

We spend approximately 35% of our weekly instruction time in personalized learning pathways. While this example incorporates a rotational model, we tend to utilize a variety of models and tools including the “choice board” activity that can be found in a separate document in the entry submission.

Groups are formed based on the data. Depending on the specific goal and structure of the activity, teachers can decide to make the groups homogenous or heterogeneous. The groups are dynamic and can change frequently, providing opportunities for different types of students to interact and learn from one another. In this example, students were paired up with others who demonstrated proficiency in domains that they needed to improve in, while those same students were proficient in areas that the other members of the group needed to improve in. This reinforced the message that there is no such thing as a “bad Gemara student” and all students have what to offer to one another and learn from one another. It also shifts the focus from individual achievement and test grades to collaboration and learning.

Exit tickets were completed at each station, and I had a micro lesson plan for each teacher-led station. One of the amazing takeaways from this particular rotation was that I received feedback from almost every group that they struggled with reading. That gave me the insight as their Rebbe to spend more time that week during my whole class instruction time on reading skills. The results on the second assessment showed that this added help boosted the average reading score significantly and all students were proficient or advanced on their reading assessment.

Students speak about how this personalized learning time has been the difference maker in their confidence and enjoyment in Talmud Torah in comparison with the traditional model. Student testimonials are attached separately as YouTube videos and can be viewed also by [CLICKING HERE](#).

On page 2 of this document, you can see the personalized pathway outline sample for the rotation model.

1. GROUPS

Maya B.	Sarit C.	Bella G.	Chani K.	Sophia R.
Jojo B.	Nili F.	Shiraz I.	Ella L.	Anika R.
Rebecca E.	Eliana F.	Eli L.	Lily P.	Shira S.
Jordan F.	Leora H.	Emma N.	Amanda S.	

2. AGENDA

Rotation					
#1	Teacher Led	Content	Reading	Vocabulary	Functional Structures
#2	Content	Reading	Vocabulary	Functional Structures	Teacher Led
#3	Reading	Vocabulary	Functional Structures	Teacher Led	Content
#4	Vocabulary	Functional Structures	Teacher Led	Content	Reading
#5	Functional Structures	Teacher Led	Content	Reading	Vocabulary

3. Instructions

- Each rotation will be ten minutes long. The time is used as a guide for time management. You can choose to spend more time on a specific rotation, with the exception of the teacher-led, if you feel that you need it.
- Movement is good for your body and brain, just remember to keep your movements efficient and respectful of those learning around you. Additionally, use your 6-inch voices when working with others so that only they, and not the students near you, can hear.
- There are instructions at each of the stations with worksheets that are provided to guide you through your practice of that particular domain. Make sure to have your Gemarot with you during the teacher-led portion.
- Reminder: this is personalized learning time and it is important for me to be able to provide feedback to guide your learning. Make sure to complete the exit ticket at each station so that I can understand how I can support your growth in each of the domains.