



Personalized Learning Extended Coaching Rubric

	Beginning	Practicing	Developing	Achieving	TEI
Assessment and Data	A singular source of academic data drives instructional decision-making	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 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, authentic , and relevant .	Students demonstrate learning through formative and summative assessments that are varied, authentic, relevant, and rigorous .	1.3, 2.2
	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 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 and ways to demonstrate mastery.	1.4, 1.5
Instructional Rigor	Learning objectives are never differentiated based on students' level of mastery, i.e., all students address the same learning objective at the same time.	Learning objectives are rarely differentiated based on students' level of content mastery.	Learning objectives are sometimes differentiated based on students' level of content mastery.	Learning objectives are regularly differentiated based on students' level of content mastery.	1.5, 2.1, 2.2
	Students access content primarily through unvaried learning experiences that may be generic, inauthentic, and disproportionately focused on lower levels of Bloom's Taxonomy.	Students access content through varied learning experiences , but experiences may be generic and/or inauthentic.	Students access content through varied learning experiences that are authentic and relevant .	Students access content through varied learning experiences that are authentic, relevant, and rigorous .	1.1, 1.5, 2.4
	Students all 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 academic and non-academic goals.	2.1, 2.3
	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, e.g., 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 .	Students have the opportunity to work independently, in regularly-evolving peer groups varied by size and make-up, and with teacher(s) to accomplish their academic and non-academic goals .	1.2
	Students advance in lock-step with their peers with little or 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 advance upon demonstration of mastery .	Students advance upon demonstration of the highest level of mastery.	1.4, 1.5
	Teacher sets students' academic goals and tracks progress against those goals.	Teacher sets students' academic and non-academic goals, tracks progress against those goals, and reflects on students' strengths and areas for growth .	Teacher and students co-set personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	Students set personal academic and non-academic goals, 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 of 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.	2.3	
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, and aspirations.	Students advocate for the needs, interests, and aspirations for themselves and their classroom community .	3.2, 3.3	
Classroom Culture	Established routines and procedures exist but may be unclear to students and are exclusively managed by the teacher.	Established routines and procedures exist 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 largely managed 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.	All students hold themselves accountable to high standards and initiate improvements to work and behavior.	All students hold themselves and each other accountable to high standards and initiate 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 effort.	Students always believe they can grow their knowledge and skills and realize success through effort (growth mindset).	3.2
	Students are largely self-focused and/or may have relationships that are not consistently positive and respectful .	Students may have positive, respectful relationships with peers but do not feel a sense of belonging to and 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 .	3.3