

Core Four Continuum of Personalized Learning



Targeted Instruction

Instruction aligns to specific student needs and learning goals

	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
GROUPS	Teacher creates structure and opportunities for students to work in small groups	Teacher creates heterogenous or homogenous student groups based on data	Teacher frequently updates student groups based on multiple data sources or factors	Teacher gives students some choice and ownership over what groups they are in and for how long.
DATA	Teacher reviews one piece of student data to identify instructional needs of students	Teacher reviews multiple sources of student data to identify instructional needs of students	Teacher uses data to group or regroup students in the moment	Data is shared with students and they are able to make decisions about their instructional needs.
INSTRUCTION	Teacher meets with small groups of students or one on one	For a small percentage of class time, teacher modifies delivery for one or more groups of students	For a significant percentage of class time, teacher modifies delivery of instruction for each group of students based on student need	Students can articulate what instruction they are receiving and why and have some choice over the instruction they receive



Data Driven Decisions

Frequent data collection informs instructional decisions and groupings

	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
DATA SOURCES	Teacher uses one source of data to inform instruction	Teacher uses data from multiple sources, both academic and non-academic, to inform instructional decisions	Teacher prioritizes data sources, and knows when to use what data to inform instruction	Teacher consistently uses data from multiple sources and gives ownership of some sources to students
DATA INFORMS	Teacher uses benchmark or testing data to inform instruction	Teacher uses formative assessments and benchmark data to inform instruction	Teacher uses data to make in the moment decisions and to provide immediate feedback to students	Teacher allows students to use data to make decisions about their learning
DATA CULTURE	Teacher collects and analyzes data at the classroom level	Teacher meets with colleagues to discuss student benchmark data	Data teams meet regularly to analyze student data and to make decisions about the individual needs of students	Data teams meet regularly with students and families to discuss data and individual needs



Flexible Content and Tools

Instructional materials allow for differentiated path, pace, and performance tasks

	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
PATH	Teacher creates routines for digital and non-digital content	Groups of students are assigned different paths based on their learning needs	Students are assigned individualized paths based on their learning needs	Students make informed choices about their path based on their learning needs
PACE	Teacher sets the same pace of instruction for all students	Teacher sets a standard pace of instruction for most students, using tools to offer varied pace for students needing additional challenge or remediation	Tools allow students to work on individualized timelines in order to complete core requirements within a course calendar	Tools allow students to progress through a course of study based on their mastery of content, rather than a class calendar
CONTENT/ PERFORMANCE TASK	All students work through the same material and demonstrate knowledge in the same way	Students select or are assigned content/ performance task from a small menu of options	Students select or are assigned content/ performance task from a menu of options, derived from student input or based on known student interests	Students make an informed proposal to teacher about the content and performance task that will form their learning process, based on agreed-upon criteria



Student Reflection and Ownership

Ongoing student reflection promotes ownership of learning decisions and groupings

	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
GOAL SETTING	Teacher sets classroom level goals	Teacher supports students in setting their own learning goal	Students set and track their own learning goals	Students set, track and evaluate their own learning goals and make connections between their current work and their goal
REFLECTION	Teacher provides students with foundational knowledge on the process of reflection	Teacher sets up structured opportunities for students to reflect	Students reflect on their own through the method of their choice	Students regularly reflect, both formally and informally, to make decisions on their learning and what they need to be successful
OWNERSHIP	Teacher provides students with structured choice over path	Teacher provide students with structured choices over either path, pace, or content	Teacher provide students with structured choices over either path, pace, or content based on reflection or data	Students choose content, process, and product based on their individual needs