kid·FRIENDLy Personalized Learning Classroom Observation Tool Cover Page

Instructions: Please provide the information below. Then read "How to use this Document" for further guidance.

School Name:		Classroom Information	
Observer Name:		Teacher Name:	
Date:		Class Grade:	
Time Observation Began:		Subject:	
Time Observation Ended:		Teaching Unit/Topic:	

How to Use this Document

The kid·FRIENDLy Personalized Learning Classroom Observation Tool, which closely parallels the Personalized Learning Map, should be used to conduct classroom observations. The observation tool provides guidelines for observing personalized learning in classrooms, and, thus, can help provide evidence of personalized learning in your school..

Please rate the classrooms you observe on each indicator, using the 1-5 scale provided. For each learning indicator, possible sources of evidence to support your ratings are provided—the observation itself also serves as a source of evidence, but you may wish to include other artifacts that you observe in classrooms (e.g., student work or copies of class rules). Although this tool can be used in paper form, ratings entered into the electronic version will lead to automatic calculations and color coding of averages for each standard within the tool and on the summary page.

Note that observed classrooms are not expected to score high on every indicator, as each school's chosen innovation will drive the extent to which each indicator is relevant. The 1-5 scale is not meant to identify schools or classrooms that are implementing personalized learning better or worse, rather, its goal is to show schools where they are currently based on classroom observations, and where they can go with continued use of their innovation as it relates to personalized learning.

For more detailed information regarding how to use these documents, please refer to the "Manual for School Self-Assessment on the Driver Implementation and Personalized Learning Maps (Version 3.0)."

Rating Color Scheme		Rating Definition
5	Sustaining	A school that has embraced the grant supports associated with the driver to the extent that, even when the grant supports end, the school will continue a sustainable effort to pursue the dimensions of personalized learning connected to the driver.
4	Scaling Up	A school where there is a widespread commitment to driver implementation. Key participants in the driver are beginning to influence others in the school to adopt the principles and practices associated with the driver's goals. Pockets of inconsistency linger, and there is risk changes in leadership or teaching personnel could jeopardize sustainability of efforts.
3	Implementing	Where schools are when they have begun utilizing some key grant supports and are starting to understand the rationale for the driver, but there is limited understanding of how it links to personalized learning or how its impact might be measured.
2	Starting	A school where stakeholders are just beginning to learn about the driver and some individual teachers or staff members are engaged with the grant supports associated with the driver on a limited basis, largely in isolation from one another.
1	Continuing Status Quo	Where a school might be if it never participated in the kid·FRIENDLy grant, or where all schools might have been at the beginning of Year 1 of the grant.

kid ·FRIENDLy Personalized Learning Classroom Observation Tool

Instructions: This tool was designed to be used in conjunction with other data sources to make a holistic rating on the KF Personalized Learning Map document. For each indicator, provide a 1-5 rating in the right hand column. Note that the "Rounded Average" cell will be automatically calculated based on your ratings (as will the "Summary" Page). In the "Evidence" space, please provide a description of supporting evidence for each indicator if any. In providing evidence, please note the difference between evidence and opinion. Evidence means an objective description of classroom practices with no interpretation. Evidence is observable, objective, and free of value judgment whereas opinion reflects one's beliefs or personal preferences that are often not supported by evidence. Examples of evidence are scripts of teacher or student comments, non-evaluative statements of observed teacher or student behavior (e.g., Students were working on the task independently), numeric information about time, student participation, resource use, etc. (e.g., Fifteen minutes were spent in circle time), or an observed aspect of the classroom environment.

#	Standard	Description						Rounded Average (1-5)	
1	**The Learning Process**	The school community works collaboratively to develop instructional and assessment practices that are in harmony with personalized learning.							
	Indicators	**Possible Sources of Evidence**	**5** **Sustaining**	**4** **Scaling Up**	**3** **Implementing**	**2** **Starting**	**1** **Continuing Status Quo**	**Score (1-5)**	**Evidence**
1.1	Pre-Assessment	Classroom assessment, lesson and unit plans, teacher and student interviews, classroom observations (may not be directly observable in all classrooms)	Teachers regularly pre-assess students' prior knowledge or skill before teaching a lesson or unit and then regularly use pre-assessment data to make changes in their instructional plans, including differentiating for individual student's readiness to learn new content.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Teachers regularly pre-assess students' prior knowledge or skill before teaching a lesson or unit, but pre-assessment data rarely lead to changes in teachers' instructional plans.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Teachers rarely pre-assess students' prior knowledge or skill before teaching a new lesson or unit.		
1.2	Planning	Lesson and unit plans, syllabi, teacher and student interviews, classroom observations	All teachers exhibit a school-wide commitment to student learning and assessment using a framework of learning targets and competencies that are established based on students cognitive development/readiness.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Some teachers/leaders demonstrate commitment to student learning and assessment by using a framework of learning targets and competencies tied to defensible and age/grade appropriate standards.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Student learning and assessment is primarily textbook driven in that teachers closely follow the organization of the prescribed text with little deviation.		
1.3	Assessment Development	Classroom assessment samples, classroom observations, documentation of completed student assessment tasks, teacher and student interviews, SBDM policies	Most paper and pencil tests have been replaced by various authentic performance based assessments that are interdisciplinary and represent real-world demonstrations of learning.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Some paper and pencil tests have been replaced by performance based assessments.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Assessments are summative in nature, typically given only once, and are usually paper and pencil tests delivered in a standardized format (multiple choice, short-answer, essay; one assessment for all students).		
1.4	Challenge	Lesson plans, student and teacher interviews, classroom observations	Activities are designed to adequately challenge students by targeting not just the concepts and tasks they are ready to learn and do but also those they will be able to tackle with additional assistance from peers and teachers.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Activities are restricted to just the concepts and tasks that students are ready to learn and can master independently. Teachers avoid anything challenging that would cause discomfort among students.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Activities are not differentiated and students are all assigned similar tasks based on the readiness/cognitive development of a steering group.		

	Indicators	Possible Sources of Evidence	5 Sustaining	4 Scaling Up	3 Implementing	2 Starting	1 Continuing Status Quo	Score (1-5)	Evidence
1.5	Pacing	Lesson and unit plans, pacing guides, assessment samples, student and teacher interviews, classroom observations, School PLPs, Student work samples	Students advance through learning targets at their own pace, mostly unencumbered by the limitations of class period, school day, ~~grading period or academic year~~ or traditional grade-level assignment. Students have the opportunity to move beyond their assigned grade level in topics and subject content.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	~~Within the limitations of a single school year~~, students may move through curricular concepts at their own pace. School day schedules allow the flexibility for students to work on interdisciplinary performance tasks across multiple class periods.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Learning segments are defined by the length of the class period, school day, ~~grading period, and academic year~~. Age-determined grade levels dictate the content and pacing of curricular concepts.		
			Students are responsible stewards of their own time, learning how to manage tasks efficiently and effectively.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students demonstrate increasing levels of responsibility with time management and pacing towards achieving learning goals.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Students learn to be compliant with adult directives on when and what to learn.		
			Students work collaboratively with teachers to develop their own timelines for completing learning targets. Students regularly communicate with teachers on their progress.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students mostly rely on teachers to set the pace of learning, but take advantage of classroom structures of remediation and enrichment to accelerate their progress towards learning targets.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Students rely on teachers to set the pace of their learning, completing assignments based on schedules established by the teacher.		
1.6	Collaboration	~~Lesson and unit plans, teacher and student interviews,~~ classroom observations	Students' voice and choice are integral to the instructional process and teachers and students are co-creators of knowledge, with teachers acting as facilitators of knowledge and skill development. Students actively seek engagement and demonstrate their responsibility for learning based on mutual understanding with the teacher, of their needs and aspirations. (Personalized Learning)	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students have some opportunities to act as partners in learning through activities designed to actively engage them. Classrooms show evidence of some facilitation of learning and not just traditional directed learning strategies. Teachers view learning as unique and actively incorporate student interests and aspirations into their instructional processes. (Student-Centered Learning)	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Students have some opportunity for choice within instructional processes. The classroom is predominantly teacher-directed; plans show little evidence of understanding/consideration of student backgrounds. (Teacher-centered learning)		

	Indicators	Possible Sources of Evidence	5 Sustaining	4 Scaling Up	3 Implementing	2 Starting	1 Continuing Status Quo	Score (1-5)	Evidence
1.7	Autonomy	Lesson and unit plans, student and teacher interviews, assessment samples, classroom observations	Students play an extensive role in developing their learning goals. Expectations for goal-setting are age appropriate and include scaffolding and age-appropriate choices.With teachers serving as guides, students develop strategic plans for accomplishing these goals by designing appropriate learning tasks, and seeking help, resources, and other assistance as needed.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students are encouraged and sometimes required to take responsibility for articulating their own learning goals. Expectations for goal-setting are age appropriate and include scaffolding and age-appropriate choices. Students also suggest ideas for learning tasks and/or may choose from a menu of choices for learning tasks.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Students typically exercise little to no choice in their learning goals. Teachers develop all learning tasks with no input from students.		
			Students design their own performance-based assessments with support and advice from teachers, parents, peers, and community-based mentors and engage in thoughtful self-assessment of their progress.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students participate heavily in the development of individualized performance-based assessments and are encouraged to assess their own work; teachers still make most judgments about student progress toward learning targets.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Students complete summative assessments developed by teacher, typically with no input into the assessment's construction or assessed learning targets.		
1.8	Mastery [6]	Assessment samples, student and teacher interviews, unit plans, pacing guides, classroom observations	Students have multiple opportunities to demonstrate mastery of learning objectives. Based on teacher feedback as well as peer- and self-assessment, students will revise their work and perform tasks repeatedly until mastery is demonstrated.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students may occasionally have multiple attempts on evaluations. These attempts are generally geared towards improving a test score or grade. There may exist some opportunities for enrichment or remediation for crucial (state-mandated) performance targets.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Once a concept has been taught and assessed, learning moves forward regardless of student mastery of the concept. Similarly, few enrichment opportunities exist for students who have already demonstrated mastery of learning concepts or who do so more quickly than their peers.		
1.9	Grading	Grade book samples, grading and reporting policies, assessment samples, teacher and student interviews, classroom observations	Traditional letter grades may not be given; work is entirely assessed through feedback and performance statements describing student progress toward mastery of the assessment's stated learning targets.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Traditional letter grades may be given, but grades are intentionally and clearly tied to student mastery of specific learning objectives. Most variables other than student mastery of learning objectives have been eliminated from the grading and reporting process.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Traditional letter grades are given but some teachers implement a standards-based grading process that limits the percentage of student grades on homework or other tasks that do not measure learning.		

#	Standard	Description						Rounded Average (1-5)	
2	Climate	School administrators and the wider school community demonstrate a commitment to providing an adequate setting in which personalized learning can thrive.							
	Indicators	Possible Sources of Evidence	5 Sustaining	4 Scaling Up	3 Implementing	2 Starting	1 Continuing Status Quo	Score (1-5)	Evidence
2.1	School Structures	Master schedule, bell schedules, teacher and student interviews, classroom observations	Policies and/or procedures for school bell and master schedules reflect efforts to create meaningful student opportunities to engage in learning across subject areas for extended periods of time without interruption.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Select groups of students engage in small-scale experiments in project-based learning across multiple class periods.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Students move through an adult-established schedule that compartmentalizes learning by subject area and limits the time students can devote to any one task without interruption.		
2.2	Success	Teacher and student interviews, classroom rubrics, grading policies, assessment samples, classroom observations	Success is described as making progress in learning by accomplishing tasks and acquiring new skills.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Success is described as making progress in learning but there remains an emphasis on actual score and grades.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Success is defined by getting high scores on assessments, getting good grades, and other activities as well as demonstrating good behavior.		
2.3	Intentionally Blank								These elements of personalized learning are not observable in classrooms. These elements of personalized learning are not observable in classrooms.
2.4	Intentionally Blank								These elements of personalized learning are not observable in classrooms.

#	Standard	Description						Rounded Average (1-5)	
3	Teachers	Teachers understand personalized learning concepts and are committed to implementing them in guiding students to achieve learning goals.							
	Indicators	Possible Sources of Evidence	5 Sustaining	4 Scaling Up	3 Implementing	2 Starting	1 Continuing Status Quo	Score (1-5)	Evidence
3.1	Self- Efficacy	Teacher and student interviews, lesson and unit plans, assessment samples, classroom observations	Teachers demonstrate high levels of confidence in their abilities to develop and maintain personalized learning environments.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Teachers demonstrate moderate levels of confidence in their abilities and are willing to develop personalized learning environments. However, they maintain levels of uncertainty regarding their ability as well as students' abilities to succeed in this new model.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Teachers demonstrate low levels of confidence in their ability to release any control over the learning process to students.		
3.2	Modeling	Teacher and student interviews, lesson and unit plans, assessment samples, classroom observations	Teachers get students involved in the process of modeling interest and enthusiasm towards all the topics studied highlighting the potential value to be gained.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Modeling efforts are primarily teacher-centered modeling interest in some topics while making it evident that other topics are studied solely because they are compulsory parts of the curriculum.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Teachers model a lack of interest and enthusiasm for most topics. It is evident that learning is simply a matter of checking off boxes without meaningfully engaging with the material in a way that would promote long-term growth.		
			Teachers communicate with students an emphasis on mastery views of intelligence and a growth mindset.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	While teachers mostly communicate in a way that ascribes some importance to mastering knowledge and skills, they continue to also emphasize performance.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Teacher communication with students is primarily focused on performance and reflects ability based views of intelligence.		
3.3	Monitoring	Teacher and student interviews, lesson and unit plans, assessment samples, classroom observations	Teachers maintain close watch over students' progression towards learning goals, providing appropriate feedback. Students and teachers work in close collaboration to make adjustments to the learning plans as needed.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Teachers generally monitor students and adjust their instruction (re-teaching, flexible grouping for intervention, enrichment, etc.) based on student progress toward learning targets.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Teachers deliver instruction, assess, record grades, and then move on to the next objective. There is little/no monitoring of individual student progress during the learning process.		

	Indicators	Possible Sources of Evidence	5 Sustaining	4 Scaling Up	3 Implementing	2 Starting	1 Continuing Status Quo	Score (1-5)	Evidence
3.4	High Expectations	Teacher and student interviews, lesson and unit plans, assessment samples, classroom observations	Teachers regularly communicate high expectations for all students regardless of students' prior performance.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Teachers occasionally communicate high expectations for students who are known as high achievers but are more accommodating of students who are typically regarded as low achievers. These expectations are commensurate to students' prior performance.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Teachers do not communicate high expectations for students highlighting instead their prior achievements as a basis for their current or future performance/progress.		
			Teachers do not accept mediocre work, encouraging students to take as many opportunities as necessary to revise and resubmit.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Teachers do not accept mediocre work from high achieving students, but allow low achievers to turn in low quality work.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Teachers accept low quality work from all students as a means of protecting students' self-esteem.		
3.5	Student-Teacher Relationship	Teacher and student interviews, lesson and unit plans, assessment samples, classroom observations	All teachers identify and work to develop strong, positive and caring relationships with all students as critical components of the instructional process irrespective of whether or not they teach these students.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Most student-teacher relationships are characterized by trust, caring, and demonstrated commitment to support all students within the class to be successful at school.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Student-teacher relationships are not considered a primary focus of improved student achievement and are rarely evident within the school community.		
			Teachers actively seek to understand the student, his or her life experiences, cultural background, talents, and strengths, in order to better meet learning and developmental needs.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Schools have developed and implemented plans to strengthen the connection and relationships with vulnerable students.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Many students, particularly vulnerable students, do not feel that teachers in the school care about them outside of the classroom. There are no plans in place to develop connections with students.		

#	Standard	Description						Rounded Average (1-5)	
4	Students	Students understand personalized learning concepts or activities and use them as the foundation for progression towards clear and meaningful learning targets and growth goals.							
	Indicators	Possible Sources of Evidence	5 Sustaining	4 Scaling Up	3 Implementing	2 Starting	1 Continuing Status Quo	Score (1-5)	Comments
4.1	Goal Setting	Patterns of Adaptive Learning Survey, Student Interviews, School honor roll (reverse), Documentation of Student/School PLPs	Students focus on understanding a concept or skill so that they can apply the knowledge gained or skill acquired in other classes or settings in/outside of school.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students focus on understanding a concept or skill in a way that their grasp extends beyond the period of study of the topic and/or the school year.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Students focus on learning a concept in order to pass the assessment of that concept. Once the evaluation process is complete the knowledge gained is quickly forgotten.		
			Students focus solely on comparing their current level of achievement to prior accomplishments. Students maintain self-improvement as their goal.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students may compare current achievement to prior accomplishments but outperforming others (or performing on par with others) remains the primary focus.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students focus on how their performance compares to other students in the class as a measure of their understanding of the material. Comparing scores on a test is a regular occurrence.		
4.2	Goal Monitoring	Patterns of Adaptive Learning Survey, Student Interviews, Documentation of Student/School PLPs	Students view mistakes as an essential part of learning and regard them as an opportunity for learning.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students feel encouraged to continue trying after making mistakes and that the effort expended is just as important as the end result.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Students become quickly frustrated and unwilling to continue trying if they do not immediately meet learning target.		
4.3	Self-Regulation	Patterns of Adaptive Learning Survey, Student Interviews, Documentation of Student PLP	Students take the initiative to create goals that target improvement in the areas of weakness identified. They consult with teachers, parents, and/or community members for tips and pointers for accomplishing these goals.	(Evidence suggests the classroom falls somewhere between 3 and 5.)	Students adopt suggestions offered by teachers, parents and/or community mentors to improve identified where growth is needed.	(Evidence suggests the classroom falls somewhere between 1 and 3.)	Students do not engage in activities of their own volition to address the identified areas where growth is needed.		

	**kid·FRIENDLy Personalized Learning Classroom Observation Tool (Summary)**		

#	Standard	Description	Rounded Average (1-5)
1	The Learning Process	The school community works collaboratively to develop instructional and assessment practices that are in harmony with personalized learning.	
2	Climate	School administrators and the wider school community demonstrate a commitment to providing an adequate setting in which personalized learning can thrive.	
3	Teachers	Teachers understand personalized learning concepts and are committed to implementing them in guiding students to achieve learning goals.	
4	Students	Students understand personalized learning concepts or activities and use them as the foundation for progression towards clear and meaningful learning targets and growth goals.	
		OVERALL	

	Rating Color Scheme	Rating Definition
5	Sustaining	A school where there is a firm, shared commitment to the principles and practices of personalized learning. The learning process, climate, and actions and attitudes of teachers and students consistently reflect this commitment. Structures and practices that support personalized learning are central to the school's vision and persist even through changes in leadership and teaching personnel.
4	Scaling Up	A school where there is a widespread commitment to the principles and practices of personalized learning. The learning process, climate, and actions and attitudes of teachers and students mostly reflect this commitment. Pockets of inconsistency linger, and there is risk changes in leadership or teaching personnel could jeopardize the sustainability of personalization efforts.
3	Implementing	A school where personalized learning has become a priority. Key teacher and administrative leaders are engaged in shifting the learning process and climate toward structures and practices that align with personalized learning. Teachers still maintain a largely directive role in the learning process and practices are not consistently implemented across the school.
2	Starting	A school where stakeholders are just beginning to learn about the personalized learning and individual teachers engage in limited experimentation with personalized learning, largely in isolation from other teachers.
1	Continuing Status Quo	A school where stakeholders are largely unfamiliar with the concept of personalized learning.