

Biddeford Personalized Learning Implementation Rubric

| | Emerging (I do) 1 | Developing (We do) 2 | Established (You do) 3 | Ready to Lead 4 |
|-----------------------------|---|---|--|---|
| Culture: | <p>I can identify the tools and processes for student voice.</p> <ul style="list-style-type: none"> • Classroom Code • Shared Vision • SOPs. | <p>As a class we can create our:</p> <ul style="list-style-type: none"> • Classroom Code • Shared Vision • SOPs. | <p>My students can identify what it means to be an independent and collaborative learner using their class:</p> <ul style="list-style-type: none"> • Classroom Code • Shared Vision • SOPs. | <p>I am able to support my fellow colleagues as they build their classroom culture.</p> |
| Transparency of Learning: | <p>I can identify the tools used for students to take ownership of their learning.</p> <ul style="list-style-type: none"> • Progressions • Matrices • Learning Binders | <p>As a class we are able to identify what the following items are:</p> <ul style="list-style-type: none"> • Progressions • Matrices • Learning Binders | <p>My students can articulate their:</p> <ul style="list-style-type: none"> • Learning Goals. • Learning Level • Learning Evidences (Just right work) | <p>I am able to support my fellow colleagues as they build transparency of learning for students.</p> |
| Conferences (learner voice) | <p>I can identify the key elements of a student led conference.</p> <ul style="list-style-type: none"> • Matrices • Formative Assessments • Feedback • Celebrations | <p>With guidance and support teachers and students can confer about a students learning using some or all of the following:</p> <ul style="list-style-type: none"> • Matrices • Formative Assessments • Feedback • Celebrations | <p>My students can lead a conference using their learning binder:</p> <ul style="list-style-type: none"> • Matrices • Formative Assessments • Feedback • Celebrations | <p>I am able to model student conferences for my colleagues.</p> |
| Just Right Work | <p>I can articulate the importance of having “just right work” for my students.</p> | <p>Teachers assign students work based on their learning goal.</p> | <p>Teachers are using the workshop model or flexible grouping. Students can articulate how they can practice their learning goals.</p> | <p>I am able to assist colleagues in creating or finding “just right work” that can be used in their classroom.</p> |