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 *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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.

Look fors

Not PL Ready/ PL Ready

- Vision is either **not visible** or is **visible only in text** and is not evidenced through practices on campus.
- Core values are either **not visible** or are **not evidenced through practices** on campus.
- Strategic planning is either **not happening** or has occured but **not put into action**.
- If strategic planning is evidenced on campus, the decisions made do not maximize the campus' ability to implement PL practices.
- Change management is either **not visible** or is **visible only in text** and is not evidenced through practices on campus.

Consistent Practice/ Personalized

- There is a **clearly articulated vision that incorporates PL**, this vision is shared in text, by stakeholders orally, and is **observable** in the artifacts displayed throughout campus.
- Vision is also evidenced through **actions seen on campus**, ie: classroom practices, scheduling decisions, design of physical space, stakeholder engagement, etc
- The campus core values are also **articulated** and **observable in various formats** throughout campus.
- Vision and core values are **observable in staff and stakeholder actions**, ie: classroom practices, scheduling decisions, design of physical space, stakeholder engagement, etc.
- Campus **strategic planning is aligned to the school vision** such that all or most school structures and programming allow for all students to thrive in a PL setting, ie: there are ongoing classroom observations for PL practices, feedback is provided to teachers about their implementation of PL practices, PD includes opportunities to model and support PL practices, hiring incorporates selecting for PL qualified candidates, scheduling decisions are made to maximize ability to implement PL practices, etc.
- A change management strategy based on innovation is in place and is evidenced across campus through: leadership modeling, processes for addressing challenges, processes for continuous improvement, as well as is evidenced through campus discourse at all levels (including students - ie: if I struggle, I can try again).

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 *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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]

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

Look fors

Not PL Ready/ PL Ready

- Students are prepared for postsecondary success primarily or solely **based on academics**.
- Learners may or may not have a Learner profile, but they are **not actively engaged** in progress monitoring nor are their artifacts of evidence of mastery being captured in a portfolio.
- There are **few opportunities** for students **to make decisions** about their learning. Instruction is carried out mainly in a whole group structure.
- There is no evidence of students being aware of their digital citizenship beyond simple rules for engaging legally and ethically when using digital tools.

Consistent Practice/ Personalized

- Students are prepared for postsecondary success through a commitment by the campus to **include more than traditional academic indicators** in their articulation **of graduate outcomes**. (ie: includes, skills and dispositions).
- Students have a learner profile which they **access regularly** to **monitor their progress towards mastery** of all **graduation outcomes**.
- Students have a digital portfolio where they capture artifacts of their **evidence of mastery of graduation outcomes.**
- Students are **active in decision making** about their learning experiences, through goal setting and progress monitoring, choices about when and how to demonstrate mastery, and choices about how to complete tasks, etc.
- Students use digital platforms regularly to **create** their **digital identity**, and they are supported in cultivating a positive and productive digital presence while abiding by legal and ethical norms.

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 *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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.

PL READINESS CONTINUUM

Look fors

Not PL Ready/ PL Ready

- Leader(s) is/are **not engaged in self-reflection** and/or growth focused discourse is not the norm across campus.
- Challenges are seen as setbacks and leaders **demonstrate aversion** to taking risks in order to realize PL vision.
- There is no clear articulation of campus values, **leadership may change their focus based on the audience** or may not be clear in their description and/or not aligned to the campus PL vision.
- Decision making is still mostly carried out in a **top-down fashion**. There is no and/or little evidence of stakeholder engagement in decision making processes.
- Leadership does not leverage strategic planning to most effectively implement PL, (i.e., they do not find alignment or permissions to accomplish PL priorities within district mandates or expectations, do not advocate at district level for changes or exemptions).

Consistent Practice/ Personalized

- There is evidence of growth-focused discourse within leadership team and across campus - reflection, collaboration, and **framing challenges as opportunities are the norm.**
- There is evidence of **reflective leadership** in feedback processes, decision making processes, and how collaborative teams are structured to leverage strengths.
- Discourse across campus is focused on the whole child.
- Community stakeholders are involved in supporting the growth of the whole child across campus. (ie: partnerships with local orgs, after-school enrichment programs, internship opportunities, etc.).
- Decision making processes are **clear** and **collaborative**. There is evidence across the **staff** on campus that their **voices are part of the decision making process**. **Students** and other stakeholders are also **often engaged in decision making process** (empathy interview, observation, survey, etc.).
- 360 feedback is the norm on campus and structures are evident to support this.

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 *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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 *developing* 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 *developing* 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 *developing* 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 *developing* 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 *developing* 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.

Look fors

Not PL Ready/ PL Ready

- Teachers meet progressing levels of TEI rubric in the PL rubric indicators (see specific alignment above).
- Most teachers are at the developing levels on the PL rubric in phases 1 or 2.
- The PL rubric is used **mostly as an observational tool** - teachers may or may not be setting goals based on their current practice.
- Campus leadership **may or may not be using individual goals** set by teacher to determine priority areas for support and PD opportunities to support growth on the PL rubric.

Consistent Practice/ Personalized

- Staff leverage the coaching progressions and/or the PL rubric to **set goals for their own growth** and use the resources in the toolbox to support meeting their goals.
- The coaching progressions and/or PL rubric are used across campus as a tool to **support growth** and **deeper personalization in teacher practice** through observation, coaching, professional development, and teacher learner profiles with individual goal(s).
- Observation data from coaching progressions or the PL rubric are **used to inform professional development** and **coaching** as well as **setting campus wide priorities**.
- The coaching progressions and the PL rubric are used **transparently** across campus by all staff.

5 Curriculum + Instruction

Curriculum and Assessment practices reflect high quality PL in schools.

	Not PL Ready *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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.

Look fors

Not PL Ready/ PL Ready

- Campus uses district provided curriculum materials with little to no modifications to meet student needs. They do not provide aligned rationale for why those resources best meet their PL vision.
- **Teachers progress based on team lesson plans** to stay aligned to other teachers vs. progressing based on student mastery.
- Assessment is mostly **traditional**; laking authentic situations, and opportunities for transfer of knowledge through assessment.
- **Students are not assessed on anything other than the core academic standards**.
- Grading is traditional - i.e., letter grades or based on a 100-scale rather than mastery based. Students may or may not have access to grades on demand online. **Grades communicate a final score rather than progress towards mastery.**
- **Online content** is used minimally or in a way that **lacks authentic alignment to offline instructional activities.**

Consistent Practice/ Personalized

- Campus has taken the opportunity to review their curriculum materials and have selected those materials which are aligned to their PL vision. (These are often additional to what the district requires or provides, but the key is that they are aligned to campus PL vision).
- There is **evidence of authentic assessment** across campus through performance assessment, portfolios, etc.
- **Authentic assessment data** is **used alongside traditional assessment data** to inform instructional decisions and to support each student's individual progress.
- A **mastery based grading** reporting tool is **used across campus** to track student progress towards campus defined student graduation outcomes.
- There is evidence of regular use of **digital content based on student mastery levels**.

6 Data Driven Instruction

School campuses demonstrate the culture, assessment practices, analysis, and action planning of Data Driven Instruction[2] in order to increase student achievement.

	Not PL Ready *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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.

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

Look fors

Not PL Ready/ PL Ready

- Campus is **not committed** to leveraging Data Driven Instructional practices as defined in Driven by Data by Paul Bambrick-Santoyo.
- The campus scores below a **50** on the Data Driven Instruction rubric/ average of **2** on each indicator.
- **Data meetings are led by leadership team** occuring only after district (ACPs) or state (STAAR) assessments.
- Teachers leave data meetings with **no concrete action plans to inform future instruction.**
- Campus may administer an assessment that measures growth, but **teachers and leaders do not review and leverage growth data to inform instruction.**
- **Students do not have on-demand access to results.**
- Students receive progress reports or report cards only when the district requires teachers/administrators to share.
- [Secondary] Students do not have live access to grades.

Consistent Practice/ Personalized

Consistent Practice
- The campus scores above a **75** on the Data Driven Instruction rubric/ average of 3 on each indicator.
- **Data meetings follow protocol[s]** as defined in Driven by Data and happen consistently after common assessments.
- **Teachers take on a leading role** in data meetings while leadership team is present.
- Teachers leave data meetings with a **detailed action plan for using data to inform instruction.**
- Campus administers growth assessments at least three times a year. Immediately following these administrations, **teachers and leaders analyze growth data to inform differentiated instruction.**
- Students have access to assessment and grading data but little to no action is taken at the student level.

Personalized
- The campus scores above a **90** on the Data Driven Instruction rubric/ mostly 4's.
- **Data meetings happen frequently (weekly)** and include more than common assessment data (i.e., adaptive software data, non-academic data, etc.).
- Students are highly engaged the data review and reflection process. The **teacher and student meet consistently to review individual progress** on all assessments (including growth measures).
- **Students use data, on their own, to make instructional decisions** such as which pathway(s) to take and tasks to complete.

7 Collaborative Design

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

	Not PL Ready *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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 *As determined by campus type*				
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.

Look fors

Not PL Ready/ PL Ready

- Hiring is done through traditional pool of applicants and **may** or **may not include measures to gauge readiness** and **ability to implement PL.**
- Parents are **invited for conferences** but are not involved in many or any other campus activities or initiatives.
- Community involvement is either very limited or not evident at all.

Consistent Practice/ Personalized

- Staff are **hired with PL experience** and/or are **supported in understanding** and **implementing** the campus PL vision.
- Intentional diversity is evident in the student population i.e., students are of mixed race, socio-economic status, are accepted from all areas of the district, and the numbers of different groups of students are intentionally balanced.
- Parent involvement is evident across campus in various ways **allowing for all to have access**, i.e., parent-teacher-student conferences, classroom activities, communication, school wide activities, etc.
- Community involvement is evident in **various ways**, ie: community partnerships, sponsorships, mentoring programs, internship opportunities, etc.

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 *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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 Empower-ment	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.

Look fors

Not PL Ready/ PL Ready

- Leadership does **little to no modeling of PL practice s**themselves and **rely on teachers to implement practice s**in their classrooms, i.e., PD does not utilize PL practices with teachers, learner profiles are not used by teachers or leadership, etc.
- School culture is shaped by leadership and there is **no evidence of stakeholder involvement** in shaping which initiatives and priorities the campus will pursue.
- The PL advisory group either **doesn't exist** or is **only made up of leadership team members** and does not include any teachers, students or community members.
- PL advisory meets **irregularly** throughout the year and/or makes **decisions** about instruction or school priorities **in isolation** from other leadership decision making processes.

Consistent Practice/ Personalized

- **All constituents can voice why** and **how a transformation to PL is occuring** or **has occurred across campus.**
- Decision making processes have tangible ways to implicate **all stakeholder voices** (empathy interview, observation, active participation, survey, etc)
- Artifacts of stakeholder engagement in school culture can be found through documentation of **participation in events** and **activities.**
- The PL advisory team is **active** and representation from all stakeholders are included and play an **important role in campus wide decisions** - evidence of that role can be seen through how the advisory functions on campus.
- The PL advisory is engaged in a **continuous improvement cycle** which includes progress monitoring and **use of design thinking** to ensure that decisions are leading to improvements in PL.

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 *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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.

Look fors

Not PL Ready/ PL Ready

- PD is **driven by district calendar** and expectations, is not aligned to PL vision.
- Observations only meet minimal district expectations and may or may not include PL rubric as a tool for observation.
- Learner Profiles for staff either do not exist or are used very infrequently and **do not drive teacher growth**.
- PLCs either do not exist or if they do they are **planned** and **facilitated by leadership** and may or may not be personalized to teacher needs/interests and to campus PL vision.

Consistent Practice/ Personalized

- PD is **on-demand, blended, personalized**, and **data-driven**.
- Observations are used on a regular basis to inform individual teacher progress, needs, and to drive PD - the observations are carried out by all stakeholders and are **not used evaluatively**.
- All staff have and use a **Learner Profile** to map out their needs and interests, these documents are used to **inform instructional coaching** and **PD opportunities**.
- Professional Learning Communities are **active** across campus to support teacher needs and interests.
- PLCs are **led by teachers** and follow a **collaborative growth protocol** to encourage deepening teacher practice and innovation across campus.

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 *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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.
Communica-tion	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.

Look fors

Not PL Ready/ PL Ready

- Staff are **not engaged** in **self-reflection** and/or growth focused discourse is not the norm across campus.
- There is **no evidence of student voice** in decision making and/or it is limited in scope (i.e., students are asked closed-ended questions, only given a survey, or are invited to participate but **not given meaningful opportunities to engage**.)
- Challenges and failure are seen as setbacks and staff demonstrate aversion to taking risks in order to realize PL vision.
- **School culture is shaped by leadership** and there is no evidence of stakeholder involvement in shaping which initiatives and priorities the campus will pursue.
- Communication about innovation is shared, but **innovation may not be aligned to messaging**, i.e., campus is not yet walking the talk of innovation.

Consistent Practice/ Personalized

- There is evidence of **growth-focused discourse** across campus - reflection, collaboration, and framing challenges as opportunities are the norm.
- **Student input** is gained through empathy interviews, active participation on campus teams, surveys, observations, etc.
- There is tangible evidence of how **failure is leveraged as opportunity** across campus (i.e., through documentation of prototyping and design process, in action in decision making processes, staff PD activities, etc.).
- Decision making processes have tangible ways to implicate all stakeholder voices (empathy interview, observation, active participation, survey, etc.).
- Artifacts of stakeholder engagement in school culture can be found through documentation of participation in events and activities.
- There is tangible evidence of **communication of innovation** (i.e., through documentation of prototyping and design process, through storytelling, in action in decision making processes, staff PD activities, etc.).
- Innovation is **tracked through measures of effectiveness**(i.e., academic and non-academic measures, teacher effectiveness measures, etc) and these data drive strategic decision making.

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 *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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.

Look fors

Not PL Ready/ PL Ready

- Student success outcomes are **based solely on academic standards** and do not integrate social emotional competencies and/or social emotional competencies are mentioned, but are not drivers for campus decision making (i.e., decisions are made based on academic needs - only use leveled groupings versus offering mixed groupings, etc.).
- Social emotional competencies receive **no instructional time**, and/or instructional focus on them is limited to specific periods of time versus being integrated into instruction across the day and across subject areas.
- Restorative practices are either **not in place** or are only used minimally and **punitive practices are relied upon for behavior management** (i.e., office referrals are used to remove students and there is no conference or healing the harm practice for the offending student to engage with).

Consistent Practice/ Personalized

- There is clear evidence of SEL outcomes being integral to student graduate outcomes and are therefore **key drivers of instructional decisions**. (i.e., SEL competencies are articulated in student outcomes, instructional materials that incorporate those SEL outcomes are chosen, measures for monitoring these SEL outcomes are identified, etc.).
- SEL outcomes are **integrated into instruction rather than treated as separate** (i.e., projects which incorporate SEL outcomes are used, instruction includes SEL outcomes with other academic outcomes, performance assessment measures SEL outcomes, learner profiles includes SEL indicators, etc.).
- Evidence of restorative practices can be seen at **classroom** and **campus levels** (i.e., restorative circles, community building, mediation, healing the harm practices, etc.).

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 *Level 0*	PL Ready *Level 1*	Consistent Practice *Level 2*	Personalized *Level 3*
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.

Look fors

Not PL Ready/ PL Ready

- Changes in leadership either occur **without any intentional planning** for the **transition** and/or the only planning done is provided by outgoing leader and **once they leave there is no plan to support new leadership**.
- There is no evidence of district level PL vision alignment and campus **does not engage** with district partners **to share vision** and **advocate** for important changes to district vision.
- Teachers are relied upon to **handle their own IT needs** and/or must reach out to district personnel for support, and/or there is an IT support staff but that person is not full time on campus meaning teachers must often wait for adequate support.
- There is **not adequate technology to support true personalized learning**. Students either have no access to devices, or must share devices and can not access them as needed to support their learning.
- Campus **spending does not align to PL priorities** at all and/or leadership has only funded a few of the PL priorities and has not made efforts to reallocate or find additional resources to support implementing PL vision.

Consistent Practice/ Personalized

- Campus leaders are **aware** and **utilize the PL teacher and leader pipeline** during hiring. They include questions in the interview process to assess readiness of applicant to work at a PL school.
- The campus has, collaboratively with all stakeholders, written a **succession plan for PL implementation** that is shared with new leadership. The ownership of this plan **extends beyond** just **leadership** so that in the case of staffing changes PL implementation is carried out collectively by campus staff.
- The campus PL vision is aligned to district vision and the campus takes any available opportunity to better inform district vision to meet PL requirements.
- **IT support is full time on campus**, this person understands the technology needs of PL and provides necessary support to all staff in using technology.
- Every student has access to their **own device** and the campus has the necessary space and supplies to ensure that each student can utilize their computer to support their learning. (i.e., students are using devices to access personalized content, to create work, to communicate and share their work, to research, to track their progress, etc.).
- The campus prioritizes **spending** that is **aligned to their PL vision**, their **budget reflects those priorities** and they are transparent about any trade offs they have chosen to make in order to best support PL on their campus. Also, additional sources of funding may be in place in order to better implement PL (i.e., grants, community partnerships, etc.).