effectiveness and reduce stress on students/staff by effectively navigating district context/requirements. Leader seeks out and acts on feedback to improve systems from multiple stakeholders.





# 7 COLLABORATIVE DESIGN

Schools demonstrate evidence of voluntary participation of all stakeholders, in visioning, planning, and implementation of PL.

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<b>Family Participation + Input</b>	Families are invited to attend traditional district scheduled parent events (e.g., fall/spring parent conferences).	Families are invited to monthly family nights, and a limited other number of campus events.	Families are regularly involved in student education through event participation, access to curriculum, access to student progress, and regular communication.	Families are empowered as key members of the campus community through a culture of transparent and inclusive participation.
<b>Community Participation + Input</b>	Community is not involved in campus vision and support is only superficial.	Community is invited to participate in a limited number of events and only do so when solicited.	Community is regularly engaged in campus events and feel empowered to reach out and offer ideas for how they would like to support the campus.	Community members understand, feel welcomed, and are involved in weekly events at campus and often seek out opportunities for campus engagement independently.
<b>Teacher Selection</b>	Campus uses hiring process as defined by district; teachers are force placed at campus.	Campus uses hiring application/ process as defined by the district and may ask one or two questions about PL to determine if their mindset is aligned.	Campus recruits and hires teachers using PL selection criteria, as well as requires prior experiences in PL environment or commitment to PL.	Campus is involved in a grow your own approach and/or has developed their own robust selection process that incorporates key elements of the PL selection criteria as well as additional indicators that are specific to their campus needs/ PL model.
<b>Student Selection</b>	Campus accepts transfers/students off the waitlist without any intentional process.	Campus has a recruitment plan but it is not executed consistently or with fidelity.	Campus uses a <b>continuous recruitment plan</b> <sup>3</sup> that targets a diverse student population that includes recapturing students who may have left the district.	Campus is intentionally diverse in their student population and demand exceeds capacity.

<sup>3</sup> Student recruitment and selection is determined by Dallas ISD's Public School Choice Process campus type (e.g., Innovation or Transformation).



# 8 PL CAMPUS TEAM

School campuses identify an integrative/multidisciplinary team that includes representation of all stakeholders to support PL implementation and drive the continuous improvement cycle to ensure that PL continues to evolve and shift as needed.

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<b>Modeling the Way</b>	Leadership has shared ideas about PL with stakeholders but has not yet begun modeling PL practices on campus.	Teachers understand the support they will receive and responsibility they will have in the transformation process to a PL campus.	Leadership actively models PL practices to ensure all stakeholders understand why PL is being undertaken and the vision for transformation.	Leadership has engaged all stakeholders in modeling PL practices at every level.
<b>Culture of Empowerment</b>	Decisions about school culture are mostly driven by leadership.	Some stakeholders have a role in making decisions that impact the school culture (e.g., what initiatives to pursue, what routines and rituals are followed, etc.).	Most stakeholders are deeply integrated in decisions made that impact the school culture and have an active role, voice, and presence in the school community.	The culture of the school is such that all stakeholders are empowered contributors with an important voice and contribution to the school community.
<b>PL Team Members</b>	PL team members consist of the PL quarterback and principal only.	Members of the PL team are synonymous with the campus leadership team.	Members of the PL team include a variety of campus leadership and teachers but are not inclusive of or open to all stakeholders.	Members of the PL team include all stakeholders and represent the diversity of identity and opinion within the school community.
<b>PL Team Systems</b>	Although a PL team may exist, they have no system for action within their school campus.	The PL team is integrated into school decision-making at points throughout the year but may seem to function in parallel to school leadership.	The PL team plays an integral role in school leadership: driving strategic planning; execution of strategy; as well as change management processes as needed.	The PL team is an integral part of school leadership and drives the continuous improvement cycle, ensuring that the PL vision and instructional model are consistently meeting learners' needs.



# 9 VISION + PRIORITIES

The school community co-creates alongside all stakeholders (students, families, staff, communities, etc.) a campus vision with a relentless commitment to closing the opportunity gap through PL and aligns priorities that support implementation, so that all elements of the vision are operationalized in all school structures and programming.

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<b>Clear, well established campus vision</b>	Vision either does not exist or exists only superficially and is not developed by the school community.	Vision with commitment to closing the opportunity gap is clearly articulated but may lack stakeholder engagement beyond the leadership team or school staff.	Vision with commitment to closing the opportunity gap through personalized learning is clearly articulated but may lack stakeholder engagement beyond the leadership team or school staff.	A vision with a relentless commitment to closing the opportunity gap through personalized learning in order to prepare all students for success in college and other post-secondary endeavors has been co-created with all stakeholders.
<b>Vision + Values Alignment</b>	Core values either do not exist or are not aligned to the vision.	Core values are clearly articulated and at least moderately aligned to the vision, although the school community may not consistently demonstrate those values through their actions.	Entire school community knows the school's vision and works toward it by consistently demonstrating core values.	Vision and core values are in full alignment and values are consistently observable in all stakeholder actions within the school community, allowing the school to move toward its vision.
<b>Execution of Strategy</b>	Strategy is clearly articulated and some strategic planning has been completed but not executed consistently or with fidelity.	Strategy drives some school-wide decisions, and/or priorities, and/or culture.	Strategy drives school-wide decision making, campus priorities and goals, school culture, and drives changes in practice.	The key priorities of the PL vision are operationalized in all school structures and programming and are continually monitored.
<b>Change Management</b>	There is no evidence of an explicit organizational change management strategy that includes the role of innovation or building culture of innovation.	There is recognition of the need to actively manage the organizational change process, as well as some recognition of the potential for innovation to play an important role within the change process.	There is an explicit and clearly communicated organizational change process that highlights continual innovation as a core element.	A comprehensive organizational change management strategy that integrates the role of innovation exists and is managed consistently at all levels of the organization.



# 10 PERSONALIZED PD + SUPPORTS

Professional development (PD), observation & feedback, and goal-setting is personalized, aligned to the school's PL vision, teacher-driven, and part of a continuous collaborative improvement model that embodies PL practices at the professional level to ensure all teachers are getting the support they need to implement PL in their classroom.

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<b>Professional Development</b>	PD is driven by requirements and time allocated on the district calendar.	PD is aligned to campus priorities and time is allocated by campus needs, but not necessarily PL.	PD is aligned to PL vision and priorities but may not consistently exemplify PL.	PD consistently exemplifies what PL should look like in the classroom, incorporates PLC structures, peer coaching, and teacher-facilitated PD.
<b>Observation + Feedback</b>	The <b>TEI</b> spot observation form is used to observe and provide feedback. Frequency of observation and feedback cycle is based on definition by the TEI effectiveness rating.	PL coaching tools are sometimes used to observe and provide feedback on BL or PL practices.	PL coaching tools are regularly used by administrators and/or leadership teams to observe and provide feedback on BL or PL practices.	PL coaching tools are used routinely by teachers and administrators to observe and provide feedback on BL or PL practices.
<b>Goal-Setting</b>	Teacher and leaders set goals at the beginning of the year that include the professional development plan and <b>Student Learning Objective (SLO)</b> .	Teachers and leaders set goals at the beginning of the year. Leaders use the <b>PL Coaching + Development Rubric</b> as a guide to support growth on the professional development plan and/or SLO.	Teachers and leaders use the PL Coaching + Development Rubric to set a long-term goal specific to growth in personalized learning practices. An action plan is co-created to ensure growth is attainable.	The PL Coaching + Development Rubric is used to set goals on a short-term basis. Goal-setting is responsive to the teacher's needs and reflects growth.
<b>Learner Profile</b>	Progress monitoring is done using traditional metrics and is disconnected from personal growth practice.	Teacher profile is created but not consistently updated or viewed other than at the beginning of the year.	Every staff member (admin and teacher) has a learner profile that is aligned with teacher needs and goals and is used to capture feedback by multiple stakeholders. Teachers use this document to drive their professional growth by setting and monitoring goals.	Every staff member (admin and teacher) has a learner profile that is consistently used to set and monitor goals, identify relevant PD offerings, and request individual support. This profile includes: evidence aligned to goals; goals aligned to broader school priorities.
<b>Professional Learning Communities (PLCs)</b>	Time is not allotted for PLCs to happen on a weekly basis.	Time is allotted for weekly PLCs where teachers attend and participate.	Weekly PLCs incorporate PL practices and classroom implementation of learning; these are sometimes teacher led.	Teacher-created and lead PLCs are aligned to campus vision and incorporate protocols for collaborative growth and innovation.



# 11 CULTURE OF INNOVATION

Innovation is explicitly encouraged, celebrated and studied across the campus. All stakeholders are empowered to play an active role in the reflections, decision making, and overall school culture.

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<b>Teacher Mindset</b>	Teachers and staff meet campus expectations but have not begun to engage in any self-reflection.	Teachers and staff have begun a process of self-reflection to identify strengths and areas for growth dispositionally. They may still feel more comfortable with not disrupting the status quo or not taking risks and/or they are more top-down than collaborative.	Teachers and staff are reflective, collaborative, and life-long learners. They are aware of their strengths and areas for growth dispositionally and take time to focus on those things in their practice.	Teachers and staff are reflective, collaborative, and life-long learners, and are always pushing the status quo. They view challenges as opportunities and are comfortable with ambiguity and risk-taking. They are aware of their strengths and areas for growth dispositionally and are able to leverage their strengths and other team members' strengths.
<b>Student Voice</b>	Decisions are made by the leadership team.  No student voice.	Sometimes students are involved in campus decisions.	Students occasionally are involved in campus-wide decisions.	Student input is routinely used in decision making; including student voice in all school structures and processes is the norm.
<b>Failure</b>	Failure is viewed as a negative and leads to corrective/punitive action.	Failure is acknowledged, but no productive support is provided.	Failure is seen as a growth opportunity; feedback/support are provided, and a plan is co-created.	When one experiences failure, it is celebrated, and seen as the next step in iteration; reflection on learning is integrated into next steps.
<b>Contribution to Culture</b>	Across stakeholders there is a shared belief that it is the principal's job to improve current school conditions.  Culture is driven by leadership decisions.	Teachers take ownership in improving current conditions.  Stakeholders have some role in making decisions that impact school culture (e.g., what initiatives to pursue, what routines and rituals are followed).	Administration, teachers, and students share responsibility in improving current conditions.  Stakeholders are deeply integrated in all decisions made that impact the school culture and have an active role, voice, and presence in the school community.	Culture of the school is such that all stakeholders are empowered contributors with an important voice and contribution to the community, such that decision making is a shared process.
<b>Communication</b>	Conversations about innovation are exciting and optimistic but many times never put into action.	Innovation efforts have a clear, shared sense of purpose across the campus.	Strategies are developed, documented, and are being implemented across the campus. These strategies are explicitly linked with measures of effectiveness and impact and are used to drive strategic planning decisions.	Innovation is explicitly encouraged and celebrated in studies across the campus. All stakeholders feel empowered to design and try new approaches. Attempts and "failures" are routinely shared and openly discussed. They are not only tolerated but are recognized as a vital part of the innovation process and are used to drive progress.



# 12 SUSTAINABILITY + ACCESS

Plans are in place that provide for the long term sustainability of PL on the campus. Within those plans, access for all learners is explicitly provided.

	<b>NOT PL READY</b> <i>Level 0</i>	<b>PL READY</b> <i>Level 1</i>	<b>CONSISTENT PRACTICE</b> <i>Level 2</i>	<b>PERSONALIZED</b> <i>Level 3</i>
<b>Succession Planning</b>	There is no planning done for transitions in leadership.	Transitions in leadership are only minimally planned for and depend on the outgoing leader to organize the transition and occurs in some cases only.	Transitions in leadership are planned for, providing overlap for leaders, sharing of strategic plans, school, vision, mission, and values, but durability of these areas relies on the incoming leader to follow; as no ongoing support is provided.	A pipeline of development for incoming teachers and leaders exists; plans for transition are carried out. Ongoing support and capacity building are provided beyond transition to ensure durability of PL on campus.
<b>Opportunities for Rising Leaders</b>	There are no opportunities for teachers to take on additional leadership responsibilities related to strengthening PL on campus.	Some teachers have chances to serve the campus by leading PLCs, professional development, or mentoring a new or veteran teacher to support PL implementation.	Rising leaders are identified and co-create a plan with a mentor or coach to support PL implementation and leadership development	Rising leaders are empowered and supported to take advantage of opportunities on campus and districtwide to strengthen and sustain systems to support PL.
<b>Access to Technology + IT Support</b>	The school has access to district IT staff support, but the IT staff member may handle multiple schools at the district and be onsite rarely.	The school has access to district IT staff support, but has also identified campus staff to support staff and students with technology.	Staff are empowered to support colleagues and students in leveraging existing and new technology.	Students are empowered to serve as a class technician or join a student technology team to support staff and peers with technology.
<b>Student Devices</b>	The school owns a limited number of computers (about 1 per 5 students) or a significant number of devices that could provide limited access to digital content.	The school owns enough devices to support a blended station rotation or a lab rotation model. Students can access all digital content using the device.	The school has a 1:1 student device ratio, which allows for the greatest flexibility possible in model design. The school may still need to purchase additional hardware, including headphones and laptop carts.	The school can sustain a 1:1 environment with a plan to fix or replace broken devices that ensures students can still access digital content.
<b>Finance + Budget</b>	Budgeting is done in line with district expectations or <b>OTI work scope</b> , although sufficient funding is not invested in alignment to the PL vision.	Some priorities are made to the PL vision aligned budget items, although most things are not adequately funded.	A strong commitment to funding the PL vision is made and, when necessary, difficult trade-offs are made to prioritize PL implementation.	A commitment to support an innovative agenda receives a sufficiently large and consistent investment, especially when it requires difficult trade-offs with other organizational priorities. Specific budget needs are identified with funding sources stated. Outside funding is identified when necessary.