

Personalized LEARNING Extended Coaching Rubric

	Beginning	Developing	Practicing	Achieving	TEI
Assessment and Data	A singular source of academic data drives instructional decision making. ¹	Multiple sources of academic data drive instructional decision-making.	Multiple sources of academic and non-academic data used together sometimes drive instructional decision-making.	Multiple sources of academic and non-academic data used together always drive instructional decision-making.	1.2, 1.4, 2.4
	Students receive feedback from teachers in order to improve.	Students receive specific feedback from teachers and occasionally peers in order to improve.	Students receive timely and specific feedback from both teachers and peers in order to improve.	Students receive timely, frequent , and specific feedback from both teachers and peers in order to improve.	2.2
	Students demonstrate learning through formative and summative assessments that tend to be unvaried .	Students demonstrate learning through formative and summative assessments that are varied , but assessments may be generic and/or inauthentic .	Students demonstrate learning through formative and summative assessments that are varied, relevant , and rigorous .	Students demonstrate learning through formative and summative assessments that are varied, authentic , relevant, and rigorous.	1.3, 2.2
	Students have one way and one opportunity to demonstrate mastery.	Students have one way and multiple opportunities to demonstrate mastery.	Students sometimes have multiple opportunities and ways to demonstrate mastery.	Students regularly have multiple opportunities to demonstrate mastery and choice in the way they submit.	1.4, 1.5
Instructional Rigor	Students access content primarily through unvaried learning experiences that may be generic, inauthentic, and disproportionately focused on lower cognitive levels that lack rigor.	Students access content through varied learning experiences , but experiences may be generic and/or inauthentic	Students access the content through varied learning experiences that include multiple opportunities for transfer of knowledge, extending the application of knowledge and skill to new and novel contexts.	Students access content through a variety of learning experiences which capture the range of cognitive rigor across the curriculum, and offer opportunities for transfer of knowledge in authentic, relevant, and rigorous ways.	1.1, 1.5, 2.4
	Learning objectives are never differentiated based on students' levels of mastery, i.e., all students address the same learning objective at the same time.	Learning objectives are rarely differentiated based on students' levels of content mastery.	Learning objectives are sometimes differentiated based on students' levels of content mastery.	Learning objectives are regularly differentiated based on students' levels of content mastery.	1.5, 2.1, 2.2
	Students follow the same pathway to accomplish their academic goals.	Students follow customized pathways to accomplish their academic goals.	Students follow customized pathways to accomplish their academic and non-academic goals .	Students follow customized pathways, that adapt as necessary to accomplish their individual academic and non-academic goals.	2.1, 2.3
	Students advance in lock-step with their peers with little to no opportunity for remediation or extension if necessary.	Students advance in lock-step with their peers but have regular opportunities for remediation and extension if necessary.	Students have regular opportunities for remediation when necessary and advance upon demonstration of mastery .	Students advance upon demonstration of the highest level of mastery.	1.4, 1.5
Student Agency	Trusting and supportive relationships are not evident in the classroom, or relationships are mostly built on fear and power .	Teacher develop supportive relationships where learners trust that the teacher will respond fairly and unbiasedly .	Teacher develop supportive relationships wherein learners give and receive regular feedback and feel empowered to exercise their agency.	Teacher develop relationships that acknowledge and respect the individual and the collective identity(ies) in the community , empowering all learners to exercise their agency.	3.1, 3.2, 3.3
	Teacher sets students' academic goals and tracks progress against those goals.	Teachers set students' academic and non-academic goals, tracks progress against those goals, and students reflect on own strengths and areas for growth.	Teacher and student co-set personal academic and non-academic goals, track progress against those goals, and reflect on strength and areas for growth.	Students become leaders as they set personal academic and non-academic goals with the teacher, track progress against those goals, and reflect on strengths and areas for growth.	1.4, 2.1, 3.3
	Teacher makes decisions about students' instructional experiences.	Students sometimes make decisions about their instructional experiences, but decisions may be low-risk or importance.	Students sometimes make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	Students frequently make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	1.4, 2.2
	Students rely on the teacher to advocate for their needs, interests, and aspirations.	Students advocate for their own needs, interests, and aspirations when prompted by the teacher.	Students advocate for their own needs, interests, aspirations, and overall classroom community without prompting from the teacher.	Students advocate for academic and non-academic needs, interests, and aspirations for themselves and the world .	1.4, 2.2

¹ Instructional decision-making happens through the execution of the Data-Driven Instructional Cycle as defined in Driven by Data, by Paul Bambrick-Santoyo.

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Classroom Culture	Established routines and procedures exist but may be unclear to students and are exclusively managed by the teacher.	Established routines and procedures are clear to students and are exclusively managed by the teacher.	Established routines and procedures maximize instructional time and are sometimes managed by students.	Established routines and procedures maximize instructional time and are co-created with and managed largely by students	3.1, 3.2
	Teacher directs improvements to work and behavior.	Teacher holds students accountable to high standards and directs improvements to work and behavior.	Teacher creates a learning environment where students are joyfully engaged in work, holding themselves accountable to high standards and initiating improvements to work and behavior.	Students celebrate individual and collective successes, taking ownership of being joyfully engaged in their work and holding themselves and each other accountable to high standards and initiating improvements to work and behavior.	3.1, 3.2, 3.3
	Students believe their knowledge and skills are fixed .	Students sometimes believe they can grow their knowledge and skills and realize success through effort when prompted by the teacher.	Students usually believe they can grow their knowledge and skills and realize success through self-directed effort.	Students always believe they can grow their knowledge and skills and realize success through self-directed effort (growth mindset).	3.2
	Students may have positive, respectful relationships with peers but do not feel a sense of belonging to or ownership of the larger learning community.	Students believe they belong in the learning community.	Students believe they belong in the learning community and actively contribute to nurturing a sense of belonging among their peers .	Students' sense of belonging allows them to explore and define their purpose with support from the community of learners.	3.3
Equity	Teacher understands that bias exists but does not necessarily recognize own personal bias .	Teacher recognizes personal bias and can articulate how it might impact the learning space.	Teacher recognizes historical and contemporary roots of personal bias and regularly reflects on how individuals who are different are treated in the learning space.	Teacher recognizes personal bias and is comfortable in leading discussions across lines of difference with students.	3.3
	Teacher does not adjust curriculum to reflect the cultural practices within the school community.	Teacher regularly seeks opportunities to learn about the cultural practices within the school community and aligns curriculum units to those practices.	Teacher designs culturally relevant lessons that are embedded in the day to day teaching, rather than taught in isolated units .	Teacher designs learning experiences that incorporate the experiences and strengths each student brings and promote self-images and high academic expectations for all learners.	1.2, 2.5, 3.3
	Students have the opportunity to work independently and in unchanging peer groups i.e., students are always in the same group.	Students have the opportunity to work independently and in evolving peer groups , but grouping strategies tend to be unvaried i.e., students are always grouped based on mastery.	Students have the opportunity to work independently, in evolving peer groups varied by size and make-up, and with teacher(s) to accomplish their academic goals .	Working in groups of varied size and make-up to accomplish academic and non-academic goals, students are supported in sharing their own and incorporating different perspectives based on the identities of the individuals in the group .	1.2, 2.6
	Students rely on teacher to access most materials, or do not seek out materials unless instructed to do so by teacher directly.	Students are sometimes able to access course materials based on their needs.	Students are able to access all course materials, at all times , regardless of student group.	Students are supported in developing their own mechanisms for accessing resources , in designing physical spaces that meet their learning needs, and in identifying or creating routines or practices , which empower them inside and outside of school .	3.1

The Dallas ISD PL Coaching and Development Rubric was informed by a number of sources, including: the [iNACOL Blended Learning Teacher Competency Framework](#), the SchoolWorks LLC School Quality Review- Personalized Learning Criteria and Indicators (4th edition), the Touchstone Education Inc. 2013 Effective Teaching Performance Standards, and [Education Elements' Blended Learning Rubric](#).

Alignment to TEI as of 01/2018



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