# 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 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 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**. | Teachers develop supportive relationships where learners **trust that the teacher will respond fairly** and **unbiasedly**. | Teachers develop supportive relationships wherein **learners give** and **receive regular feedback** and feel empowered to exercise their agency. | Teachers 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. | Teacher sets students' academic and non-academic goals, tracks progress against those goals, and **students reflect** on own 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 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 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. | 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 Instruction Cycle as defined in Driven by Data, 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 positive 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, 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**. | 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 both 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**

DALLAS
INDEPENDENT SCHOOL DISTRICT

Personalized Learning Department
www.thepltoolbox.com