



SYMPOSIUM BREAKOUT SESSION  
WEDNESDAY, OCTOBER 27, 2021 | 1:15-1:35 PM ET

# Progress to Agency: Using Progressions to Create Learner-Centered Classrooms

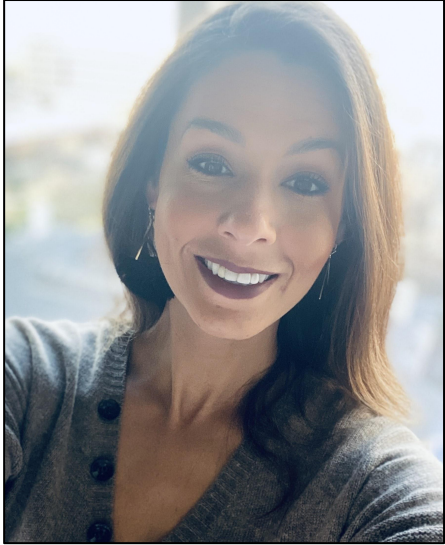
## PRESENTERS:

- Kelly Morgan, Dallas Independent School District
- Kierstan Barbee, Dallas Independent School District
- Kristen Watkins, Dallas Independent School District
- Lily Ruble, Dallas Independent School District





# Introductions



**Kierstan Barbee**  
*Assessment for Learning*



**Kelly Morgan**  
*School Leadership*



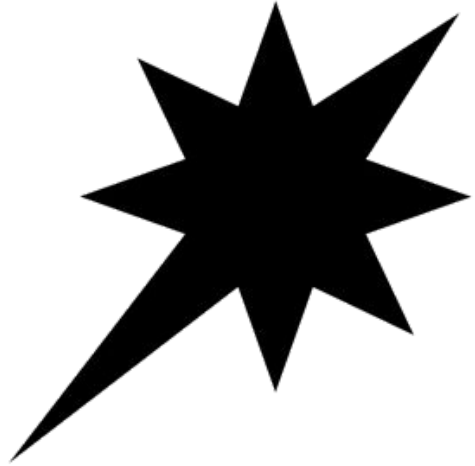
**Lily Ruble**  
*Personalized Learning*



**Kristen Watkins**  
*Personalized Learning*



# Norming on Expectations for Power Session



Our focus is to spark your interest in coaching progressions so that you can explore more after the session.



We are in the middle of learning how to coach with these new tools.



The slides and all resources will be shared at the end of our (short) time together.



# Learning Outcomes

- Understand the **what** and **why** of using progressions when coaching teachers and leaders.
- Learn how Dallas ISD uses **progressions** in **coaching conversations**.
- **Explore** blended learning progressions and **share** strategies for how to use them to coach leaders and teachers.



# How We Built This



# What We've Learned in Our First Seven Years

## PL Coaching + Development Rubric Classroom Level

**Personalized LEARNING Extended Coaching Rubric**

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

Equity	Beginning	Developing	Practicing	Achieving	TEI
<b>Self-Awareness</b> Teacher understands bias exists but does not necessarily recognize personal bias.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Diversity in Design</b> Teacher does not adjust curriculum to reflect the cultural practices of the school community.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Collaborative Growth</b> Students have the opportunity to work independently, but are not necessarily changing peer group. Students are always in the group.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Access to Materials</b> Students rely on teacher access to materials. Not all students are instructed to do so by equity.	<b>Personalized LEARNING Extended Coaching Rubric</b>				

The Dallas ISD PL Coach  
The Touchstone Educator  
Alignment to TEI as of 08/2024

Student Agency	Beginning	Developing	Practicing	Achieving	TEI
<b>Support with Students</b> Teacher and supportive relationships are not evident in the classroom or relationships are mostly built on fear and power.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Self-Direction</b> Teacher sets student's academic program.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Opportunity</b> Teacher is not about student's expectations.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Advocacy</b> Teacher advocates for students.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Routine</b> Establishes procedures and routines to facilitate learning.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Peer Assessment</b> Teacher facilitates peer assessment.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Classroom Culture</b> Teacher improves classroom behavior.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Growth Mindset</b> Students are not fixed.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Sense of Belonging</b> Students respect, care, and belong to the community.	<b>Personalized LEARNING Extended Coaching Rubric</b>				

**Personalized LEARNING Extended Coaching Rubric**

Assessment and Data	Beginning	Developing	Practicing	Achieving	TEI
<b>Data Driven Instruction</b> A singular source of academic data drives instructional decision-making.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Student Feedback</b> Students receive feedback from teachers in order to improve.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Authentic Assessment</b> Students demonstrate learning through formative and summative assessments that are varied, but assessments may be generic and/or inauthentic.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Choice in Assessment</b> Students have one way and one opportunity to demonstrate mastery.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Varied Learning Experiences</b> Students access content primarily through varied learning experiences that may be generic, inauthentic, and inappropriate (focused on lower cognitive levels that lockstep).	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Differentiated Learning Objectives</b> Learning objectives are never differentiated based on student levels of mastery, i.e., all students address the same learning objective at the same time.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Personalized Learning Pathways</b> Students follow the same pathway to accomplish their academic goals.	<b>Personalized LEARNING Extended Coaching Rubric</b>				
<b>Mastery Based Progression</b> Students advance in lock-step with their peers with little or no opportunity for remediation or extension if necessary.	<b>Personalized LEARNING Extended Coaching Rubric</b>				

1. Instructional decision-making happens through the execution of the Data-Driven Instruction Cycle as defined in Diven by Data. Paul Bambrick-Santoyo.

## PL Readiness Continuum Systems Level

### 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.

### 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
<b>Clear, Well Established Campus Vision</b>	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.
<b>Vision + Values Alignment</b>	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.
<b>Execution of Strategy</b>	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.
<b>Change Management</b>	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.

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Learn more about our common language at  
[www.thepltoolbox.com](http://www.thepltoolbox.com)

# pl Coaching + Development Rubric

By design, the rubric **does not include technology** or reference to any specific model. It identifies the **teacher** and **student actions** that happen in a PL environment **regardless of model.**

Personalized LEARNING Extended Coaching Rubric		Personalized LEARNING Extended Coaching Rubric	
Beginning	Developing	Practicing	Achieving
<b>Data Driven Instruction</b>			
Teacher uses data to inform instruction.	Teacher uses data to inform instruction and to adjust instruction.	Teacher uses data to inform instruction and to adjust instruction and to share data with students.	Teacher uses data to inform instruction and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Student Feedback</b>			
Teacher provides feedback to students.	Teacher provides feedback to students and to adjust instruction.	Teacher provides feedback to students and to adjust instruction and to share data with students.	Teacher provides feedback to students and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Formative Assessment</b>			
Teacher uses formative assessment to inform instruction.	Teacher uses formative assessment to inform instruction and to adjust instruction.	Teacher uses formative assessment to inform instruction and to adjust instruction and to share data with students.	Teacher uses formative assessment to inform instruction and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Choice in Assessment</b>			
Teacher provides choice in assessment.	Teacher provides choice in assessment and to adjust instruction.	Teacher provides choice in assessment and to adjust instruction and to share data with students.	Teacher provides choice in assessment and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Student Learning Experiences</b>			
Teacher provides learning experiences for students.	Teacher provides learning experiences for students and to adjust instruction.	Teacher provides learning experiences for students and to adjust instruction and to share data with students.	Teacher provides learning experiences for students and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Differentiated Learning Objectives</b>			
Teacher provides differentiated learning objectives.	Teacher provides differentiated learning objectives and to adjust instruction.	Teacher provides differentiated learning objectives and to adjust instruction and to share data with students.	Teacher provides differentiated learning objectives and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Personalized Learning Pathways</b>			
Teacher provides personalized learning pathways.	Teacher provides personalized learning pathways and to adjust instruction.	Teacher provides personalized learning pathways and to adjust instruction and to share data with students.	Teacher provides personalized learning pathways and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Weekly Board Progression</b>			
Teacher provides weekly board progression.	Teacher provides weekly board progression and to adjust instruction.	Teacher provides weekly board progression and to adjust instruction and to share data with students.	Teacher provides weekly board progression and to adjust instruction and to share data with students and to use data to inform instruction.



STATION ROTATION



LAB ROTATION



INDIVIDUAL ROTATION



FLIPPED CLASSROOM



FLEX



PROJECT BASED LEARNING

Personalized LEARNING Extended Coaching Rubric		Personalized LEARNING Extended Coaching Rubric	
Beginning	Developing	Practicing	Achieving
<b>Self-Awareness</b>			
Teacher understands the role of self-awareness in the learning process.	Teacher understands the role of self-awareness in the learning process and to adjust instruction.	Teacher understands the role of self-awareness in the learning process and to adjust instruction and to share data with students.	Teacher understands the role of self-awareness in the learning process and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Diversity in Design</b>			
Teacher designs instruction to meet the needs of all learners.	Teacher designs instruction to meet the needs of all learners and to adjust instruction.	Teacher designs instruction to meet the needs of all learners and to adjust instruction and to share data with students.	Teacher designs instruction to meet the needs of all learners and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Collaborative Grouping</b>			
Teacher uses collaborative grouping to support learning.	Teacher uses collaborative grouping to support learning and to adjust instruction.	Teacher uses collaborative grouping to support learning and to adjust instruction and to share data with students.	Teacher uses collaborative grouping to support learning and to adjust instruction and to share data with students and to use data to inform instruction.
<b>Access to Materials</b>			
Teacher provides access to materials for all learners.	Teacher provides access to materials for all learners and to adjust instruction.	Teacher provides access to materials for all learners and to adjust instruction and to share data with students.	Teacher provides access to materials for all learners and to adjust instruction and to share data with students and to use data to inform instruction.

The Dallas ISD PL Coaching and Development Rubric was informed by a number of sources, including the [COPES](#) (Center for Open-Source Personalized Learning) rubric, the [Charlotte-Mecklenburg Schools](#) (CMS) Effective Teaching Performance Standards and [COPES](#) (Center for Open-Source Personalized Learning) rubric.

Alignment to TE and SEP-PAE

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EVOLVING OUR UNDERSTANDING OF BLENDED + PERSONALIZED LEARNING

**How might we increase opportunities  
for student agency in and beyond school?**





# Student Agency

**Student agency is the ability for students to play a leading role in their education through self-regulation, goal setting, active learning, and ownership of their authentic tasks.**

<b>Learner Relationships</b> <i>Students as Leaders</i>	<b>Active Learning</b> <i>Engagement</i>	<b>Ownership</b> <i>Autonomy</i>	<b>Self-Regulation</b>
<p>Students develop relationships that acknowledge and respect the individual and the collective identity(ies) in the community, empowering all learners to exercise their agency. <b><i>[Rapport with Students]</i></b></p>	<p>Students advocate for academic and non-academic needs, interests, and aspirations for themselves and the world. <b><i>[Advocacy Beyond Self]</i></b></p>	<p>Students frequently make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way. <b><i>[Opportunities for Input]</i></b></p>	<p>Students become leaders as they set personal academic and non-academic goals with the teacher, track progress against those goals, and reflect on strengths and areas for growth. <b><i>[Self-Direction]</i></b></p>

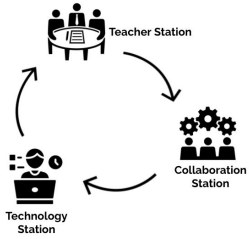
# PROGRESSION DEFINED



A **learning progression** is “a carefully sequenced set of building blocks that students must master en route to mastering a more distant curricular aim” (Popham, 2007).

A **progression** is the pathway a learner might take to reach the end goal or learning target.

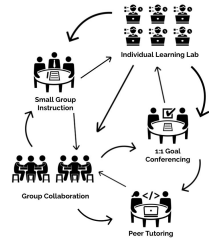
# Blended Learning Models



## STATION ROTATION

Students rotate through **three** stations: teacher, technology, and collaboration station on a fixed schedule or at teacher's discretion between learning modalities.

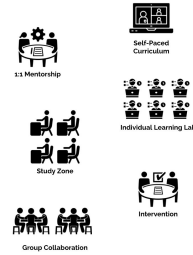
Learning at **each station is aligned** and there is a **common thread** amongst the three.



## INDIVIDUAL ROTATION

Allows students to rotate through stations, but on individual **schedules set by a teacher** or software algorithm.

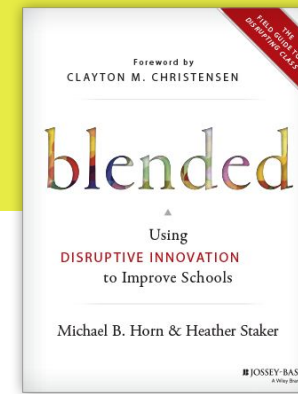
Unlike other rotation models, **students do not necessarily rotate to every station**; they rotate only to the activities scheduled for them.



## FLEX MODEL

Students move on **fluid schedules** among learning activities according to their needs with a high degree of control over their learning.

**Online learning is the backbone of student learning in a Flex model.** Teachers provide support and instruction on a flexible, as-needed basis while students work through course curriculum and content in a self-directed manner.



## DISTANCE LEARNING

Students learn in a **synchronous** and **asynchronous** setting.

# We used to think ...

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Whole group lesson	Station Rotation	Station Rotation	Station Rotation	Station Rotation

# Now we wonder...

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Station Rotation	Individual Rotation	Whole group lesson	Individual Rotation	Flex Model

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Whole group lesson	Flex Model	Flex Model	Flex Model	Flex Model

# Progression Structure

**Actions in Sequential Order**



	Teacher/Students Action(s)		Possible Next Move to Take
<i>Planning Before Lesson</i>	<b>1</b>	Teacher has planned two differentiated small group lessons.	Review student data to identify two groups of students who need different small group lessons.
	<b>2</b>	Teacher creates and shares an agenda for rotations that includes student groups, expectations, and transitions.	Post schedule for rotations and use a timer. Set and practice transition expectations.
Teacher Station	<b>3</b>	Teacher holds students accountable for set expectations for rotations and transitions.	Reset expectations to ensure they are specific, concrete, sequential and observable.
	<b>4</b>	Teacher uses small group time to complete one of the three: direct teach, reteach, or address misconceptions based on the trends in data identified in planning.	Plan two small group lessons that align to the learning goal at the collaboration, and technology station (one standard for all three stations).
	<b>5</b>	Teacher checks for understanding and sometimes gives general feedback.	Create a check for understanding and sometimes get general feedback.
Collaboration Station	<b>6</b>	Students have clear, on-demand, sequential directions for task(s).	<ol style="list-style-type: none"> <li>1. Create a task card with explicit directions (written, pictorial, or video) at the station.</li> <li>2. Establish routines and procedures for using the task card.</li> </ol>
	<b>7</b>	Students independently complete tasks aligned to daily class learning goals).	Plan one activity that aligns to the learning goal at the teacher and technology station (one standard for all three stations).
	<b>8</b>	Students access on-demand feedback on their own.	Create a system for students to access an example or provide an answer key to check their work.
Technology Station	<b>9</b>	Students exercise routines and procedures that minimize disruptions.	Explicitly teach, practice and post routines for accessing devices and software.
	<b>10</b>	Students troubleshoot and access the online task.	Create and post a procedure for students to follow when devices aren't working.
	<b>11</b>	Students track progress on software only using metrics of time or lessons completed.	Create a student-facing document to track minutes completed or lessons completed on software.

**Next Moves to Prioritize**



TEI, and PL Rubric alignment is referenced in the **inspiration bank**.



# How to Use this Tool

	Teacher/Students Action(s)		Possible Next Move to Take
Planning Before Lesson	1	Teacher has planned two differentiated small group lessons.	Review student data to identify two groups of students who need different small group lessons.
	2	Teacher creates and shares an agenda for rotations that includes student groups, expectations, and transitions.	Post schedule for rotations and use a timer. Set and practice transition expectations.
Teacher Station	3	Teacher holds students accountable for set expectations for rotations and transitions.	Reset expectations to ensure they are specific, concrete, sequential and observable.
	4	Teacher uses small group time to complete one of the three: direct teach, reteach, or address misconceptions based on the trends in data identified in planning.	Plan two small group lessons that align to the learning goal, the collaboration, and technology station (one standard for all three stations).
	5	Teacher checks for understanding and sometimes gives general feedback.	Create a check for understanding and sometimes get general feedback.
Collaboration Station	6	Students have clear, on-demand, sequential directions for task(s).	<ol style="list-style-type: none"> <li>1. Create a task card with explicit directions (written, pictorial, or video) at the station.</li> <li>2. Establish routines and procedures for using the task card.</li> </ol>
	7	Students independently complete tasks aligned to daily class learning goals).	Plan one activity that aligns to the learning goal at the teacher and technology station (on...
	8	Students access on-demand feedback on their own.	Co...
Technology Station	9	Students exercise routines and procedures that minimize disruptions.	Es...
	10	Students troubleshoot and access the online task.	Co...
	11	Students track progress on software only using metrics of time or lessons completed.	Co... on software.

## Inspiration Bank

**6. Students have clear, on-demand, sequential directions for task(s).**  
*Routines - Procedures*

**Next Moves:**

1. Create a **task card** with explicit directions (written, pictorial, or video) at the station.
2. Establish routines and procedures for using the task card.

- [Rotation Expectations](#) | [Blended Video](#) | [BetterLesson](#)
- [Station Rotation: Differentiating Instruction to Meet All Learners](#) | [Edutopia](#)
- [Provide On-Demand Directions](#) | [Personalized Learning Department, Dallas ISD](#)
- [Record Video Directions and Maximize Your Minutes](#) | [Caitlin Tucker](#)



# Coaching Conversations

# BEFORE THE OBSERVATION

Before you have a coaching conversation, it's important to **identify the model** and meet teachers where they are.

**BLENDED LEARNING PROGRESSION OBSERVATIONS**

Access this at [bit.ly/PLninjaacademy](https://bit.ly/PLninjaacademy)

**PL NINJA ACADEMY**

Not sure what model you're observing? Click on the statement that best describes the classroom below.

Students are in stations

Students are NOT in stations

Click here to access observation forms by model

Campus Observation + Feedback Tracker

Mouse Pen Rectangle Stickers Eraser START HERE!

# DURING THE OBSERVATION / PREPARING TO CHAT

The screenshot shows a Google Forms interface for an observation tool. At the top, there is a header with a circular diagram of student groups and the title "Individual Rotation Progression". Below this is a sub-header "[PROTOTYPE] Individual Rotation Progression Observation Tool". A paragraph of text explains that it is a practice form and provides contact information for Kristen at [krwatkins@dallasisd.org](mailto:krwatkins@dallasisd.org). The form includes three required fields: "Email \*" with the value "krwatkins@dallasisd.org", "Observer \*" with a dropdown menu showing "Kristen", and "Teacher Observed \*" with a dropdown menu showing "Dawn". A toolbar at the bottom left contains icons for "Erase", "Eraser", "Stickers", "Rectangle", "Pen", and "Lasso".

Teacher may not meet with every group of students during the lesson.

Differentiated Learning Objectives [TEI Alignment 1.5, 2.1, 2.2]  
Collaborative Grouping [TEI Alignment 1.2, 2.3, 3.3]

If this action is not yet in place consider suggesting the next move below.

Maximize teacher time by using student data to prioritize small group instructional time with students.

Visit the Inspiration Bank linked below for resources.  
<http://www.thepltoolbox.com/individualrotation#ird3>

3. Teacher may not meet with every group of students during the lesson.

[Differentiated Learning Objectives](#) • [Collaborative Grouping](#)

**Next Move:** Maximize teacher time by using student data to prioritize small group instructional time with students.

- [Using Data to Group Students](#) | BetterLesson



# COACHING CONVERSATION

Uncommon Schools   Change History.	
<b>SIX STEPS FOR EFFECTIVE FEEDBACK:</b>	
<b>Prepare</b> During observation	<b>Prepare—During Observation</b> <ul style="list-style-type: none"> <li>Videotape while you observe: mark the time stamps in your six steps planning template</li> <li>Plan your feedback while observing: fill out the six steps planning template</li> <li>Re-watch video once to tighten probing question and practice</li> <li>Have teacher's upcoming lesson plans ready for planning ahead</li> </ul>
<b>1 Praise</b> 1-2 min	<b>Praise—Narrate the positive:</b> <b>What to say:</b> <ul style="list-style-type: none"> <li>"We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive actions teacher took]."</li> <li>"What made that successful? What was the impact of [that positive action]?"</li> </ul>
<b>2 Probe</b> 2-6 min	<b>Probe = Check for Understanding:</b> <b>Start with the end goal:</b> <ul style="list-style-type: none"> <li>"What is the purpose of _____ [concise action step/taxonomy topic]? What impact does that have on your instruction?"</li> <li>"What was your objective/goal for _____ [the activity, the lesson]? What did the students have to do to meet this goal/objective?"</li> <li>"Let's look at your upcoming assessment and the questions measuring your objective. What will students need to be able to do to answer these correctly?"</li> </ul> <b>Analyze the gap:</b> <ul style="list-style-type: none"> <li>"What is the gap between [your goal/purpose] and [your activity/your in-class quiz/your independent practice] today?"</li> <li>"What was the challenge in implementing this effectively?"</li> <li>Show a classroom video of the moment in class that clearly demonstrates the problem: "What are the students doing? What are you doing?"</li> <li>Present classroom evidence: "Do you remember what happened in class when ____?" [Teacher then IDs what happened; leader provides data if teacher cannot] "What effect did that have on the class/learning?"</li> </ul> <b>Close the gap (present a model, watch an exemplar, debrief realtime feedback):</b> <ul style="list-style-type: none"> <li>Show video of effective teaching: "What do you notice about how the teacher did ____? How is this different than what you did in class?"</li> <li>Model it for the teacher: "What did you notice about how I just did [this action] compared to how you did it in class today?"</li> <li>Intervention in class: "When I intervened, what did I do? What was the impact of the intervention?"</li> </ul>
<b>3 Action Step</b> 1 min	<b>Action step: high-leverage, measurable, bite-sized</b> <b>Name explicitly the action step:</b> <ul style="list-style-type: none"> <li>Choose an action step that is linked to the teacher's PD goals. "In keeping with our goal of _____, the next thing we want to do is..."</li> <li>State clearly and concisely the bite-size action step that is the highest lever.</li> <li>Have teacher restate the action step; then write it down</li> </ul>

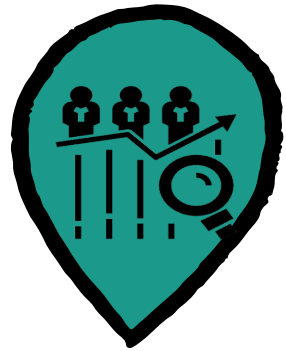
<b>BL Progression Feedback Protocol</b>	
<b>Step 1 Praise</b> (1-2 mins)	Praise   Narrate the Positive  If it is an <b>initial observation</b> , this would be a time for general reflection of how teacher felt about model implemented/response to google form (if previously filled out)  OR  <b>If goal has been set</b>   Last time we set a goal of _____ and I noticed in my most recent observation how you [met goal] by [state concrete positive actions teacher took]. What made you successful? How did it feel?
<b>Step 2 Probe</b> (1-2 mins)	Probe   Check for Understanding  Choose a specific area of focus for Progression/Goals/Previous Obs.  Reframe possible next move to take to a question
<b>Step 3 Polish Area + Action Step</b> (3-5 mins)	Action Step   High Leverage, measurable, bite-sized  <b>1 (Teacher-driven)</b> —Teacher self-identifies the polish area/problem: Yes. What, then, would be the best action step to address that problem?  <b>2 (More support)</b> —Ask scaffolded questions: How did your actions attempt to _____?  <b>3 (More leader guidance)</b> —BL model goals? Do you remember what happened in class when ____? [Teacher then IDs what happened] What did that do to the class/learning? What happened at this moment?  <b>4 (Leader-driven; only when other levels fail)</b> —State the <u>polish</u> area/problem directly: [State what you observed and what action step will be needed to solve the problem.] How is this different <u>than</u> what you do in class?
<b>Step 4 Practice</b> (5-8 mins)	Practice  How will you accomplish this? Role play how you will present this to students.  OR  What does it look like, sound like, feel like?
<b>Step 5 Plan Ahead</b> (3-5 mins)	Plan Ahead  What steps could you take to implement this into your class?  Let's write out the steps into your [lesson plan, worksheet/activity, signage, etc.]
<b>Step 6 Prepare for Review</b> (1-2 mins)	Prepare for Review  When would be best to observe your implementation of this? [Be sure to schedule the next observation before the meeting ends].
Adapted from Bambrick <a href="#">Effective-feedback-conversation-script</a>   <a href="#">6stepfeedbackguide</a>	



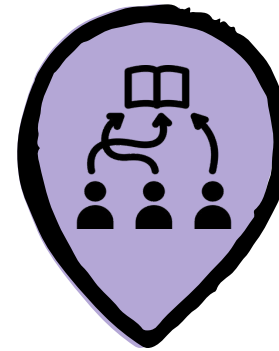
# Other Ways to Use the Coaching Progressions



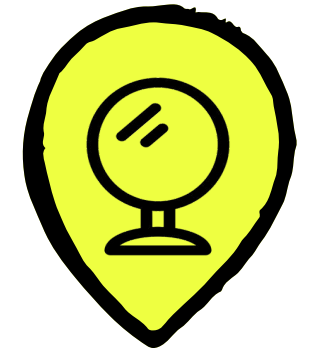
**NORM AND  
SET CLEAR  
EXPECTATIONS**



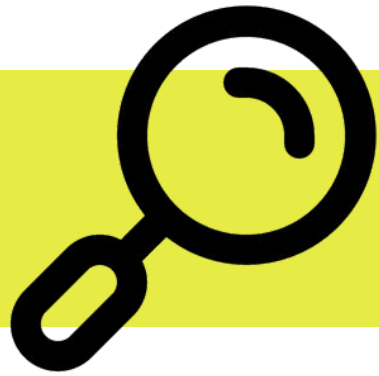
**IDENTIFY CAMPUS  
TRENDS**



**PLAN PROFESSIONAL  
DEVELOPMENT**




**SELF-  
DIRECTION**



# Question/Answer + Explore Time


# Question/Answer + Explore Time

**1** Access all progressions + inspiration bank at [www.theplttoolbox.com/progressions](http://www.theplttoolbox.com/progressions)

 Flex Model Progression | Personalized Phase




	Teacher/Students Action(s)	Possible Next Move to Take
Organization of Learning	1 A <b>progression</b> allows students the ability to move at their own pace, based on mastery with no barriers.	Plan and create a progression for the semester so that students can move at their own pace through the content.
	2 Multiple opportunities are given for students to demonstrate mastery and choose when to submit or assess.	Design an assessment system that allows students to opt in when ready to show their mastery or move on.
	3 Learning is applied through a collaborative (or ongoing) project that results in an <b>authentic product</b> .	Design opportunities for students to collaborate on summative work and share with an authentic audience for feedback and celebration.
Teacher Role	4 Teacher meets with individual students during <b>1:1 mentoring</b> time to affirm or suggest strategies for self-directed habits beyond the classroom.	Schedule time to meet with each individual student over the course of a week to provide mentorship.
	5 Teacher supports student groups in using project management tool(s) to track group progress.	Establish a system for students to manage their progress through a project.
	6 Teacher manages time to include: workshops, 1:1 goal conferences, and project <b>check-ins</b> in the same block of time.	Create a process to build a schedule with students at the beginning of the instructional block.
Student Role	7 Students work with urgency for the available time and take thoughtful breaks, so that instructional time is maximized.	Coach students to use strategies suggested during 1:1 mentoring time.
	8 Students have essential and complementary roles that allow them to make progress towards a shared goal on a <b>group-worthy</b> task.	Support students to write a <b>group contract</b> that establishes group norms and roles.
	9 Students showcase their completed product in front of an authentic audience.	Plan a showcase and invite partners that could serve as an external audience for students.




Flex Model Progression | Foundation > Differentiated > Personalized  
Access all tools, inspiration, and reference alignment to TEI and the PL Coaching and Development Rubric at [www.theplttoolbox.com/flexmodel](http://www.theplttoolbox.com/flexmodel)



**2** Capture your thoughts on this padlet. Our team will do our best to answer any questions after the session!  
[bit.ly/progressionpadlet](http://bit.ly/progressionpadlet)

**Progressing to Agency**  
Thank you for joining our session! Please add your thoughts and wonderings below.

I like  I wonder  I plan to 

# Closing

- Access the slides at [bit.ly/auroraprogressions](https://bit.ly/auroraprogressions)
- Access all BL Progression Resources at [www.theplttoolbox.com/progressions](http://www.theplttoolbox.com/progressions).
- Follow us on Twitter at  [@PersonalizeDISD](https://twitter.com/PersonalizeDISD), [@AfL\\_Dallas](https://twitter.com/AfL_Dallas), [@LEAD\\_DallasISD](https://twitter.com/LEAD_DallasISD)



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The logo for the Aurora Institute Symposium 2019. It features a stylized white graphic of a rising sun or star above the word "AURORA" in a serif font. The letter "O" is replaced by a compass rose. Below "AURORA" is the word "INSTITUTE" in a sans-serif font, and below that is the word "Symposium" in a script font. The entire logo is set against a blue background with a collage of photos from the event.

# AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

*“Leading Competency-Based Education Redesign”*

Thank you for joining us!

**Share Your Thoughts.**

Participate in our one-minute poll (link in chat box).