

Personalized Alignment Tool

PERSONALIZED ALIGNMENT TOOL YIELD STATEMENTS

Collaborative Learning Community yields learners who feel safe, valued, and recognized.
Teacher As Designer yields learners who understand what they are learning and why they are learning it.
Flexible and Responsive Learning Environment yields learners who experience learning that meets their needs.
Student as Self-Directed Learner yields highly invested and engaged learners.

Phase 1

Phase 1 Objectives

- Establish a safe and welcoming classroom with clearly defined systems and respectful relationships
- Teachers understand where students are at in their learning and make adjustments to instruction
- Teacher plans and provides learning opportunities with strong models and structures for students to process their thinking and learning

Tenet	Practices	Success Checklist Following Blended Lesson Note: these are suggestions to get you started - questions would depend on age of students and content
Collaborative Learning Community <i>These 4 practices are interwoven and essential for classroom success. This list does not represent a priority list or progression.</i>	1A: Tasks are supported by clear instructions	☐ 1A: How might I improve instructions so that students are able to work more independently?
	1B: Transitions between activities are efficient	☐ 1B: How can I make transitions more efficient?
	1C: Interactions between students and teachers are positive and productive	☐ 1C: How am I providing multiple opportunities for students to interact with me (the teacher) and is my attempt to track equity of voice successful?
	1D: Students' behavior is appropriate for the task	☐ 1D: How close did my students match my definition of engagement and expected behaviors?
Impact Measures	Suggestions: Conditions of Learning, student surveys, student interviews, focus groups	



Tenet	Practices	Success Checklist Following Blended Lesson
Teacher as Designer <i>These 2 practices are interwoven and essential for classroom success. This list does not represent a priority list or progression.</i>	1E: Teacher uses data to inform instruction	☐ 1E: Categorize the feedback/data. ☐ What does the feedback tell you about the lesson? ☐ How will you use it to plan for one aspect of the lesson?
	1F: Teacher provides a clear vision of mastery	☐ 1F: How are you using data to determine student tasks and path? ☐ 1F: Do you have a clear understanding of the learning progressions for your content/grade level? ☐ 1F: What instructional strategies will you need to support students to be able to move to the next checkpoint?
Impact Measures	Suggestions: teacher interview, lesson plan audit, teacher surveys	
Tenet	Practices	Success Checklist Following Blended Lesson
Flexible and Responsive Learning Environment <i>These 2 practices are interwoven and essential for classroom success. This list does not represent a priority list or progression.</i>	1G: Tasks are differentiated based on students' needs	☐ 1G: Through your observation, were your students engaged in the differentiated tasks? ☐ 1G: Which learners seemed to respond well to the task provided? ☐ 1G: Which learners need a different task? ☐ 1G: Which indicators do I need to practice more and which indicators do I feel confident about?
	1H: Small-group instruction is differentiated based on students' needs	☐ 1H: How are your small groups differentiated from one another? ☐ 1H: How do you determine which groups need more support from the teacher?
Impact Measures	Suggestions: student interviews and surveys, student reflection/examples	
Tenet	Practices	Success Checklist Following Blended Lesson
Student as Self-Directed Learner	1I: Student goal-setting is part of the learning process	☐ 1I: How are you using student goal-setting in your classroom? ☐ 1I: Are you providing students enough time to reflect on their progress toward meeting their goals?



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<i>These 3 practices are interwoven and essential for classroom success. This list does not represent a priority list or progression.</i>	1J: Students reflect on their learning	☐ 1J: What routine are you providing for student reflection and how successful was it? ☐ 1J: How will you measure the impact of student reflection on student learning?
	1K: Students have the opportunity to provide the teacher with input and feedback on learning experiences	☐ 1K: How are you using student feedback data to inform the design of learning experiences? ☐ 1K: How are you intentionally transparent with students about how their feedback is informing learning experiences?
Impact Measures	Suggestions: ISASP, grades, achievement data, data observation, time on task, heat maps, student surveys	



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