Core Four Continuum of Personalized Learning

**Data Driven Decisions**
Frequent data collection informs instructional decisions and groupings

**Targeted Instruction**
Instruction aligns to specific student needs and learning goals

**Flexible Content and Tools**
Instructional materials allow for differentiated path, pace, and performance tasks

**Student Reflection and Ownership**
Ongoing student reflection promotes ownership of learning decisions and groupings

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### Data Sources
- **Emerging**
  - Teacher uses one source of data to inform instruction

- **Developing**
  - Teacher uses data from multiple sources—both academic and non-academic—to inform instructional decisions

- **Advancing**
  - Teacher uses data to make immediate feedback to students

- **Sustaining**
  - Teacher allows students to use data to make decisions about their learning

### Data Informs
- **Emerging**
  - Teacher uses benchmark or testing data to inform instruction

- **Developing**
  - Teacher uses formative assessments and benchmark data to inform instruction

- **Advancing**
  - Teacher uses data to inform instructional decisions

- **Sustaining**
  - Teacher consistently uses data from multiple sources and gives ownership of some sources to students

### Data Culture
- **Emerging**
  - Teacher meets with colleagues to discuss student benchmark data

- **Developing**
  - Teacher meets with colleagues to discuss student benchmark data

- **Advancing**
  - Data teams meet regularly to analyze student data and make decisions about the individual needs of students

- **Sustaining**
  - Data teams meet regularly with students and families to discuss data and individual needs

### Path
- **Emerging**
  - Teacher creates routines for digital and non-digital content

- **Developing**
  - Groups of students are assigned different paths based on their learning needs

- **Advancing**
  - Students set, track and evaluate their own learning goals

- **Sustaining**
  - Students set, track and evaluate their own learning goals and make connections between their current work and their goal

### Pace
- **Emerging**
  - Teacher sets the same pace of instruction for all students

- **Developing**
  - Teacher sets a standard pace of instruction for most students, using tools to offer varied pace for students needing additional challenge or remediation

- **Advancing**
  - Tools allow students to progress through a course of study based on mastery of content, rather than a class calendar

- **Sustaining**
  - Tools allow students to progress through a course of study based on agreed-upon criteria

### Content/Performance Task
- **Emerging**
  - All students work through the same material and develop knowledge in the same way

- **Developing**
  - Students select or assign content/performance task from a small menu of options

- **Advancing**
  - Students set, track and evaluate their own learning goals

- **Sustaining**
  - Students set, track and evaluate their own learning goals and make connections between their current work and their goal

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### Groups
- **Emerging**
  - Teacher reviews one piece of student data to identify instructional needs of students

- **Developing**
  - Teacher reviews multiple sources of student data to identify instructional needs of students

- **Advancing**
  - Teacher uses data to group or regroup students in the moment

- **Sustaining**
  - Data is shared with students and they are able to make decisions about their instructional needs

### Instruction
- **Emerging**
  - Teacher meets with small groups of students or one on one

- **Developing**
  - For a small percentage of class time, teacher modifies delivery for one or more groups of students

- **Advancing**
  - For a significant percentage of class time, teacher modifies delivery for each group of students based on student need

- **Sustaining**
  - Students can articulate what instruction they are receiving and why and have some choice over the instruction they receive

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### Goal Setting
- **Emerging**
  - Teacher sets classroom level goals

- **Developing**
  - Teacher supports students in setting their own learning goal

- **Advancing**
  - Students reflect on their own learning and the process of decision making

- **Sustaining**
  - Students regularly reflect on their own learning and what they need to be successful

### Reflection
- **Emerging**
  - Teacher provides students with foundational knowledge on the process of reflection

- **Developing**
  - Teacher sets up structured opportunities for students to reflect

- **Advancing**
  - Teacher provides students with structured choices over either path, pace, or content

- **Sustaining**
  - Students choose content, process, and product based on their individual needs

### Ownership
- **Emerging**
  - Teacher provides students with structured choices over either path, pace, or content

- **Developing**
  - Teacher provides students with structured choices over either path, pace, or content

- **Advancing**
  - Student provides students with structured choices over either path, pace, or content

- **Sustaining**
  - Students choose content, process, and product based on their individual needs

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