

Personalized Instruction Monitoring Guidance

Develop a practice for reviewing Student Lesson Alerts, Lesson Time-on-Task, and Percent of Lessons Passed.

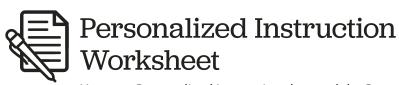
Monitor **Ask and Observe Take Action** Consider these reflection questions: Consider these action steps: **Row 1: Lesson Alerts** · Which students have lesson alerts this week? Conference with or deliver individualized (X) Domain instruction for students with lesson alerts. • In which domains? Shutoff • If more than one student needs additional What could be causing this? Alerts support or has not passed the same lessons, - Student hasn't been taught the material yet. pull a small group together for teacher-led Student has misconceptions and/or would benefit from Students additional skills practice. Needing After support has been provided, check for - Student didn't understand what to do in the lesson. Support understanding and turn the domain back on if the student is ready. **Alerts Row 2: Lesson Time-on-Task** • For the class or any specific students, is the amount of Lesson • If Lesson Time-on-Task meets instructional Less than Time-on-Task aligned to instructional priorities and plans? goals, no action may be needed. 30 minutes · Which students would benefit from more time in lessons? • Set Lesson Time-on-Task goals with students. Do students have enough access to Personalized Instruction? Use Personalized Instruction Trackers weekly. • Are students being pulled for other forms of instruction or · Adjust your schedule as needed. activities? · Re-establish norms/expectations. · How are students engaged in online lessons? · Review the Learning Games Playtime report to · Are students working on other online activities, including see if students are working in games instead of i-Ready Learning Games,* during Personalized Instruction time? lessons.* • For the class or any specific students, is the amount of Lesson If Lesson Time-on-Task meets instructional More than Time-on-Task aligned to instructional priorities and plans? goals, no action may be needed. 50 minutes • Are students using Personalized Instruction in multiple • Review students' instructional priorities and settings (e.g., class, before-/after-school programs, home)? schedules to determine whether additional time should be focused on other instructional · Would students benefit from more time in other instructional · Adjust your Personalized Instruction schedule · How are students engaging in online lessons? as needed. **Row 3: Percent of Lessons Passed YTD** • Is this a classwide trend? Pull a small group of students who could Less than 70% benefit from additional support in the same • Which students have less than 70% of lessons passed for the of lessons domain for teacher-led instruction. passed • Reteach a specific skill in whole class Are these students engaging with the lessons? instruction. • In what domains or skills do these students need additional · Conduct data chats with students. support? • Engage students in goal setting and reflection. • How can you address domains in which students' Percents of Lessons Passed are low? · Use trackers and create incentives.

Row 4: Recommended Class-Level Personalized Instruction Use

- √ Few lesson alerts
- √ 30–49 minutes of Lesson Time-on-Task
- √ 70%-100% of lessons passed
- How do I want to celebrate these achievements?
- What can I do to ensure these students maintain these recommended ranges?
- Celebrate students by acknowledging their achievements in class or sending home information to families.
- Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox for *Ready* Instruction.

^{*}Learning Games are available with i-Ready Personalized Instruction for Grades K–8 Mathematics (English and Spanish) at district discretion.





Use your Personalized Instruction data and the Personalized Instruction Monitoring Guidance to determine action steps for your students.

Monitor	Observe and Reflect	Take Action
	List the students who place in each category and think about the possible causes. Review individual student data as needed.	Consider these action steps:
Row 1: Lesson Al	erts	
 ✓ Domain Shutoff Alerts ✓ Students Needing Support Alerts 		Support students with small group or individualized instruction. Conduct goal setting, reflection, and data chats. Other:
Row 2: Lesson Ti	me-on-Task	
Less than 30 minutes		Set Lesson Time-on-Task goals with students Use Personalized Instruction Trackers weekly. Adjust your Personalized Instruction schedul as needed. Review the Learning Games Playtime report to see if students are working in games instead of lessons.* Other:
More than 50 minutes		Adjust your Personalized Instruction schedul as needed. Schedule more teacher-led instruction, grou work, or class projects, or communicate with students and families about Lesson Time-on-Task goals. Other:
Row 3: Percent o	f Lessons Passed YTD	
Less than 70% of lessons passed		Support students with small group or individualized instruction. Reteach a specific skill in whole class instruction Conduct goal setting, reflection, and data chat Use trackers and/or create incentives for Percent of Lessons Passed. Other:
Row 4: Recomme	ended Class-Level Personalized Instruction Use	
 ✓ Few lesson alerts ✓ 30–49 minutes of Lesson Time-on-Task ✓ 70%–100% of lessons passed 		Celebrate achievements with students and families. Consider scheduling teacher-led instruction, group work, class projects, or Math Center Activities from the Teacher Toolbox for <i>Ready</i> Instruction. Other: