Personalized LEARNING **Extended Coaching Rubric**

	Beginning	Developing	Practicing	Achieving	TEI
Assessment and Data	**Data Driven Instruction**				
	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
	Student Feedback				
	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, 2.3
	Authentic Assessment				
	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
	Choice in Assessment				
	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.	1.2, 1.3, 2.2
Instructional Rigor	**Varied Learning Experiences**				
	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.	1.2, 1.4, 2.4
	Differentiated Learning Objectives				
	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
	Personalized Learning Pathways				
	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
	Mastery Based Progression				
	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, 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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Student Agency	**Rapport with Students**				
	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.	**3.2, 3.3**
	Self- Direction				
	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.	**2.1, 3.3**
	Opportunities for Input				
	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, 3.3**
	Advocacy Beyond Self				
	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, 2.4, 3.3**
Classroom Culture	**Routines and Procedures**				
	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**
	Peer Accountability				
	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**
	Growth Mindset				
	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).	**3.3**
	Sense of Purpose				
	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**

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Note: While these actions should be embedded in the other four domains, we have decided to intentionally call out what equity looks like in a PL classroom, specifically around bias, identity, access, and expectations to bring attention. We are hopeful this domain serves as a starting point for action and reflection over a topic that can be challenging and uncomfortable at times, but is ultimately at the heart of what is right by kids. We hope that this domain is used as a self-reflection tool vs. being used in observation and feedback cycles as these actions can be hard to observe in a short window.

	Beginning	Developing	Practicing	Achieving	TEI
Equity	**Self- Awareness**				
	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**
	Diversity in Design				
	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, 1.4, 2.5, 3.3**
	Collaborative Grouping				
	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, 2.3, 3.3**
	Access to Materials				
	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.**	**1.4, 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 09/2019

DALLAS INDEPENDENT SCHOOL DISTRICT

Personalized Learning Department
www.thepltoolbox.com