



# Personalized Learning Extended Coaching Rubric

	Beginning	Practicing	Developing	Achieving	TEI
Assessment and Data	A <b>singular source</b> of academic data drives instructional decision-making	<b>Multiple sources</b> of academic data drive instructional decision-making.	Multiple sources of academic and <b>non-academic</b> data used together <b>sometimes</b> drive instructional decision-making.	Multiple sources of academic and non-academic data used together <b>always</b> drive instructional decision-making.	<b>1.2, 1.4, 2.4</b>
	Students demonstrate learning through formative and summative assessments that tend to be <b>unvaried</b> .	Students demonstrate learning through formative and summative assessments that are <b>varied</b> , but assessments may be <b>generic</b> and/or <b>inauthentic</b> .	Students demonstrate learning through formative and summative assessments that are varied, <b>authentic</b> , and <b>relevant</b> .	Students demonstrate learning through formative and summative assessments that are varied, authentic, relevant, and <b>rigorous</b> .	<b>1.3, 2.2</b>
	<b>Students receive feedback</b> from teachers in order to improve.	Students receive <b>specific</b> feedback from teachers and <b>occasionally peers</b> in order to improve.	Students receive <b>timely</b> and specific feedback from <b>both teachers and peers</b> in order to improve.	Students receive timely, <b>frequent</b> , and specific feedback from both teachers and peers in order to improve.	<b>2.2</b>
	Students have <b>one way and one opportunity</b> to demonstrate mastery.	Students have one way and <b>multiple opportunities</b> to demonstrate mastery.	Students <b>sometimes</b> have multiple opportunities and ways to demonstrate mastery.	Students <b>regularly</b> have multiple opportunities and ways to demonstrate mastery.	<b>1.4, 1.5</b>
Instructional Rigor	Learning objectives are <b>never</b> differentiated based on students' level of mastery, i.e., all students address the same learning objective at the same time.	Learning objectives are <b>rarely</b> differentiated based on students' level of content mastery.	Learning objectives are <b>sometimes</b> differentiated based on students' level of content mastery.	Learning objectives are <b>regularly</b> differentiated based on students' level of content mastery.	<b>1.5, 2.1, 2.2</b>
	Students access content primarily through <b>unvaried learning experiences</b> that may be generic, inauthentic, and disproportionately focused on lower levels of Bloom's Taxonomy.	Students access content through <b>varied learning experiences</b> , but experiences may be generic and/or inauthentic.	Students access content through varied learning experiences that are <b>authentic and relevant</b> .	Students access content through varied learning experiences that are authentic, relevant, and <b>rigorous</b> .	<b>1.1, 1.5, 2.4</b>
	Students all follow <b>the same pathway</b> to accomplish their academic goals.	Students follow <b>customized</b> pathways to accomplish their academic goals.	Students follow customized pathways to accomplish their academic <b>and non-academic goals</b> .	Students follow customized pathways <b>that adapt as necessary</b> to accomplish their academic and non-academic goals.	<b>2.1, 2.3</b>
	Students have the opportunity to work independently and in <b>unchanging peer groups</b> , i.e., students are always in the same group.	Students have the opportunity to work independently and in <b>evolving peer groups</b> , 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 <b>varied by size and make-up, and with teacher(s) to accomplish their academic goals</b> .	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 <b>academic and non-academic goals</b> .	<b>1.2</b>
	Students <b>advance in lock-step with their peers</b> with little or no opportunity for remediation or extension if necessary.	Students advance in lock-step with their peers but have <b>regular opportunities for remediation and extension</b> if necessary.	Students <b>advance upon demonstration of mastery</b> .	Students advance upon demonstration of the <b>highest level</b> of mastery.	<b>1.4, 1.5</b>
	<b>Teacher sets</b> students' academic goals and tracks progress against those goals.	Teacher sets students' academic and non-academic goals, tracks progress against those goals, and <b>reflects on students' strengths and areas for growth</b> .	<b>Teacher and students co-set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	<b>Students set</b> personal academic and non-academic goals, track progress against those goals, and reflect on strengths and areas for growth.	<b>1.4, 2.1, 3.3</b>
<b>Teacher makes decisions</b> about students' instructional experiences.	<b>Students sometimes make decisions</b> about their instructional experiences, but decisions may be of low-risk or importance.	Students sometimes make <b>informed and important</b> 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 <b>frequently</b> 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.	<b>2.3</b>	
<b>Students rely on the teacher</b> to advocate for their needs, interests, and aspirations.	<b>Students advocate</b> for their own needs, interests, and aspirations <b>when prompted</b> by the teacher.	Students advocate for their own needs, interests, and aspirations.	Students advocate for the needs, interests, and aspirations for themselves and their <b>classroom community</b> .	<b>3.2, 3.3</b>	
Classroom Culture	Established routines and procedures exist but <b>may be unclear to students</b> 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 <b>sometimes</b> managed by students.	Established routines and procedures maximize instructional time and are <b>largely</b> managed by students.	<b>3.1, 3.2</b>
	Teacher <b>directs improvements</b> to work and behavior.	Teacher <b>holds students accountable to high standards</b> and directs improvements to work and behavior.	<b>All students hold themselves accountable</b> to high standards and initiate improvements to work and behavior.	All students hold themselves <b>and each other</b> accountable to high standards and initiate improvements to work and behavior.	<b>3.1, 3.2, 3.3</b>
	Students believe their <b>knowledge and skills are fixed</b> .	Students sometimes <b>believe they can grow their knowledge and skills</b> and realize success through effort <b>when prompted</b> by the teacher.	Students <b>usually</b> believe they can grow their knowledge and skills and realize success through effort.	Students <b>always</b> believe they can grow their knowledge and skills and realize success through effort (growth mindset).	<b>3.2</b>
	Students are largely self-focused and/or may have relationships that are <b>not consistently positive and respectful</b> .	Students may have <b>positive, respectful relationships</b> with peers but <b>do not feel a sense of belonging</b> to and ownership of the larger learning community.	<b>Students believe they belong</b> in the learning community.	Students believe they belong in the learning community and <b>actively contribute to nurturing a sense of belonging among their peers</b> .	<b>3.3</b>