

# SchoolWorks

Assessing Quality, Building Capacity



## SchoolWorks K-12 Online Learning Program Development Rubric

Adapted from SchoolWorks Personalized Learning Implementation Rubric  
March 2020

# Introduction

This K-12 Online Learning Program Development Rubric has been adapted from SchoolWorks Personalized Learning Implementation Rubric, a tool developed by SchoolWorks to measure and assess the effectiveness of personalized learning implementation within a variety of settings. This free resource is provided by SchoolWorks to provide a framework for school, district, and network stakeholders who are tasked with developing a comprehensive plan for delivering an extended virtual learning option within their school communities. Stakeholders may use the information in this rubric that is applicable to their unique situation and environment.

The rubric is based on personalized learning studies and frameworks from around the country, including districts, schools, charter management organizations, and other leading organizations. See [Appendix A](#) for a specific list of references.

## How to Use the Rubric

We have divided this rubric into two stages to aid planning and reflection:

### 1. Prerequisites to Launch

As a starting place, the Prerequisites to Launch section provides an overview of key considerations that are integral to the initial strategic planning process. Stakeholders may use the guidance provided in this section to identify school, district, or network-specific barriers to implementing extended learning in a virtual setting. The insights derived from this exercise may inform needs-aligned goals and strategies for the development of an extended learning program.

### 2. Fundamental Practices in Personalized Learning

The second section, Fundamental Practices in Personalized Learning, provides an overview of key practices that are essential to effective teaching and learning within a Personalized Learning context. While not all of the principles outlined in this section will apply to the immediate planning efforts of schools, districts, and networks utilizing this tool, this section describes personalized learning within the progressive stages of Exploring, Developing, and Enduring across multiple domains. The practices described in this section may assist stakeholders in establishing a vision for an effective extended learning solution that incorporates online learning.

## How is Online Learning Different From Personalized Learning?

In short, Personalized Learning describes a method for providing highly differentiated instruction, which frequently includes online instruction. According to the Aurora Institute (formerly iNacol), Personalized Learning is characterized by:

- Student agency
- Differentiated instruction
- Immediate instructional interventions and supports for each student is on-demand, when needed
- Flexible pacing
- Individual student profiles (personalized learning plans)
- Deeper learning and problem solving to develop meaning
- Frequent feedback from instructors and peers
- Standards-based, world-class knowledge and skills
- Anywhere, anytime learning
- Performance-based assessments (project-based learning, portfolios, etc.)

So while the goals of an effective extended learning solution that incorporates online learning may not fully align with those of a full-scale personalized learning program, stakeholders may find it worthwhile to consider the fundamental practices of personalized learning during planning.

# Prerequisites to Launch

**Instructions:** The following list should be assessed in a team setting with representation from both the district (or network) and school levels. Teams should document evidence to support their conclusions and then rate each category as a Barrier to Launch, Sufficient for Launch, or an Asset to Launch. This list of prerequisites is based heavily on the **10 Building Blocks for Supporting the Transition to Personalized Learning** developed by Columbia University Center for Public Research and Leadership and uses some language directly from that source document with permission.

Innovation		
<input type="checkbox"/> <i>Barrier to Launch</i>	<input type="checkbox"/> <i>Sufficient for Launch</i>	<input type="checkbox"/> <i>Asset to Implementation</i>
<p>The district or network is willing to take reasonable risks to attempt new approaches and recognizes that innovation requires some experimentation. Within the district or network's accountability structures and chain of command, there is support for trying new approaches and a recognition that schools doing so may not be able to adhere to standard operating procedures.</p> <p>At the school level, there is a critical mass of teachers willing to adapt their practice. School leadership establishes a culture that allows early adopters to collaborate and test new ideas without fear of short-term consequences.</p>		
Research		
<input type="checkbox"/> <i>Barrier to Launch</i>	<input type="checkbox"/> <i>Sufficient for Launch</i>	<input type="checkbox"/> <i>Asset to Implementation</i>
<p>There has been significant pre-work done. Teachers and school leaders have researched various online learning models, and determined which is best for their student population.</p>		
Leadership		
<input type="checkbox"/> <i>Barrier to Launch</i>	<input type="checkbox"/> <i>Sufficient for Launch</i>	<input type="checkbox"/> <i>Asset to Implementation</i>
<p>Starting with the superintendent and throughout the chain of command in the district or network, key leaders are engaged in the adoption process. They share a common understanding of goals, meet to review progress, and ensure that district or network systems support, and not hamper, innovation.</p>		
Community Outreach and Buy-in		
<input type="checkbox"/> <i>Barrier to Launch</i>	<input type="checkbox"/> <i>Sufficient for Launch</i>	<input type="checkbox"/> <i>Asset to Implementation</i>
<p>The district or network and school have sought input from teachers, students, and families and fostered sufficient support to complete a reasonable pilot phase:</p> <ul style="list-style-type: none"> <li>• Teachers and school leaders have been involved in research, visioning, and open conversation regarding ideas and concerns.</li> <li>• Families have been engaged and are open to piloting the approach.</li> <li>• As age-appropriate, students have been engaged.</li> </ul>		
Policy Supports and Flexibilities		
<input type="checkbox"/> <i>Barrier to Launch</i>	<input type="checkbox"/> <i>Sufficient for Launch</i>	<input type="checkbox"/> <i>Asset to Implementation</i>
<p>District or network-level policies and school-level policies enable experimentation with online learning. Critical policies regarding the use of technology and teacher working conditions allow for a substantially different school day and role of the teacher.</p>		

## Funding

<input type="checkbox"/> <b>Barrier to Launch</b>	<input type="checkbox"/> <b>Sufficient for Launch</b>	<input type="checkbox"/> <b>Asset to Implementation</b>
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There are the necessary financial resources needed to initiate and sustain an online model of instruction:

- Short-term funding for one-time costs associated with the model, such as devices, Internet, infrastructure upgrades, storage and accessories for new technology, initial professional development, staff positions, etc.
- Long-term funding for periodic or recurring costs associated with the new model, such as maintenance and replacement of devices, new long-term staff position, periodic infrastructure upgrades, etc.
- Funding is equitable; resources and materials are allocated so that learning can be maximized for ALL students.

## Technology and Infrastructure

<input type="checkbox"/> <b>Barrier to Launch</b>	<input type="checkbox"/> <b>Sufficient for Launch</b>	<input type="checkbox"/> <b>Asset to Implementation</b>
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Devices, software, and connectivity support the use of technology:

- There are standards-aligned computer and web-based software to support online instruction.
- There are collaborative tools for teachers and leaders to enable sharing of effective practices.
- There is sufficient and equitable access to high-quality devices and connectivity infrastructure.
- The school ensures that access to the learner profile (if applicable) is secure and all student information remains confidential as required by the Family Educational Rights and Privacy Act (FERPA) and the Children’s Online Privacy Protection Act (COPPA).
- The school has a system for data to “talk to” each other and regularly update, including learner profiles, curriculum, and State and school assessment data to reflect current levels of mastery.

## Phased Approach / Launch Plan

<input type="checkbox"/> <b>Barrier to Launch</b>	<input type="checkbox"/> <b>Sufficient for Launch</b>	<input type="checkbox"/> <b>Asset to Implementation</b>
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The school has a launch and implementation plan, including a timeline and a plan to measure success.



- Plans are made at district or network level to address Policy Supports and Flexibilities, Funding Sources and Technology, and Infrastructure before launch.
- The school has a plan to pilot, measure the results of the pilot, and iterate based on the pilot.
- Vertical team (CEO, SL, teachers, others) understands school’s vision and strategy.
- School leaders set and communicate clear, measurable goals and metrics that are aligned across the school’s improvement efforts (e.g., school program, school culture, staff development, and curriculum implementation).
- Professional development is aligned to, and included in, the launch plan, including additional planning time and resources and instructional support.

# Fundamental Practices in Personalized Learning

**Instructions:** The following rubric provides an overview of key practices that are essential to effective teaching and learning within a Personalized Learning context. The team, including both district (or network) and school representatives, may review the rubric and provide evidence to substantiate a rating of Exploring, Developing or Enduring for each practice. Once completed, the findings can be used to establish goals, or to inform implementation improvement plans. While the goals of an effective extended learning solution that incorporates online learning may not fully align with those of a full-scale personalized learning program, stakeholders may find it worthwhile to consider the fundamental practices of personalized learning during planning.




School Culture for Personalization			
	Exploring	Developing	Enduring
 <p><b>Vision for Personalized Learning</b></p>	<p>School leaders provide a clearly communicated vision for a pathway to personalized learning. The vision includes goals, expectations, an implementation plan, guiding principles for the model, the instructional problem the school is trying to solve, common language, and instructional strategies.</p> <p>Both school leadership team and a core team of teachers are committed to personalized learning and experimenting with practices.</p> <p>Less than half of community members are able to speak to the new vision.</p>	<p>School leaders promote a growth mindset among faculty and learners that embraces small failures toward big successes in realizing the personalized learning vision. Most staff members are oriented to continuous improvement of PL practices. Staff collaborates to ensure students have high results.</p> <p>A continuous improvement cycle (plan-do-study-act) is in place and driving PL implementation.</p> <p>Most community members are able to speak to the vision and to the current PL plan and implementation goals.</p>	<p>The vision is sustained and promoted by both leadership and faculty. It is ingrained in both the daily interactions among administration, teachers, and learners and in more formal processes, such as improvement planning, teacher evaluation, and the school’s approach to professional development.</p>
 <p><b>Equity and Cultural Competency</b></p>	<p>The school is well-informed of its learners needs, diverse cultures, and their community context. This knowledge is applied in developing materials and pedagogy and assigning resources.</p> <p>Teachers and school staff are aware of, and adept at referring learners to, services – both in and out of school – to reduce barriers to learning.</p> <p>Teachers and school leaders complete data analyses for all subgroups, in order to ensure</p>	<p>Teachers, leaders and staff recognize, make transparent, discuss, and address cultural biases and inequitable distribution of resources that may prevent all learners from attaining post-secondary credentials and career advancement, such as course choices/availability, grouping students, or counseling.</p> <p>Teachers use culturally responsive pedagogy and curriculum, including identity projects and diversity</p>	<p>All materials, resources, SEL, learning paths, and supports are created with the needs of diverse learners in mind, including students who are English Learners, learners with IEPs and 504 plans, and learners from under-served communities.</p> <p>Teachers and learners use restorative justice or similar practices in classes to drive learner social responsibility, foster respect, and promote inclusion. Learners regularly</p>

	<p>equity and to take actions to improve learning for all students.</p>	<p>celebrations, and regularly solicit feedback from learners regarding equity and culturally responsive teaching.</p> <p>Teachers, learners, staff, and school leaders build, and contribute to, structures and strategies that foster cultural competency and commitment to equity, such as professional development, seminars, community building, family involvement, and events to celebrate diversity.</p>	<p>give input into how to make the school more equitable.</p>
 <p><b>Changing Role of Teachers</b></p>	<p>School leaders, learners, and teachers begin to shift systems, structures, philosophies, expectations, and routines in and outside of the classroom so that learners must take responsibility for directing some portion of their learning -- for example, choosing an assignment or working independently.</p> <p>Change is driven by at least a core group of administrators and teachers but may not extend across the entire faculty.</p>	<p>School culture supports a more facilitative role for teachers and begins to personalize learning, meeting students “where they are,” and maximizing learning. Learners are trusted to make decisions on assignments, work independently, persist when struggling, and learn from mistakes.</p> <p>There are opportunities throughout the week to learn from sources other than teachers, such as peers, experts, or computer programs.</p>	<p>It is the cultural norm that learners are responsible for choosing the best way to learn. Teachers focus on making clear, personalized paths for mastery, using rubrics or course requirements. Teachers coach learners about the best strategies for learning but allow learners to make their own choices and mistakes.</p> <p>The concept of who is a teacher and where learning occurs is greatly expanded. Learners consistently learn from, and build relationships with, adults whose roles are based on the specific needs of the learner, including teachers, social workers, mentors, volunteers, experts, community members, etc.</p>
 <p><b>Changing Role of Students</b></p>	<p>Learners follow a clear teacher-created path to determine their pacing (e.g., unit calendars, lists of tasks to be completed, paths to mastery). Learners take responsibility for directing their learning within short periods of time, such a class period or day (e.g., choosing</p>	<p>Learners have some options to create their own pace, path, and environment. For example, taking control of modules designed by teachers with an expectation that they will be completed by suggested or required dates and conferencing with the teacher to choose pace or path for learning.</p>	<p>Learners take responsibility for directing their own learning across days, weeks, or several months through longer-term projects or modules. Learners understand the competencies they must demonstrate and, with assistance from the teacher, design their own pace, path, and environment for achieving</p>


	<p>stations, selecting topics or tasks for projects).</p> <p>Learners' ability to learn from peers, especially those of different backgrounds or academic/career trajectories, is just emerging and may occur infrequently.</p>	<p>Learners, designated by teachers, serve as peer coaches or mentors in the classroom setting.</p>	<p>mastery, and may design activities and work products that allow them to demonstrate mastery.</p> <p>Learners are critical members of the support system – for example, providing peer coaching, serving as teacher assistants, and organizing after-school supports.</p>
 <p><b>Relationships with Learners</b></p>	<p>Teachers and other staff develop individual relationships on an informal/ad-hoc basis with learners that support their social and emotional growth, while setting and maintaining appropriate boundaries.</p>	<p>Teachers or other staff have initiated a structure for conferencing with learners to support them in academic and/or social/emotional success. For example, teachers may conference with learners in one or more courses several times a year. There is designated time in the schedule to complete conferencing or check-ins.</p>	<p>Beyond conferences based on academic classes, learners and their families have a designated adult on campus whom the learner approaches for advice and who coaches him/her on creating and meeting goals, personal issues, and developing habits of success. All learners are “known” by at least one adult on campus.</p>
 <p><b>Social-Emotional Learning and Habits of Success</b></p>	<p>The district, network, or school recognizes social and emotional learning (SEL)/habits of success as a key component of educating learners. There are occasional activities, such as speakers, focused on SEL.</p> <p>Learners are taught growth-mindset, strong self-advocacy habits, self-reflection habits, and other habits of success through teacher modeling or other informal activities.</p>	<p>The district, network, or school has adopted a proactive program/approach to promote SEL/habits of success within a designated time in the schedule.</p> <p>Learners participate in activities of prioritization, self-reflection, and self-advocacy facilitated by teachers, and can describe the SEL skills they are learning. Learners acknowledge when they do not understand a topic/concept and demonstrate perseverance and stamina while engaged in the work of the lessons.</p>	<p>Teachers have integrated SEL into the core curriculum, as appropriate, and assess it alongside academic skills with a separate rubric.</p> <p>Learners demonstrate a growth mindset, accepting setbacks as steps toward success and persevering through difficult tasks. They self-advocate for their resources, needs, interests, and aspirations. They also independently engage in purposeful self-reflection, learn from failure, and adjust learning habits to improve achievement.</p>








## Systems and Practices for Personalization


	Exploring	Developing	Enduring
 <p><b>Competency-Based/ Standards-Aligned Progression</b></p>	<p>The district, network, or school has provided a transparent, standards-based curriculum with detailed pacing guides and other supporting documentation, as well as opportunities for credit recovery during and outside of the regular school day/ year.</p> <p>Some teachers begin to experiment with grading systems that are mastery-based, instead of relying on averages.</p>	<p>The district, network, or school has defined essential cross-curricular competencies. These essential competencies emphasize higher-order skills that translate across subject areas. Some credit recovery or coursework may be aligned to competencies.</p> <p>Grading systems add mastery-based components -- for example, some portion of grades or projects are based on mastery of standards instead of just an average.</p>	<p>When appropriate, learners follow a mastery-based, rigorous progression in all subject areas at their own pace and through their own pathway. These pathways are designed so that learners can access them and engage in learning at any time. There is space for different remediation and acceleration points within the progression, including credit recovery.</p> <p>Teachers' grading systems record each learner's mastery of competencies when achieved. Report cards are competency based.</p>
 <p><b>Use of Technology</b></p>	<p>Teachers use digital content/adaptive software to support the delivery of remediation, intervention, and/or enrichment. The software supplements, but is not a part of, the core curriculum.</p> <p>Learners independently progress through adaptive software during intervention/acceleration blocks and show proficiency in using the software.</p>	<p>Teachers integrate the use of software and technology into the core curriculum and throughout lesson plans/course activities and use technology to track progress and misconceptions.</p> <p>Learners use technology for interactive learning and alternative learning opportunities in order to meet lesson and course objectives, and not just for interventions and enrichment.</p>	<p>Teachers use technology to create multiple pathways to mastery and to track progress on competencies. The software or use of technology plays a central role in the curriculum.</p> <p>Learners use technology for learner profiles, to set goals, work at their own pace and on their own path, and to develop, assess, and implement solutions, including those for real-world problems.</p>
 <p><b>Professional Development &amp; Teacher Content Knowledge</b></p>	<p>Teachers have a variable level of content knowledge. Some are still mastering or gaining proficiency of content knowledge and skills. In general, teachers are dependent on curricular materials for content knowledge.</p> <p>Teachers begin to acquire the technical knowledge and skills required to successfully adopt</p>	<p>Teachers deeply know the central concepts, tools, skills, and structures of their respective content areas, and how they align to competencies: (e.g., algebra teachers know the math: which algebraic concepts are most important, which are foundational, and which are more complex). Professional development brings teachers</p>	<p>Teachers use their knowledge of content and skill progressions to build learners' deep and essential understanding of the subject area, proactively address misconceptions, make connections across subject areas, and create individualized instruction, groupings, and/or scaffolds, richer analysis or</p>



	<p>and implement personalized learning.</p>	<p>together to norm on competencies through activities such as looking at student work and identifying evidence of performance.</p> <p>Teachers participate in job-embedded, collaborative professional learning opportunities aligned to personalized learning, which are ongoing, differentiated, “models the model,” and specific to content and grade levels. Teachers are kept apprised of innovations.</p>	<p>explanations, multiple approaches, and/or more targeted forms of practice.</p> <p>Teachers have career advancement systems that encourage teachers and leaders to become masters of personalized learning.</p>
 <p><b>Learner Profiles</b> (Transparency of Learning)</p>	<p>Learners have a basic learner profile, in paper or electronic form, that includes historical assessment data, such as interim assessments and State testing results. It may be in the form of separate profiles for each subject area/ teacher. It is updated annually or semi-annually.</p> <p>Teachers and learners access the learning profile from time-to-time, but it is not a main driver of instructional decisions for each learner.</p>	<p>Learners have a consolidated learner profile, in paper or electronic form, that in addition to historical assessment data, includes data from SEL and long-term goals. It is updated multiple times per year.</p> <p>Teachers design learning experiences that are responsive to learners’ individualized learning goals in order to personalize learning and design pathways.</p> <p>Learners interact with their learner profile at least monthly and can describe how it impacts their learning experiences.</p>	<p>Learners have an always-accessible learner profile that – in addition to comprehensive tracking of historical data and goals – also tracks their progress through a competency-based progression. The profile may include goals for social-emotional learning, interests, college and career. Typically, the profile is housed in a Learning Management System or digital profile.</p> <p>Supports for learning become indistinguishable from each learner’s individual learning plan. Learners advocate for their own learning supports based on their progress and their learning.</p> <p>Learners own their learner profile, regularly adjust it, and use it daily or weekly to guide learning experiences and life choices.</p>

Personalized Instruction			
	Exploring	Developing	Enduring
 <p><b>Goal Setting and Monitoring Progress</b></p>	<p>Teachers or other staff review achievement results and set goals for their groups and/or individual learners, typically on a quarterly, semi-annually, or annual basis.</p> <p>Through conferencing or other means, learners are made aware of goals and may track their progress toward them, but do not check in regularly.</p> <p>Teachers have a method of tracking progress (e.g., data binders) and lead regular and frequent progress monitoring sessions/conferencing with learners.</p>	<p>Teachers or other staff use a process to support each learner in self-reflection and analysis of their own strengths, interests, and aspirations in order to set goals. Goals extend beyond academic measures to include interests and social-emotional learning. The goal-setting cycle is at least monthly.</p> <p>Learners are guided through the SMART goal-setting process for long-term goals. Goals are co-authored by teachers and learners. Learners sometimes set short-term goals, related to academic outcomes or recent assessments.</p> <p>Learners are aware of their progress through teacher feedback, can articulate why they are prioritizing their goals, how short-term goals (daily work) relate to long-term goals, and what success looks like at each stage. They begin to monitor progress independently.</p>	<p>Learners' courses of study are, in large part, determined by individual goals and plans that they develop to achieve competencies. Typically, goal setting and reflection occurs weekly or daily.</p> <p>Learner's goal setting and reflection is self-directed, self-evaluative, self-reflective, constant, and empowering as a lifelong, metacognitive habit. Goals are based on the competency-based progression, habits of success, interests, and achievement data.</p> <p>Learners receive timely, frequent, and specific feedback from both teachers and peers, as well as through self-assessment, in order to monitor progress and improve.</p>
 <p><b>Flexible Learning Environment</b></p>	<p>Teachers supplement classroom instruction with blended learning and/or short-term learning experiences outside of school, such as a senior project.</p> <p>Teachers provide a physical environment in the classroom for flexible instruction and groupings (e.g., seating, walls, classroom structure, furniture).</p> <p>Teachers shift their use of time from whole-class instruction to a greater variety of instructional strategies, such as small-group instruction, one-on-one conferencing, group</p>	<p>Learners extend some learning beyond the classroom (including virtual learning, fieldwork, dual enrollment, or early college) into the normal development of lessons/units/courses. Teachers and the school provide a variety of course and learning options (i.e., pathways within the school) to meet the needs of learners' personalized learning plans.</p> <p>The school and teachers provide a flexible physical environment across the school for instruction and grouping.</p>	<p>Learning may frequently occur outside of the physical boundaries of the school – for example, online, during fieldwork, or through partnerships.</p> <p>Learners make many key decisions about their learning environment based on their needs and goals, including use of time, using resources outside the school community, and adapting their physical environment (e.g., seating, walls, furniture).</p>

	work, station rotation, or use of technology.	Learners have some choice regarding where and when they work.	
 <p><b>Appropriate Challenge and Personalized Instruction: Meeting Students Where They Are</b></p>	<p>Learners work on some modified learning tasks, mostly for remediation/ acceleration, based on pre- and summative assessments. There are specific, tiered academic and behavioral supports/interventions for identified at-risk learners, and/or learners who are not making adequate progress through grade-level expectations.</p> <p>Learners are typically in groups of 15-to-25 from fixed grade levels (sections, travel groups, etc.)</p> <p>Most of the time, learners are working on the same task at the same pace.</p>	<p>Learners work at their zone of proximal development and access content or skills through multiple access points that allow for some student choice.</p> <p>During at least part of the day or week, learners are in smaller, more fluid groups based on identified need and data from pre-, formative, and summative assessments.</p> <p>In some courses or learning activities, learners may progress at varying rates as s/he reaches mastery, or learners may engage in different learning paths. For example, some learners may take on additional or optional tasks in a project, while classmates are supported through small-group work to complete project expectations.</p>	<p>Teachers guide learners in the use of competencies to set goals, design learning experiences, track progress, and measure mastery.</p> <p>Teachers and learners create different mastery pace, pathways, groups, or modes of instruction for learners based on needs, interests, goals and data (e.g., small group seminars, office hours, one-on-one consultations).</p>
 <p><b>Rigor and Complex Tasks</b></p>	<p>Learners engage in some rigorous tasks, but much of the work is at the level of recall. Teachers do the majority of the cognitive lift.</p>	<p>Learners do the majority of cognitive lift and engage in rigorous, challenging tasks that require strategic and extended thinking skills such as analysis, interpretation, transfer, and synthesis – not just summary or recall. Examples are: group work, developing and testing hypotheses, problem solving, and making evidence decisions and arguments.</p>	<p>Complex tasks and the related higher-order skills are part of a competency-based progression. Learners participate in authentic, collaborative, long-term, modular learning experiences that may be learner-designed, that require learners to demonstrate these higher-order skills, such as, but not limited to Project-based Learning (PBL).</p>
 <p><b>Discourse and Collaboration</b></p>	<p>Teachers facilitate highly structured, short collaborative activities or accountable talk, such as think-pair-share or turn-and-talk for learners to grapple with content or skills, justify explanations, or explain</p>	<p>Learners begin to participate in longer, highly structured accountable talk, often with the use of protocols, to explore multiple perspectives, to learn from each other, or to give peer feedback.</p>	<p>Learners are able to learn from each other via discourse and collaboration, through student-led long-term activities, such as Socratic seminars, group work, jigsaws, or literature circles.</p>

	<p>reasoning. Every learner has an equal opportunity to engage.</p> <p>Learners learn the procedures for working in groups/pairs and sustain engagement with teacher oversight, such as establishing structures for, and practicing how to share, ideas and benefiting from ideas and skills of others.</p>	<p>Teachers identify disengaged learners and give constructive feedback and encourage reluctant learners to engage.</p> <p>Learners participate in tasks that require them to form their own groups. Teachers often assess learners as a group and/or each learner's ability to work in a group. Learners have mastered roles within groups and can sustain engagement through complex tasks with limited teacher oversight.</p>	<p>Learners are responsible for organizing their groups, developing plans for completing rigorous work, delegating work within the group and managing group dynamics. Groups are regularly evolving, varied by need, goals, interest and choice.</p>
 <p><b>Demonstration of Knowledge/ Mastery</b></p>	<p>Teachers regularly check for understanding, and mostly employ traditional formative, pre- and summative assessments to understand individual learner learning. These are assessments such as quizzes, tests, essays, and standardized interim assessments.</p> <p>Learners can explain the standards they are expected to master in a given lesson and understand the scoring criteria for grades. Learners have some voice and choice in selecting between multiple teacher-designed assessments.</p>	<p>In addition to traditional assessments, learners participate in performance-based assessment in most courses. These are assessments, such as end-of-course projects or long-term projects that require planning, execution, and demonstration of skills/competencies.</p> <p>Assessments are also used to engage learners in discussion and reflect on their academic progress through such activities as conferencing and mentoring.</p> <p>In some courses or course modules, learners collaborate with teachers to identify the most effective method of assessment and have multiple opportunities to demonstrate mastery.</p>	<p>Learners always, or almost always, show evidence of mastery through rigorous, authentic, performance-based assignments aligned to the competency-based progression. Some assignments are open-ended or require learners to create the specifics of their learning experiences, such as projects, seeking out an internship, or field work.</p> <p>In addition to informing a strong set of supports and reflection on academic progress, assessment dominates the dialogue between teachers and learners: What does mastery of a given competency look like? How will I (the learner) design a work product that will show mastery?</p> <p>Learners contribute to the creation of assessments and determine the most effective method and timing for assessment/demonstration of mastery.</p>

# Appendix A: Rubrics and Frameworks Researched

## Rubric Development

The rubric is based on Personalized Learning (PL) studies and frameworks from around the country. We researched approximately 30 rubrics and frameworks for PL. These resources are from districts, schools, charter management organizations, and other leading organizations in the field of PL. We also reached out to the leaders in the field to ask them if they had additional resources. There are commonalities throughout all the documents:

**Multiple frameworks, few rubrics:** There are many frameworks available from various organizations (Aurora Institute [formerly iNACOL], Next Generation Learning Challenges [NGLC], large districts, etc.) with guidelines on how to implement personalized learning. However, there are very few that measure implementation. Common themes are addressed across the frameworks: belief and vision; student-centered instruction; curriculum; data and assessment; professional development; leadership; technology; and operations.

**Rubrics:** With few exceptions – SchoolWorks, Education Reform Network, New England Secondary School Consortium, Silicon Schools – most rubrics are measuring shifts in teaching, and not changes at the school and district levels.

**Measuring Success:** As schools, districts and networks are just starting to figure out how to measure the effectiveness of personalization, there is no consensus on what measurements to use to define success. Most frameworks recommend having measurements and may describe steps to define them -- for example, Learning Accelerator and NGLC.

**Best practices:** Many rubrics also encompass general best practices for instruction and leadership that are not specific to PL.

**Specific Philosophies and Beliefs:** Many rubrics, including the New England Consortium, rely on very specific instructional practices or philosophies and beliefs – for example, an emphasis on project-based learning or college readiness.

**Alignment on some categories, but not organization or prioritization:** As stated above, most rubrics or implementation guides include at least some of the same categories, but many are unique.

**Prerequisites for personalized learning:** In addition to the rubric's contents, there are other organizational prerequisites for launching a personalized learning approach. Some schools may find it helpful to begin with a review of the prerequisites.

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## SchoolWorks

### [Dallas Independent Protocol](#)

Dallas categories include: Data and Assessment, Instructional Rigor, Student Agency, Classroom Culture, Leadership. Does not include competency-based instruction, and it is not necessarily aligned to the Gates PL categories.

### [Henry County Protocol](#)

Categories include:

- Learner Profiles
- Data Integration
- Learner Paths: iterative learner plans; varied learning experiences; instruction and complex tasks; learners learning supports
- Competency-based Progressions: assessment and adjustment; individual advancement
- Learning Environments: design; connections; learners' learning culture
- Leadership: instructional; educators learning supports; educators learning culture

## Columbia University Center for Public Research and Leadership

### [10 Building Blocks for PL](#)

This document is a summary of the change management/precursors/prerequisites that a district or network needs before it starts its work. We have included it, along with the rubric, to describe conditions for PL (prerequisites).

## Summit Public Schools

[PLT Look-Fors](#): for schools using Summit Learning, a list of look-fors for Personalized Learning Time. This tool is organized around Personalized Learning Time and Habits of Success. It is not leveled, but list exemplar behaviors and strategies.

## The Personalized Learning Toolbox

### [Personalized Learning Rubric](#)

Created by the Dallas Independent School District, this is a one-page PL implementation rubric with three levels, aligned to the teacher development rubric for the district. It includes look-fors and coaching tools. Categories include: Assessment and Data; Student Agency; Instructional Rigor; and Classroom Culture.

## Dallas Independent School District

### [Personalized Learning Readiness Continuum](#)

Created by the Dallas Independent School District, this is a multi-page PL implementation rubric with four levels. Categories include: Vision and Priorities; The PL Graduate; Principal/ Leader; PL Classroom Practices; Curriculum and Assessment; Data-Driven Instruction; Collaborative Design; PL Campus Team; Personalized PD + Support; Culture of Innovation; Social-Emotional Learning; Sustainability and Access.

## Denver Public Schools

### [Imaginarium Personalized Learning Driver Model](#)

Created by the Imaginarium, this lists primary drivers of PL: Learner Paths; Evolving Learner and Teacher Roles; and Strategic Resource Use. Secondary drivers are: Learner Profile Data; Goal Setting and Progress Monitoring; Learner as Lead/Teacher as Facilitator; Learner Collaboration; Strategic Space; Strategic Tech; Strategic Time; Strategic Community. It also describes foundational practices such as relationships, culture, mindset, and metacognition. This model is based on the LEAP model.

## California Consortium for the Development and Dissemination of Personalized Learning

### [Site Level Playbook](#)

This lists 11 site level conditions: common vision; flexible/student centered instruction; engaged and capable faculty; conducive culture; purposeful use of time; empowered families; ongoing iteration; opportunities beyond school walls; enabling technology; supportive facilities and operations; and policies impacting the school site. Each category has several criterion, although they are not leveled.

### [Instructional Look Fors Framework](#)

Created by work from Summit Public Schools and Lindsay Unified School district as well as research from the field, this includes six areas and criterion.



This lists six areas for observations:

- **Collaboration:** Positive Interdependence; Individual Accountability; Interpersonal Skills; Promotive Interactions; Group Processing
- **Community:** Belonging; Joy; Equitable Engagement; Connectedness; Upholding Norms
- **Customization:** Appropriate Challenge; Pacing and Pathways; Modes of Learning; Demonstration of Learning
- **Purposefulness:** Goal Orientation; Awareness of Progress; Growth Mindset; Academic Urgency
- **Relevance:** Personal Relevance; Academic Relatedness; Real World Authenticity; Cultural Relevance
- **Rigor:** Cognitive Lift; Higher-order Thinking; Essential Knowledge; Social-Emotional Habits

## The New Teacher Project (TNTP)

### [Guidelines for Classroom Observations](#)

TNTP has edited its classroom observation guidelines to include personalized learning. These include: gauging engagement and rigor; learners owning their learning; learners having agency; and learners monitoring progress. This is a set of criterion, but not a rubric.

## Lake County, FL

### [PL Walkthrough Rubric](#)

This is a classroom observation/walkthrough rubric that has several categories: standards-based instruction; student-centered learning environment; and personalized classroom components. Leveling is beginning, proficient, mastery. The beginning category is mostly traditional instruction, and mastery is PL.

### [Personalized Learning Implementation Guide](#)

This is Lake County's draft of a developmental rubric. Levels are planning, implementation, and launch. They also include levels for the school's launch year. The categories are those of the Gates PL definition of learning: learner profiles; competency-based learning; student-centered learning; flexible learning environments; and success measures. It also includes specifically what learners will do and what teachers will do.

### [Moving to PL](#)

A district resource on moving from teacher-centered to student-centered.

### [The 3 C's of PL](#)

This is a presentation from the micro-credentialing course in which the key attributes of personalized learning are described: Culture; Curriculum; and Components. It defines and breaks down each specific category into its components.

## Education Elements

### [Four Core Education Elements](#)

Leveled for PL implementation, this includes categories of flexible content, data-driven decisions, targeted instruction, and student reflection and ownership.

### [PL Framework](#)

This is meant as a needs assessment and does not include competency-based learning or learner profiles. It does include categories that would be useful for a PL rubric: Strategy (beliefs, vision, roll-out plan, measurement); Design (self-directed learning (SDL), culture, instructional models, schedule, teacher role); Curriculum & Instruction (C&I) (includes digital portfolio

and assessment, as well as special populations); Support (PD, supporting teachers, resources); and Operations (devices, IT, budget, hiring). Data analysis is along the bottom and encompasses all categories.

#### [Ed Elements Resources Page](#)

This is a bank of articles and PowerPoint presentations from their conferences and presentations. There is some information on fostering leadership and a growth mindset, but the bulk of information is around change management.

#### [Understanding and Supporting Blended Learning](#)

This is a paper supported by iNACOL. It presents a blended learning rubric that includes: developing classroom culture; creating systems and routines; planning and delivery -- integrating digital curricula, assessment and analytics, and technology solutions. It is much more for teachers, rather than schools, but could be helpful if we want to measure at the classroom level.

### District Reform Support Network

#### [Blended Learning Readiness and Progress Rubric](#)

This is a rubric created by several of the Race to the Top reform districts. Categories include: leadership; professional learning; technology; content and curriculum; and data and assessment. This is a rubric for readiness versus implementation, and blended learning, not PL. However, the categories are useful. It also includes some structures that should be included (i.e., professional learning communities [PLCs]). This is one of the few that includes budget/sustainability.

### Council of Chief State School Officers (CCSSO) and Jobs for the Future (JFF)

#### [Educator Competencies for Personalized Learning](#)

This creates competencies for teachers in a PL environment, with a guiding vision. Categories include: cognitive (need to know); interpersonal (need to relate); intrapersonal (need to process); and instructional (need to do). Subcategories include: mastery-based learning; using data; content knowledge and instructional practices; mindsets; and social-emotional skills, as well as others. There are several indicators under each category, but they are not leveled. This would be useful for teacher evaluation or PD.

### The Institute for Personalized Learning

#### [Personalized Learning Toolkit](#)

A detailed and lengthy (150+ pages) guide geared toward districts for systematic and complete re-design to a personalized learning model. It includes lesson plans and activities, as well as assessments. It also presents a detailed comparison of “legacy practice” vs. “personalized learning.” The logic model on page 17 would be helpful for change management. The graph on page 23 and the comparisons on the following pages list categories for PL, as well as statements. Page 40 lists what to look for in a PL environment, and page 54 has an additional rubric for implementation. Page 104 has a readiness rubric.

### The Learning Accelerator

#### [Blended Learning Implementation Guide 2015](#)

It outlines creating conditions for success, planning, implementing, and continuous improvement. It also lists drivers of blended learning on page 10. This is not a rubric but more of a guide. It also lists several resources under each category.

#### [Educator Learning Model](#)

A framework for training educators in a PL model. Categories include theory, practice, and data. Subcategories include data, delivery, planning, development, environment, culture, and collaboration. Their focus is on developing a shared language,

tagging materials and resources, and connecting data. It also talks about rethinking teacher evaluation – to applying the same thinking, such as using competencies and micro-credentials. This would be useful for creating a teacher rubric for PL and for PD.

## Highlander Institute

### [Highlander Institute Best Practices Walkthrough Tool](#)

A classroom walkthrough tool. Categories include classroom culture, student voice and choice, pacing, and self-directed learning.

## LEAP

### [Personalized Learning Framework](#)

Categories are: learner-focused; learner-led; and learner-developed. It includes strategies for each category and key questions, and it is very high-level and does not discuss implementation.

## Silicon Schools

### [Innovation Rubric](#)

This is a rubric focused on schools rather than districts. It has four levels, and categories include overview, pace, student agency, integration of technology, role of the teacher, and student experience. It does not include competency-based learning or other supports needed (i.e., change management).

## New England Secondary Schools Consortium

### [Global Best Practices](#)

The rubric is extensive (~45 pages) and includes four categories: Teaching and Learning; Organizational Design; School Leadership; and School District, with several (3-8) subcategories in each major category. Competency-based instruction and self-directed learning are encompassed in Teaching and Learning, and flexible groupings and learner profiles are in both Organizational Design and Teaching and Learning. The rubric has three categories for levels: initiating, developing, and performing, and includes sample strategies and sample evidence. The purpose of this rubric is self-assessment and to set long-term goals and set priorities, as well as identify existing strategies in use. It is not a walkthrough tool. A lot of the categories are not specific to PL but are rather best practice – for example, a positive school culture, project-based learning, culturally-competent teaching, or relevant and authentic assessments.

## Aurora Institute

### [Roadmap for Blended Learning Implementation](#)

Includes road map with elements -- leadership, PD, teaching, operations, content, and technology. Each element contains key questions to ask when implementing. These elements are not leveled but could be used as a frame or categories. The bulk of the paper is a case study.

### [Roadmap for Implementing Competency-based Learning](#) (CompetencyWorks collaboration)

This paper focuses on competency-based education but does include elements that may be helpful. It defines the elements of competency-based education. Page 7 includes stages of implementation. There is an emphasis on change management, and it discusses shared leadership, creating a culture of learning, empowering others, a shared journey of inquiry, creating a shared vision and shared ownership, designing infrastructure and a pedagogical approach, assessments, policies, monitoring

progress, a rollout strategy, PD and communication, and embracing continuous improvement. Lindsay Unified's Guiding Principles are on page 31, which may be helpful.

#### [Teacher-Blended Learning Competency Framework](#)

This document lists mindsets, qualities, adaptive skills, and technical skills. It also provides a list of beliefs -- from teacher-centered to student-centered, collaboration, growth mindset, and an entrepreneurial spirit that works toward continuous improvement. Skills include: data-driven instruction; communication; seeking feedback; problem solving; creating custom pathways and tailoring instruction; planning lessons differently for PL; using pedagogy that involves problem solving and collaboration; and using technology adaptively and creatively to improve instruction and outcomes. It also includes using learning management system (LMS) and troubleshooting technology.

#### [iNACOL National Standards for Quality Online Programs](#)

This includes categories for institutions, teaching and learning, support and evaluation. The institutional standards include: mission and vision; leadership being accountable; governance is knowledgeable and supportive; action plans are aligned to online learning; staffing plans and budget are aligned; and that there is an organizational commitment, as well as equity of access and accountability. Teaching and learning standards include: curriculum and course design; instruction; and assessment. Support includes student support services, guidance, and organizational support. It also includes parents and guardians. Finally, it includes how to evaluate an online program or online learning. This is much more geared toward teaching that is entirely online or virtual schools. There is no competency-based or personalized learning piece.

## ReNew Schools

#### [Vision for Learning Graphic](#)

From a network in New Orleans, the document lists the skills that learners need. Categories are Empowered Learners, Student-centered Schools, and Boundless Learning.

#### [Personalized Learning Vision: Framework](#)

This is a framework with leveling, which acts as a rubric. It breaks down the larger categories above into subcategories. This document offers good leveling terminology.

#### [Stages of Technology Integration](#)

This is an outline for how to integrate blended learning and technology.

## Personalized Learning Website

#### [Stages of Personalized Learning](#)

A chart that breaks down the difference between teacher-centered, learner-centered, and learner-driven environments and what the teacher does. It includes competency-based learner profiles, flexible learning environments, and curriculum, as well as learning outside the school walls. This could be useful for defining teacher and student roles and how the phases of launching (implementing to performing) differ.

## Sanborn, NH School District

#### [Competency Handbook](#)

This is a guide to implementing competency-based education from a district in New Hampshire. It is a very detailed guide, including key questions, samples, and rubrics, as well as charts of competencies by subject. The chart on page 8 also provides a useful way of organizing around big ideas, essential questions, tools, knowledge/understanding/skills, structures,

curriculum/ instruction/assessment, and measurement. The chart on page 14 is also helpful for creating a competency-based system.

## New Jersey Department of Education

<http://www.state.nj.us/education/cte/pslp/PSLPGuide.pdf>

This is an implementation guide that does not contain a rubric or methods of measurement. It is more of a handbook on PL – best practices, types of personalized learning, developing curriculum, etc. It does include a section on how to pick tools and technology, which could be useful (p. 9). It also identifies potential roles for adults: teachers, leaders, district staff, parents, etc. Finally, it provides a section on change management, or motivating learners and staff to embrace PL programs (p. 29). It does include a PL readiness assessment (p. 37). Finally, it links PL to NJ career standards.

## Vermont

The Website says they are in the process of creating an implementation framework, and that they are using the Great Schools Partnership rubric.

There are several tools for Personalized Learning Profiles (PLPs):

[Conceptual Framework for Students](#)

This has learners create a profile of who they are. Then it identifies goals and helps learners create a plan. It also includes assessment, reflection, and revision.

[Conceptual Framework for Adults:](#)

This is very similar to the student profile.

[Critical Elements of a PLP](#)

This is a template for a learner profile, which also includes historical assessment data as well as goals, a plan, and consideration of electronic plans.

## Fulton County Schools

[Personalized Learning Roadmap](#)

This rubric lists principles of personalized learning for a district in Georgia. It includes a brief framework that includes curriculum, learning, tools and supports, and operations, with communication and monitoring going throughout. It does include some success characteristics, but other than data-driven instruction, personalized PD, and a mention of competency-based instruction, it is not specific to PL.

## Competency Works

[Maximizing Competency-based and Blended Learning](#)

This report discusses how to conduct change management and PD. It also explains the differences between competency-based, blended, and personalized learning. It includes case studies of EAA, Pittsfield, and Chugach. Pages 37 and 38 discuss how to implement a competency-based culture and what steps leadership should take – invest in leadership, nurture student agency, revisit mission and vision, calibrate proficiency, start with a learning culture, advance learners based on mastery, plan for application, and design for not-yet-proficient.

## Hanover Research

### [Best Practices in Personalized Learning Implementation](#)

This includes “exemplar” sections of rubrics for several stages of implementation, including instruction and teacher roles. It also discusses common implementation challenges and key questions to think about. It uses the MET (Big Picture) School in Providence as a case study. The one thing it does differently is talk about special populations and subgroups, which many guides do not.

## KnowledgeWorks

### [The Shifting Paradigm of Teaching](#)

Although this paper mostly talks about conditions needed to shift to personalized learning, as well as several teacher vignettes, it contains a circle graphic on page 41 that shows interconnectedness between all the aspects of personalized learning. Starting on page 12, it also has some helpful text on district conditions alignment for curriculum, instruction, assessment, learning environments, PD, data, technology, and leadership development.

### [District Conditions for Scaling Personalized Learning](#)

This mostly lists conditions. They are: curriculum, instruction, supports, assessments, learning environments, PD, leadership development, technical data, and partnerships.

## Public Impact

### [A Better Blend: A Vision for Boosting Student Outcomes with Digital Learning](#)

This is a framework that may be useful for categorization and ways of thinking. It mostly lists conditions and structures necessary for successful blended learning – funding, selectivity, reach, accountability, rewards, and autonomy. It discusses what blended learning is and why it is important.

[Change Management Document](#) This summary might be useful for change management. It includes job redesign, good-to-great, disruptive change, learning organizations, turnarounds, total quality management, and re-engineering. It includes descriptions and resources for each of the categories.

## Center for Collaborative Education

### [Six Principles for Personalized Learning](#)

This is a high-level chart of key aspects of PL, from their Personalized Learning Network.

[District Conditions for Personalized Learning](#) is a rubric/checklist for ensuring that a district is ready, and that it has the belief structures for PL—student-centered schools, as well as technology infrastructure.

## NGLC

### [Lighting the path to Personalized Learning](#)

This is a summary of case studies, but also includes larger categories: High Expectations, Personalized Learning for All learners (This is where learner profiles, flexible learning environments, competency based, and personalized learning paths live.), and Optimized for Scale (financial).

### [Personalized Learning School Design Attributes](#)

(see above)



### [5 Best Practices for Reimagining Professional Learning This Year](#)

This is a list of PD practices, including creating a network, creating space for reflection, adopting competency-based learning, coaching, and engaging in deeper work. This could be applied to the PD section.

## 2Revolutions

### [Roadmap for Competency Based Solutions](#)

This includes a helpful rubric for competency-based implementation, as well as a self-assessment and planning guide. It also includes links to policy and case studies.

## Lindsay Unified

[Strategic Plan](#) This is Lindsay's vision and core beliefs. It is not a rubric but may be helpful for categories (includes stakeholder engagement), as well as perhaps to use their vision in the exemplar category. They have no rubric but are about to release a book based on Marzano.

## MA Personalized Learning Network

[School Planning Tool](#) This also lists conditions or prerequisites for PL, including vision, collaboration, autonomies, family and community partnerships, cultural relevance, and technology and infrastructure. It lists criteria, but it is not leveled. It is also similar to the SchoolWorks rubric and uses criteria from the Race to the Top district rubric above. There is also a list of measurements that could be helpful.

[District Conditions](#) This is similar to the School Planning Tool but lists conditions for the district.