

## Competency-Based Learning School-Design Rubric: Principle 3

<b>Design Principle 3:</b> Students receive timely, differentiated support based on their individual learning needs.			
<b>Big Ideas:</b>		<b>Notes:</b>	
<ul style="list-style-type: none"> <li>Structures exist to ensure that all students have access to and receive regular, timely, differentiated support.</li> <li>There are systems to monitor the pace and progress of individual students throughout their learning.</li> </ul>			
<b>Indicator</b>	<b>SCALE</b>		
	<b>Performing</b>	<b>Developing</b>	<b>Initiating</b>
	School meets all characteristics in Developing and improves by . . .	School meets all characteristics in Initiating and improves by . . .	School characteristics include . . .
<b>Support Structures</b>	The school has a comprehensive support structure to ensure that students who are not making progress receive regular timely, differentiated support based on their individual learning needs at the time of their learning. Professionals who share the same students including teachers, special educators, guidance counselors, administrators, and other specialists collaborate regularly as teams on these personalized, differentiated support structures for students.	The school has some structures in place to ensure that all students receive regular timely, differentiated support based on their individual learning needs. These structures are offered regardless of whether or not the student is identified in some way and are scheduled in such a way so that all students can access them without conflicts in their schedule (such as a flexible learning period that all students can access).	The school has limited structures in place to ensure that all students receive regular timely, differentiated support based on their individual learning needs. Most of the structures are limited, either to identified students (IEP, EL, 504, as so on) who require them for an educational plan or to students who are available only at certain times of the day when these structures are made available in the schedule (such as lunch or after school).
<b>Monitoring Structures</b>	Collaborative teams monitor the individual pace and progress of students throughout their learning. School leaders use the information collected on pace and progress to help develop personalized professional development plans for teachers to improve instruction.	Teachers have a shared understanding of what the typical pace and progress of a student should be throughout their learning and use it to monitor individual students.	Teachers work individually to monitor the pace and progress of their students and make instructional adjustments, as necessary. Specialists are included as necessary.