

Personalized LEARNING

Readiness Continuum

PL Readiness Continuum

1 Vision + Priorities

The school community co-creates alongside all stakeholders (students, families, staff, communities, etc.) a campus vision with a relentless commitment to closing the opportunity gap through PL and aligns priorities that support implementation, so that all elements of the vision are operationalized in all school structures and programming.

2 The PL Graduate

Student achievement is at the center of all work, and the driver of all decisions. Campuses identify what competencies students need to succeed and provide students with the tools and opportunities to be self-directed on their pathway to success.

3 Principal/ Leader

Leaders demonstrate the personal skills, mindsets, and values required to create the structures and systems necessary to support educators in building and maintaining a culture of innovation and learning that supports PL implementation.

4 PL Classroom Practices

Teachers demonstrate mastery in Assessment & Data, Instructional Rigor, Classroom Culture, Student Agency, and Equity in order to enable implementation of high quality PL in the classroom. Note: This essential references and aligns directly to Dallas ISD's [Teacher Excellence Initiative \(TEI\) Teacher Performance Rubric](#), [PL Coaching + Development Rubric](#), and [coaching progressions](#).

5 Curriculum + Assessment

Curriculum and Assessment practices reflect high quality PL in schools.

6 Data Driven Instruction

School campuses demonstrate the culture, assessment practices, analysis, and action planning of Data Driven Instruction in order to increase student achievement.

7 Collaborative Design

Schools demonstrate evidence of voluntary participation of all stakeholders, in visioning, planning, and implementation of PL.

8 PL Campus Team

School campuses identify an integrative/multidisciplinary team that includes representation of all stakeholders to support PL implementation and drive the continuous improvement cycle to ensure that PL continues to evolve and shift as needed.

9 Personalized PD + Support

Professional development (PD) is personalized, aligned to school's PL vision, teacher-driven, and part of a continuous collaborative improvement model that embodies PL practices at the professional level to ensure all teachers are getting the support they need to implement PL in their classroom.

10 Culture of Innovation

Innovation is explicitly encouraged, celebrated and studied across the campus. All stakeholders are empowered to play an active role in the reflections, decision making, and overall school culture.

11 Social Emotional Learning

Campuses have included aspects of social emotional learning into their definition of student success. These competencies are integrated into the curriculum; deeper and authentic learning opportunities support learners in developing mastery in them.

12 Sustainability + Access

Plans are in place that provide for the long term sustainability of PL on the campus. Within those plans, access for all learners is explicitly provided.

1 Vision + Priorities

The school community co-creates alongside all stakeholders (students, families, staff, communities, etc.) a campus vision with a relentless commitment to closing the opportunity gap through PL and aligns priorities that support implementation, so that all elements of the vision are operationalized in all school structures and programming.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Clear, Well Established Campus Vision	Vision either does not exist or exists only superficially and is not developed by the school community.	Vision with commitment to closing the opportunity gap is clearly articulated but may lack stakeholder engagement beyond leadership team or school staff.	Vision with commitment to closing the opportunity gap through personalized learning is clearly articulated but may lack stakeholder engagement beyond the leadership team or school staff.	A vision with a relentless commitment to closing the opportunity gap through personalized learning in order to prepare all students for success in college and other post-secondary endeavors has been co-created with all stakeholders.
Vision + Values Alignment	Core values either do not exist or are not aligned to the vision.	Core values are clearly articulated and at least moderately aligned to the vision, although the school community may not consistently demonstrate those values through their actions.	Entire staff knows the school's vision and works toward it by consistently demonstrating core values.	Vision and core values are in full alignment and values are consistently observable in all stakeholder actions within the school community, allowing the school to move toward its vision.
Execution of Strategy	Strategy is clearly articulated and some strategic planning has been completed but not executed consistently or with fidelity.	Strategy drives some school-wide decisions, and/or priorities, and/or culture.	Strategy drives school-wide decision making, campus priorities and goals, school culture, and drives changes in practice.	The key priorities of the PL vision are operationalized in all school structures and programming and are continually monitored so that adjustments can be made as necessary.
Change Management	There is no evidence of an explicit organizational change management strategy that includes the role of innovation or building culture of innovation.	There is recognition of the need to actively manage the organizational change process, as well as some recognition of the potential for innovation to play an important role within the change process.	There is an explicit and clearly communicated organizational change process that highlights continual innovation as a core element.	A comprehensive organizational change management strategy that integrates the role of innovation exists and is managed consistently at all levels of the organization.

2 The PL Graduate

Student achievement is at the center of all work, and the driver of all decisions. Campuses identify what competencies students need to succeed and provide students with the tools and opportunities to be self-directed on their pathway to success.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Portrait of a Graduate	Campus uses the district indicators for their graduation outcomes.	Campus community has begun work on specifying expanded graduation outcomes.	Campus community has redefined graduation outcomes, although there is not a clear articulation of the knowledge, skills, and dispositions that support post secondary success, or the redefinition was done without stakeholder input.	Campus community has collaboratively engaged in a redefinition of graduation outcomes; clearly articulating the knowledge, skills, and dispositions that will support post-secondary success; this portrait of a graduate is shared with all stakeholders.
Learner Profile + Digital Portfolio	A learner profile and digital portfolio are not used.	A learner profile is used to capture traditional academic measures and possibly includes metrics to measure an expanded set of outcomes. A digital portfolio of key artifacts that demonstrate evidence of mastery of expanded outcomes is not used.	A learner profile is used to support progress monitoring of traditional academic measures, as well as additional measures of success aligned to the school's graduate profile outcomes. A digital portfolio of evidence of mastery is included as part of the Learner Profile.	Students are aware of, and monitor, their own progress against an expanded set of outcomes with support of campus staff through a comprehensive Learner Profile. Students graduate with a digital portfolio of evidence of mastery of academic and non-academic learning goals.
Students as Self-Directed Learners	Students spend all of their time in whole group instruction directed by the teacher.	Students spend the majority of time working in whole group instruction directed by the teacher.	Students spend a significant amount of time engaged in independent work and learning in collaboration with peers.	Students spend a significant amount of time engaged in independent work and learning in collaboration with peers and setting and tracking personal goals. Upon graduation, students are prepared to continue their educational and professional journey.
Students as Digital Citizens	Students are not aware of what digital citizenship is or means.	Teachers have introduced the idea of digital citizenship, but students are not yet taking actions to manage their digital identity or personal data. They may have a beginning understanding of legal and ethical behavior but may not always follow norms for using and sharing intellectual data.	Students are beginning to take ownership of their digital identity and personal data and almost always demonstrate behavior that follows legal and ethical norms for online interactions and sharing intellectual data.	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world; they act and model in ways that are safe, legal, and ethical. ¹

¹As defined by ISTE. Learn more at www.iste.org/standards/for-students.

3 Principal/Leader

Leaders demonstrate the personal skills, mindsets, and values required to create the structures and systems necessary to support educators in building and maintaining a culture of innovation and learning that supports PL implementation.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Mindset	Leader follows or meets expectations shared by the district but has not begun to engage in any self-reflection.	Leader has begun a process of self-reflection to identify strengths and areas for growth dispositionally. They may still feel more comfortable with not disrupting the status quo or not taking risks and/or they are more top-down than collaborative.	Leader is a reflective, collaborative, and a life-long learner. They are aware of their strengths and areas for growth dispositionally and take time to focus on those things in their leadership.	Leader is a reflective, collaborative, a life-long learner, and always pushing the status quo. They view challenges as opportunities and are comfortable with ambiguity and risk-taking. They are aware of their strengths and areas for growth dispositionally and are able to leverage their strengths and other team members' strengths.
Values	Leader's values are either not articulated or inconsistent, depending on the audience.	Leader advocates for student success, although they may not provide clarity on what that means or how that can be true for all students.	Leader has clear values that support children, equity, and making an impact in their community. Their values align closely to the school's vision for success.	The leader is a tireless advocate for the whole child, a champion for equity, and are committed to making a positive impact in their community. They actively engage all stakeholders and empower students in taking an active role in their learning. His/her values are directly aligned to the school's vision for achieving personalized learning for all.
Distributive Leadership	Leader tends to make decisions and give instructions. Others are not empowered to act; they fear it may not align with what the leader would do.	Leader engages others in decision making but remains the final decision maker in most cases. Others may feel empowered to contribute but not to act.	Leader has established teams for decision making and some feel empowered to act in alignment with the vision. Feedback is given to team members but is not often provided to leader.	Clear processes for information sharing and collaborative decision making are in place; people across the staff feel empowered to act in alignment with a shared vision. 360 feedback practices are in place and the team is supported in experimentation and feel an ownership for campus initiatives and decisions
Systems Manager	Leader follows district expectations but do not effectively create systems within their campus to implement and manage PL.	Leader has begun to develop systems to implement and manage PL on their campus, although staff/students feel significant stress during the implementation.	Leader has strong systems in place to implement and manage PL on campus, although there are times when additional stress is felt by staff/students.	Leader develops, evaluates, and refines systems to maximize effectiveness and reduce stress on students/staff by effectively navigating district context/requirements.

4 PL Classroom Practices

Teachers demonstrate mastery in Assessment & Data, Instructional Rigor, Classroom Culture, Student Agency, and Equity in order to enable implementation of high quality PL in the classroom. Note: This essential references and aligns directly to Dallas ISD's [Teacher Excellence Initiative \(TEI\) Teacher Performance Rubric](#), [PL Coaching + Development Rubric](#), and [coaching progressions](#).

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Assessment and Data	Most teachers analyze and integrate student performance data to inform instructional decisions at the progressing level of the TEI rubric. 1.2, 1.4, 2.4	Teachers and school leadership use the PL rubric to support effective Assessment & Data practice, although teachers are still <i>developing</i> in phase 1 of implementation.	Teachers and school leadership use the PL rubric to support effective Assessment & Data practice and coaching progressions to support specific model implementation. Most teachers have moved to phases 2 and 3 through ongoing coaching, PD support, goal setting, and observations using the coaching progressions or PL rubric look fors.	Use of the PL rubric to support effective Assessment & Data practice has led to observable mastery of phase 4 objectives for most teachers. Any teachers not meeting those objectives are receiving personalized and ongoing support in moving toward mastery using the coaching progressions or PL rubric.
Instructional Rigor	Most teachers design, develop, and execute rigorous lessons at the progressing level of the TEI rubric. 1.2, 1.4, 2.4	Teachers and school leadership use the PL rubric to support effective instructional practice, although teachers are still <i>developing</i> in phase 1 of implementation.	Teachers and school leadership use the PL rubric to support effective instructional practice and coaching progressions to support specific model implementation. Most teachers have moved to phases 2 and 3 through ongoing coaching, PD support, goal setting, and observations using the coaching progressions or PL rubric look fors.	Use of the PL rubric to support effective instructional practice has led to observable mastery of phase 4 objectives for most teachers. Any teachers not meeting those objectives are receiving personalized and ongoing support in moving towards mastery using the coaching progressions or PL rubric.
Student Agency	Most teachers empower students to take ownership of their learning at the progressing level of the TEI rubric. 3.2, 3.3	Teachers and school leadership use the PL rubric to support developing agency in students, although teachers are still <i>developing</i> in phase 1 of implementation.	Teachers and school leadership use the PL rubric to support developing agency in students and coaching progressions to support specific model implementation. Most teachers have moved to phases 2 and 3 through ongoing coaching, PD support, goal setting, and observations using the coaching progressions or PL rubric look fors.	Use of the PL rubric to support developing agency in student has led to observable mastery of phase 4 objectives for most teachers. Any teachers not meeting those objectives are receiving personalized and ongoing support in moving toward mastery using the coaching progressions or PL rubric.
Classroom Culture	Most teachers build supportive, rigorous, learning environments at the progressing level of the TEI rubric. 3.1, 3.2	Teachers and school leadership use the PL rubric to support creating classroom culture, although teachers are still <i>developing</i> in phase 1 of implementation.	Teachers and school leadership use the PL rubric to support creating classroom culture and coaching progressions to support specific model implementation. Most teachers have moved to phases 2 and 3 through ongoing coaching, PD support, goal setting, and observations using the coaching progressions or PL rubric look fors.	Use of the PL rubric to support creating classroom culture has led to observable mastery of phase 4 objectives for most teachers. Any teachers not meeting those objectives are receiving personalized and ongoing support in moving toward mastery using the coaching progressions or PL rubric.
Equity	Most teachers interact equitably and respectfully with all students at the progressing level of the TEI rubric. 3.3	Teachers and school leadership use the PL rubric to support equitable practice, although teachers are still <i>developing</i> in phase 1 of implementation.	Teachers and school leadership use the PL rubric to support equitable practice and coaching progressions to support specific model implementation. Most teachers have moved to phases 2 and 3 through ongoing coaching, PD support, goal setting, and observations using the coaching progressions or PL rubric look fors.	Use of the PL rubric to support equitable practice has led to observable mastery of phase 4 objectives for most teachers. Any teachers not meeting those objectives are receiving personalized and ongoing support in moving toward mastery using the coaching progressions or PL rubric.

Access the Teacher Excellence Initiative (TEI) Teacher Performance Rubric at www.tei.dallasisd.org.

Access the PL Coaching + Development Rubric at www.thepltoolbox.com/rubric.

Access coaching progressions by model at www.thepltoolbox.com/progressions.

PL Coaching + Development Rubric

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.	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, 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				
Instructional Rigor	Students demonstrate learning through formative and summative assessments that tend to be unvaried.	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.	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
	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 or 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.

Personalized LEARNING Extended Coaching Rubric					
	Beginning	Developing	Practicing	Achieving	TEI
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 where 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 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.	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, 1, 3, 3
	Opportunities for Input				
Classroom Culture	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
	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, 4, 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

Personalized LEARNING Extended Coaching Rubric					
	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				
Access to Materials	Students have the opportunity to work independently and in unchanging peer groups 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 and in evolving peer groups, and with teachers 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 [UACPS 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: Rethinking Learning Rubric](#). Alignment to TEI as of 09/2019



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DALLAS
INDEPENDENT SCHOOLS DISTRICT
Personalized Learning
Department
www.thisisthepltoolbox.com

5 Curriculum + Instruction

Curriculum and Assessment practices reflect high quality PL in schools.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Curriculum Design	Campus relies on district provided curriculum materials alone and does not modify to meet their local needs.	Slight modifications are made to district materials, although that is the main resource for curriculum design and planning.	Campus supplements the district provided curriculum materials as necessary although this is not always reflective of PL needs.	Campus supplements district curriculum materials and assessments when necessary to best meet the needs of their students.
Performance Based Assessment	The assessment practices on campus generally lack the design criteria of authentic assessment.	The campus has identified a variety of common assessment strategies and has effectively paired them to their curriculum (content and skills/dispositions) in order to build a balanced body of assessment.	The campus has identified an aligned authentic assessment strategy and teachers are participating in creating, administering, and engaging in the reflective cycle of performance assessments.	The campus has a robust aligned authentic assessment strategy and teachers routinely engage in assessment practices that consist of creating, administering, and engaging in the reflective cycle of performance assessment, which may include defense of learning and/or extended investigations (i.e., capstone projects).
Grading	Campus grading practices follow traditional grading practices and students may not have access to grades on demand.	Campus grading practices follow traditional approaches and students have on-demand access to grades. Grading practices communicate progress in support of student learning.	Grading is done in support of student learning, allowing for students to progress along their learning pathway. Grading is based on demonstration of mastery. Teachers are supported in analyzing student work to make grading determinations and to inform instructional practices in support of student learning.	Grading practices are fully mastery-based and allow for flexible pacing. Students participate in grading practices and the campus leverages the data from its grading practices in order to inform and drive use of and instructional practices aligned to learning progressions.
Tech Enabling	Digital Content is occasionally used but delivered as an "add on" or separate from the off-line content (e.g., game time).	Most teachers use digital content to complement offline instruction and support student practice, but the connections between online content and in-class coursework are not well established.	Most teachers assign their classes digital content in order to complement offline instruction and curriculum; digital content is an essential, integrated component of the coursework for classes.	Teachers curate digital content that is appropriate for targeted subgroups of students based on identified skill gaps and regular offline and online data points.

6 Data Driven Instruction

School campuses demonstrate the culture, assessment practices, analysis, and action planning of Data Driven Instruction² in order to increase student achievement.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Data Driven Instruction Systems	Campus is not aware of, or does not use, Data Driven Instruction to create a data driven culture.	Campus uses Data Driven Instruction to create the foundation of a data driven culture (50 out of 100 on DDI Rubric/average of 2 on each indicator).	Campus uses Data Driven Instruction to build on the data driven culture (75 out of 100 on DDI Rubric/average of 3 on each indicator) to respond to class data averages.	Campus uses Data Driven Instruction to build on data driven culture to focus on individual students, vs. responding to class averages (90 out of 100 on DDI Rubric/mostly 4's).
Data Meetings	Data meetings are driven by campus leadership team, occur after district/state assessments, and little to no action is taken in meeting to respond to data.	Data meetings are led by the campus leadership team and occur after common interim assessments using the Four Steps for Data-Driven Analysis Meeting Protocol.	Data meetings are led by team members while campus leadership is still present and occur more frequently weekly/biweekly.	Regular, frequent data meetings are in place and students are engaged in reviewing their own data. Data is also reviewed/analyzed as needed in a formative way to drive instructional decision making in a way that is responsive to individual student needs.
Growth Measures	Campus does not use assessment(s) that measure growth.	Campus administers assessment(s) that measure growth, but teachers do not use data to inform instruction.	Campus administers assessment(s) that measure growth at least three times a year with analysis and action planning happening at the teacher level.	Campus administers assessment(s) that measure growth at least three times a year with analysis and action planning happening at the teacher and student level.
Student Access	Students do not have on-demand access to grades and historical assessment data.	Students have access to their own data but may not have access to the grading system.	Students have access to and use, own data, although it is not used to progress monitor or respond.	Students use data (grades and historical assessment data) to monitor progress and respond.

²Data Driven Instruction as defined in Driven by Data, Paul Bambrick-Santoyo.
Access the DDI rubric at tiny.cc/ddirubric.

7 Collaborative Design

Schools demonstrate evidence of voluntary participation of all stakeholders, in visioning, planning, and implementation of PL.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Leader Selection	District leaders use the traditional district hiring process to hire campus leadership.	District leaders use the leader selection process to recruit, interview, and hire leader(s), adding in questions to gauge mindset, knowledge, and skills of personalization.	District leaders use the PL leader selection process to recruit, interview, and hire leader(s); individual campus needs/model is taken into account during selection process.	Campus has created their own robust selection process which incorporates key elements of the PL leader selection process, as well as additional indicators that are specific to their campus needs/ PL model.
Teacher Selection	Campus uses hiring process as defined by district; teachers are force placed at campus.	Campus uses Not-Ready hiring application/process as defined by district and may ask one or two questions about PL to determine if mindset is aligned.	Campus recruits and hires teachers using PL selection criteria, as well as requires prior experiences in PL environment or commitment to PL.	Campus is involved in a grow your own approach and/or has developed their own robust selection process that incorporates key elements of the PL selection criteria as well as additional indicators that are specific to their campus needs/ PL model.
Student Selection <i>As determined by campus type</i>				
Neighbor-hood	Campus accepts transfers/ waitlist without any intentional process.	Campus has recruitment plan but it is not executed consistently or with fidelity.	Campus uses a continuous recruitment plan that targets a diverse student population that includes recapturing students who may have left the district.	Campus is intentionally diverse in their student population and demand exceeds capacity.
Innovation³	Campus accepts transfers/ waitlist without any intentional process.	Campus has recruitment plan but it is not executed consistently or with fidelity.	Campus uses a continuous recruitment plan that targets a diverse student population that includes recapturing students who may have left the district.	Campus is intentionally diverse in their student population and demand exceeds capacity.
Transforma-tion⁴	Campus accepts students without any intentional process.	Campus has recruitment plan but it is not executed consistently or with fidelity.	Campus uses a continuous recruitment plan that targets a diverse student population that includes recapturing students who may have left the district.	Campus is intentionally diverse in their student population and demand exceeds capacity.
Parent Participation + Input	Parents are invited to attend traditional district scheduled parent events (i.e., Fall/Spring parent conferences)	Parent are invited to monthly parent nights, and a limited other number of campus events.	Parents are regularly involved in student education through event participation, access to curriculum, access to student progress (LMS), and regular communication.	Parents are empowered as key members of the campus community through a culture of transparent and inclusive participation. They are included in data meetings and are known as crucial team members for support of student.
Community Participation + Support	Community is not involved in campus vision and support is only superficial.	Community is invited to participate in a limited number of events and only do so when solicited.	Community is regularly engaged in campus events and feel empowered to reach out and offer ideas for how they would like to support the campus.	Community members understand, feel welcomed, and are involved in weekly events at campus and often seek out opportunities for campus engagement independently.

^{3,4} As defined by Dallas ISD's Public School Choice Process. Learn more at www.dallasisd.org/choice.

8 PL Campus Team

School campuses identify an integrative/multidisciplinary team that includes representation of all stakeholders to support PL implementation and drive the continuous improvement cycle to ensure that PL continues to evolve and shift as needed.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Modeling the Way	Leadership has shared ideas about PL with stakeholders but has not yet begun modeling PL practices on campus.	Leadership actively models PL practices.	Teachers have seen the teacher strand of the PL continuum and understand the support they will receive and responsibility they will have in the transformation process.	Leadership has engaged all stakeholders in the decision to pursue a transformation to PL, ensuring that constituents understand why this is being undertaken and the vision for transformation.
Culture of Empowerment	Decisions about school culture are mostly driven by leadership decisions.	Stakeholders have some role in making decisions that impact the school culture (i.e., what initiatives to pursue, what routines and rituals are followed, etc.).	Stakeholders are deeply integrated in all decisions made that impact the school culture and have an active role, voice, and presence in the school community.	The culture of the school is such that all are empowered contributors with an important voice and contribution to the community.
PL Advisory Group	There is no PL advisory group.	The PL advisory group consists of school leadership only.	The PL advisory group consists of a variety of school leadership and teachers but is not inclusive of or open to all stakeholders.	The PL advisory group is inclusive of all stakeholders and represents the diversity of identity and opinion within the school community.
PL Advisory Process	Although a PL advisory group may exist, they have no process for action within their school campus.	PL advisory is integrated into school decision making at points throughout the year but may seem to function in parallel to school leadership.	PL advisory plays an integral role in school leadership: driving strategic planning; execution of strategy; as well as change management processes as needed.	PL advisory is an integral part of school leadership and drives the continuous improvement cycle, ensuring that the PL vision and instructional model are consistently meeting learners' needs.

9 Personalized PD + Supports

Professional development (PD) is personalized, aligned to school's PL vision, teacher-driven, and part of a continuous collaborative improvement model that embodies PL practices at the professional level to ensure all teachers are getting the support they need to implement PL in their classroom.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Professional Development	PD is driven by requirements and time allocated on district calendar.	PD is aligned to campus priorities and time is allocated by campus needs, but not necessarily PL.	PD is aligned to PL vision and priorities but presented in a not-ready way.	PD consistently exemplifies what PL should look like in the classroom, incorporates PLC structures, peer coaching, and teacher-facilitated PD.
Observation + Feedback	Frequency occurs based on definition by TEI effectiveness rating.	All teachers receive observations because the mindset is that everyone wants to grow.	Regular observations are happening using coaching progressions or PL rubric look fors, although they may be done by administrators only or there may not be a solid feedback protocol in place.	Teachers and administrators routinely observe each other using coaching progressions, PL rubric or another tool specific to PL model; a feedback protocol is in place to support collaborative growth process.
Learner Profile	Progress monitoring is done using traditional metrics and is disconnected from personal growth practice.	Teacher profile is created but not consistently updated or viewed other than at the beginning of the year.	Every staff member (admin and teacher) has a learner profile that is aligned with teacher needs and goals and is used to capture feedback by multiple stakeholders. Teachers use this document to drive their professional growth by setting and monitoring goals.	Every staff member (admin and teacher) has a learner profile that is consistently used to set and monitor goals, identify relevant PD offerings, and request individual support. This profile includes: evidence aligned to goals; goals aligned to broader school priorities.
Professional Learning Communities (PLCs)	Time is not allotted for PLCs to happen on a weekly basis.	Time is allotted for weekly PLCs where teachers attend and participate.	Weekly PLCs incorporate PL practices and classroom implementation of learning; these are sometimes teacher led.	Teacher-created and lead PLCs are aligned to campus vision and incorporate protocols for collaborative growth and innovation.

10 Culture of Innovation

Innovation is explicitly encouraged, celebrated and studied across the campus. All stakeholders are empowered to play an active role in the reflections, decision making, and overall school culture.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Teacher Mindset	Teachers and staff meet expectations but have not begun to engage in any self-reflection.	Teachers and staff have begun a process of self-reflection to identify strengths and areas for growth dispositionally. They may still feel more comfortable with not disrupting the status quo or not taking risks and/or they are more top-down than collaborative.	Teachers and staff are reflective, collaborative, and life-long learners. They are aware of their strengths and areas for growth dispositionally and take time to focus on those things in their practice.	Teachers and staff are reflective, collaborative, and life-long learners, and are always pushing the status quo. They view challenges as opportunities and are comfortable with ambiguity and risk-taking. They are aware of their strengths and areas for growth dispositionally and are able to leverage their strengths and other team members' strengths.
Student Voice	Decisions are made by leadership team. No student voice.	Sometimes students are involved in campus decisions.	Students occasionally are involved in campus-wide decisions.	Student input is routinely used in decision making; including student voice in all school structures and process is the norm.
Failure	Failure is viewed as a negative and leads to corrective/punitive action.	Failure is acknowledged, but no productive support is provided.	Failure is seen as a growth opportunity; feedback/support are provided, and a plan is co-created.	When you fail, it is celebrated, and seen as the next step in iteration; reflection on learnings is integrated into next steps.
Contribution to Culture	Across stakeholders there is a shared belief that it is the principal's job to improve current school conditions. Culture is driven by leadership decisions.	Teachers take ownership in improving current conditions. Stakeholders have some role in making decisions that impact school culture (i.e., what initiatives to pursue, what routines and rituals are followed).	Administration, teachers, and students share responsibility in improving current conditions. Stakeholders are deeply integrated in all decisions made that impact the school culture and have an active role, voice, and presence in the school community.	Culture of the school is such that all are empowered contributors with an important voice and contribution to the community, such that decision making is a shared process.
Communication	Conversations about innovation are exciting and optimistic but many times never put into action.	Innovation efforts have a clear, shared sense of purpose across the campus.	Strategies are developed, documented, and are being implemented across the campus. These strategies are explicitly linked with measures of effectiveness and impact and are used to drive strategic planning decisions.	Innovation is explicitly encouraged and celebrated in studies across the campus. All stakeholders feel empowered to design and try new approaches. Attempts and "failures" are routinely shared and openly discussed. They are not only tolerated but are recognized as a vital part of the innovation process and are used to drive progress.

11 Social Emotional Learning

Campuses have included aspects of social emotional learning into their definition of student success. These competencies are integrated into the curriculum; deeper and authentic learning opportunities support learners in developing mastery in them.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Understanding the Whole Child	There is not an understanding of the whole child; focus is placed solely on academic achievement.	A recognition is made that academic achievement alone is not enough for the long-term development and success of all children, but decisions are still made solely based on a focus on academic achievement.	The long-term development and success of all children, which includes an academic and social-emotional focus, is the driver of most campus decision making.	The long-term development and success of all children, which includes an academic and social-emotional focus, is the driver of all campus decision making: instructional; cultural; and otherwise.
Social Emotional Competences	Social emotional competencies have not been identified.	A focus on social emotional competencies is vague or inconsistent.	Social emotional competencies have been identified, although they may not be integrated into success outcomes for all students on the campus.	Social emotional competencies are clearly articulated and are integrated into the success outcomes for all students on the campus.
Aligned Instructional and Assessment Practices	There is no evidence of instruction or assessment practices that incorporate social emotional competencies.	Social emotional competencies are focused on during specific social emotional activities or lessons and are not integrated into academic instruction or assessment.	Social emotional competencies are integrated into some instruction but there is no evidence of those competencies in assessment practices.	Social emotional competencies are integrated across all instructional and assessment practices.
Restorative Practices	No restorative practices are in place at the campus.	Some restorative practices are used, but other punitive behavior management systems are also still in place.	Restorative practices are used for behavior management, although they are not used more broadly to build a healthy campus community.	Restorative practices dictate all behavior management on campus and are used to build a healthy overall campus community, as well as to support individual students.

12 Sustainability + Access

Plans are in place that provide for the long term sustainability of PL on the campus. Within those plans, access for all learners is explicitly provided.

	Not PL Ready <i>Level 0</i>	PL Ready <i>Level 1</i>	Consistent Practice <i>Level 2</i>	Personalized <i>Level 3</i>
Succession Planning	There is no planning done for transitions in leadership.	Transitions in leadership are only minimally planned for and depend on the outgoing leader to organize the transition and occurs in some cases only.	Transitions in leadership are planned for, providing overlap for leaders, sharing of strategic plans, school, vision, mission, and values, but durability of these areas relies on the incoming leader to follow; as no ongoing support is provided.	A pipeline of development for incoming teachers and leaders exists; plans for transition are carried out. Ongoing support and capacity building are provided beyond transition to ensure durability of PL on campus.
District Measures Aligned to PL	There is no alignment at the district level to PL.	There is reference made to PL in some district-level vision or planning documents but there are no clear, executable outcomes aligned to those references.	The district vision and strategic planning incorporate key components of PL.	The district vision Includes a relentless commitment to closing the achievement gap through Personalized Learning in order to prepare all students for success in college and other post-secondary endeavors; this has been co-created with all stakeholders.
Access to Technology and IT Support	The school does not have staff to handle IT needs. Teachers handle technical issues on their own.	The school has access to IT staff support, but the IT staff member may handle multiple schools at the district and be onsite rarely.	The school has access to IT staff support, but the IT staff member may be spread across a small number of schools (2-3) and available on site occasionally.	The school has access to a full-time IT staff support person who is located on site.
Devices and Digital Tools	The school does not own any computers that can be used for personalized learning.	The school owns a limited number of computers (about 1 per 5 students) or a significant number of devices that could provide limited access to digital content (e.g., iPads).	The school owns enough computers to support at least a three station rotation or a lab (about 1 per 2-3 students); students can access all digital content using computers. The school has sufficient space to support a classroom or lab model, but not both.	The school owns ~1 computer per student, which will provide for the greatest flexibility possible in model design. The school may still need to purchase additional hardware, including headsets and laptop carts. The school has sufficient space to support a classroom and a lab model.
District Level Clarity	The district vision is unclear or misaligned to the strategic plan,	District vision is clear; however, the strategic plan is either not or only sometimes aligned, communication is not strategic and does not allow for stakeholder engagement or understanding of the vision.	A clear district vision and aligned strategic plan are in place, although there may not be transparent communication with stakeholders such that they can also be fully aligned to the vision and work.	A clear district vision and aligned strategic plan are in place. There is transparent communication of that to all stakeholders, and succession planning for district level roles is used to ensure durability of the vision despite changes in personnel.
Finance and Budget	Budgeting is done in line with district expectations, although sufficient funding is not invested in alignment to the PL vision.	Some priorities are made to the PL vision aligned budget items, although most things are not adequately funded.	A strong commitment to funding PL vision is made and, when necessary difficult trade-offs are made.	A commitment to support an innovation agenda receives a sufficiently large and consistent investment, especially when it requires difficult trade-offs with other organizational priorities. Specific budget needs are identified with funding sources stated. Outside funding is identified when necessary.