

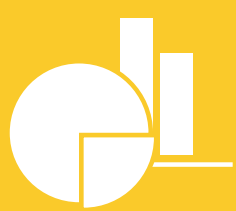
Core Four Continuum of Personalized Learning



Targeted Instruction

Instruction aligns to specific student needs and learning goals

	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
GROUPS	Teacher groups students in homogenous or heterogenous formats based on skill-level	Teacher creates more purposeful groupings based on data. Groups remain the same for some time	Teacher creates student groups based on multiple data sources and groups are changed with more frequency	Teacher consistently groups students in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats (one-on-one, small groups, etc.)
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	Data is used to create student groups based on student interest, need, or skill-level; student groups are changed with more frequency	Data is used as an integral part of daily instruction to meet student needs.
INSTRUCTION	Teacher meets with small groups of students or one on one	Teacher modifies delivery of instruction for each group of students based on student need	Teacher consistently modifies delivery of instruction for each group of students based on student need	Teacher consistently delivers targeted instruction for multiple purposes (introduction to new material, guided practice, tutoring, etc.)



Data Driven Decisions

Frequent data collection informs instructional decisions and groupings

	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
DATA SOURCES	Teacher reviews student data from online sources such as digital tools and apps in addition to offline multiple measures data	Teacher uses data from multiple sources (both online and offline) to inform instructional decisions	Teacher frequently compares online and offline data to inform instructional decisions.	Teacher consistently uses data from multiple sources (both online and offline) to inform instructional decisions for individual students
DATA INFORMS	Teacher uses formative assessments to check for student understanding	Teacher can identify the most important sources of data for student mastery and uses it to plan for a portion of learning	Teacher uses formative assessments and benchmarks to inform instructional decisions	Teacher uses formative assessments on a daily basis to inform instruction; Teacher uses data to provide immediate feedback to students; teacher and students consistently review data together to identify needs and teacher adjusts instruction accordingly
DATA CULTURE	Teacher meets with colleagues to review student data	Teacher meets frequently with colleagues to discuss and review student data	Teacher shares data with students on a periodic basis; students review their data individually	Data teams meet regularly to analyze student data and to make decisions about the individual needs of students



Flexible Content and Tools

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

	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
PATH	Teacher establishes a routine for students to use digital tools	Teacher aligns the use of online and offline curriculum to provide an integrated experience for students	Teacher adjusts content and assigns students to use specific tools or lessons based on student need	The use of content has become an integral part of instruction to boost student growth through a variety of methods or resources to achieve a learning goal
PACE	Teacher sets the same pace of instruction for all students	Teacher sets the same pace of instruction for some students while some work at a varied pace	Teacher builds content and learning experiences so that students will be able to work through curriculum at different paces	Students self-direct their learning and pace through content
PERFORMANCE TASK	All students work through the same material and demonstrate knowledge in the same way	Students are provided 2-3 choices to demonstrate knowledge	Students are provided multiple content options for investigating and tools for demonstrating learning. Students understand the role of various types of content and tools in meeting their learning goals	Students build knowledge from a diverse set of resources and flexible tools which enables new forms of investigation, collaboration, and knowledge demonstration. Teacher establishes a process for evaluating the effectiveness of content and tools



Student Reflection and Ownership

Ongoing student reflection promotes ownership of learning

	EMERGING	DEVELOPING	ADVANCING	SUSTAINING
GOAL SETTING	Teacher supports students in setting their own simple learning goal	Students begin to set their own learning goals	Students consistently set, track, and evaluate their own learning goals. Students continuously reflect on their own data and academic performance to boost growth	Students consistently set, track, and evaluate their own learning goals; student goals direct student activities. Teacher meets with students on a frequent basis to provide mentorship and support
REFLECTION	Teacher provides students with foundational knowledge on the process of reflection	Students use a tracker to monitor their own data and use simple means to reflect on their learning	Students monitor their own data and reflect on their learning in a variety of ways (journal, blog, share with a partner, etc.)	Teacher monitors student reflections on their learning and meets with students on a frequent basis to provide mentorship and support. Teacher works with students to reflect on their progress over time
OWNERSHIP	Teacher provides students with some form of choice with the content	Teacher provides students with choice in the process-prioritization of tasks or path to complete assignments	Teacher provides students with more authentic and autonomous choices with the content and process	Teacher allows authentic and autonomous choice with the content, process and product

