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

i-Ready

Personalized Instruction Worksheet

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 Alerts

Monitor	Observe and Reflect	Take Action
⊗ **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 Time-on-Task

Monitor	Observe and Reflect	Take Action
Less than 30 minutes		☐ Set Lesson Time-on-Task goals with students. ☐ Use Personalized Instruction Trackers weekly. ☐ Adjust your Personalized Instruction schedule 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 schedule as needed. ☐ Schedule more teacher-led instruction, group work, or class projects, or communicate with students and families about Lesson Time-on-Task goals. ☐ Other:

Row 3: Percent of Lessons Passed YTD

Monitor	Observe and Reflect	Take Action
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 chats. ☐ Use trackers and/or create incentives for Percent of Lessons Passed. ☐ Other:

Row 4: Recommended Class-Level Personalized Instruction Use

Monitor	Observe and Reflect	Take Action
✓ **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 *Ready* Instruction. ☐ Other:

i-Ready