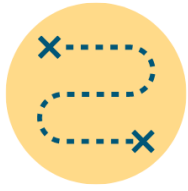


## PERSONALIZED PATHWAYS TOOL



## Opportunities for Student Agency in Math with Personalized Pathways

By Debbie Logiudice

### TOOL DESCRIPTION

A quick primer (including infographics and guidance) for teachers about how to create personalized pathways within skills-based curriculum, with five different “entry levels” for teachers to consider based on their own contexts and readiness.

### CRITICAL CONTEXT INFORMATION

This guidance was developed by an elementary math interventionist in a small urban district, and with math specifically in mind, though the approaches are potentially applicable to other subject areas.

### TOOL & LINKS

- [Student Agency in Math with Personalized Pathways Primer](#)

### About this Tool & Guidance for Adaptation

Checking for Understanding prior to, during and after the unit allows you to monitor and support the learner pathways. The pre-check for understanding is a set of questions for the unit objectives. These questions can be both “entry level” and “at grade level” to determine the pathway for your students. This ensures that students who have had the objective experiences already are enhancing their learning and those that do not yet have enough experience will get what they need. The “post-check” is not the end if the students still need more experience. Those skills not yet acquired can be moved to a Tier 2 support or can be integrated into the next units.

Once you know the students’ pre-unit levels of understanding, you can design the “pathways” that support the learners in your room and differentiate as needed. Please see the *document linked above for additional detailed guidance related to this approach to personalization.*

#### Additional Considerations for Teachers

- When do I release responsibility to the students—
  - At which point in the unit do I release responsibility—early, middle, or end?
  - Are there ways I can give the opportunity for personalized pathway choices throughout the unit?

Excerpted from *Innovation in Practice: A Student-Centered Learning Toolkit By Teachers, For Teachers*. ©The Teacher Collaborative 2022. [Theteachercollaborative.org](https://theteachercollaborative.org)



- What are some ways for the students to take control over their own learning today?
- What aspect of the unit objectives can I turn over to the students?
- What do I need to provide the students—and how much is “just right”? Consider the...
  - Objectives
  - Choices
  - Rubric
  - Materials
  - Feedback
  - Deadlines

## Teacher Narrative

Creating Personalized Pathways in math class can be challenging, as we are given a set of standards for each grade level. Considerations for all lessons can be made using the collaborative education continuum so teachers can decide how far to move along the continuum, from teacher-driven to student-driven for any given assignment. With emerging evidence about the value of Student Agency, flipping the “I Do, We Do, You Do” teaching strategy provides students the opportunities to take control of what they learn, the way they learn, how they demonstrate that they learned the material, and their reflection of what they have learned. This will provide them ownership over their learning.

### MEET THE AUTHOR

Debbie Logiudice has been teaching in the Cambridge Public Schools for 27 years. She has worked at the Maria L. Baldwin Elementary School as a 4th & 5th grade teacher, and is currently a K-5 math interventionist. She has been the lead teacher for math instruction for both 4th and 5th grade with a student centered trajectory approach to learning. Her class motto, “Go from what you know to what you don’t know!” helps students value their experience and bring it forward to approach new concepts with confidence and a growth mindset.

