



Creating a
MASS CUSTOMIZED LEARNING
Community

Starter Steps

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Specific **OUTCOMES** for the session

You will:

1. STUDY a few of the components of a Customized Learning Community

Foundational Pieces

Structure Work	Instruction Work	Grading Work
Curriculum Work	Assessment Work	Technology Work

2. Begin to think about the **STARTER STEPS** for yourself, your team, your school, and district in creating an MCL Learning Community

AGENDA

I. INTRODUCTION

- Outcomes for Today
- Skip Some Things
- Components

II. MASS CUSTOMIZED LEARNING

- The Vision
- The Definition
- The Rationale

III. STARTER STEPS – Shifting the Mindset

- Motivation
- Leadership
- Learning Goals
- Problem Solving & Invention Reasoning
- Research & Evidence Based

IV. STARTER STEPS – Practicing in the Box

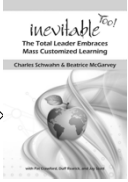
- Guiding Principles
- Instruction
- Grading
- Grouping & Regrouping
- Online Support
- Seminars
- Lori

Materials

➤ **Handout of Slides**

➤ **MCL Components of The Work**

➤ **Excerpt Chapter 2**








Creating a . . .

Mass Customized Learning

*Proficiency – Based
Standards – Based
Personalized Learning*

Community

 Authentic Leadership	 Visionary Leadership	 Cultural Leadership	 Quality Leadership	 Service Leadership
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What are the components of the work?

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FOUNDATIONAL PIECES
LEADERSHIP WORK
STRUCTURE WORK
CURRICULUM WORK
ASSESSMENT WORK
GRADING WORK
INSTRUCTION WORK
TECHNOLOGY WORK

RATIONALE FOR MCL

The MCL Vision

Mass Customized Learning is about the implementation of a school structure

that makes it possible to meet the individual and personal needs of learners every hour of every day.

Every learner, every day, comes to school and is met at his/her specific learning level, is challenged, is successful,

and looks forward to returning to school tomorrow.

Schwahn & McGarvey

MCL DEFINED

MASS CUSTOMIZED LEARNING.....

- ⇒ Meeting the individual and personal needs of learners every hour of every day.
- ⇒ Made possible by today's transformational technologies

INDIVIDUAL LEARNING NEEDS.....

- Appropriate level of learning
- Appropriate learning style
- Content of high interest

Schwahn & McGarvey

The "vision" question:

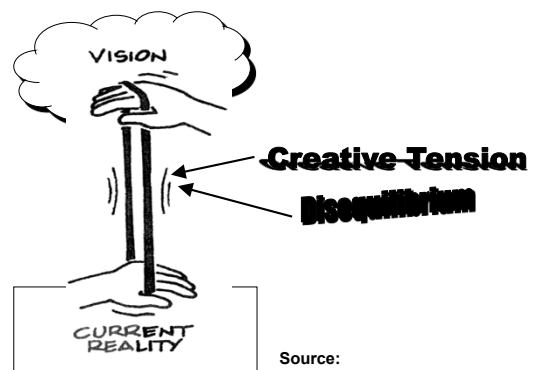
"What is impossible to do in your organization today, but if you could do so, it would fundamentally change your results?"

Joel Barker

FOUNDATIONAL PRINCIPLES FOR LEARNING





Students learn in different ways.

Students learning in different timeframes.



Source:
Peter Senge, *The Fifth Discipline*

How are you doing regarding:

<i>You?</i>	Understanding the Rationale for Mass Customized Learning	<i>The Staff?</i>
	 4 There or Ready!	
	 3 Almost Ready	
	 2 Need Some Work	
	 1 No Way!	

THE POWER OF VISIONS

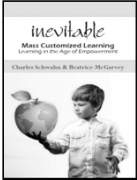
How do organizations inspire their employees to be more than observers, to actually create their futures?

WITH A VISION

Having a **POWERFUL VISION** is the most forceful motivator of change that companies, communities, nations, and individuals possess.

A **POWERFUL VISION** helps members of your organization to think together, dream together, act together to make a difference.

Joel Barker



MCL:
Learning in the Age of EMPOWERMENT

STARTER STEPS

STARTER STEPS for Mass Customized Learning

Shifting/
Changing
the Mindset

Practicing
"Within
the Box"

Ready
for
Rollout

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STARTER STEPS for Mass Customized Learning

Shifting/Changing the Mindset

- **Conduct BOOK STUDIES**
 - > Inevitable: Mass Customized Learning by Schwahn & McGarvey
 - > Mindset by Carol Dweck
 - > Drive by Daniel Pink
 - > Why We Do What We Do by Edward Deci
 - > The Kids Left Behind
 - > The One World School House by Salman Kahn

STUDY MOTIVATION & ENGAGEMENT

- **Study, develop, focus on LEADERSHIP**
 - > Total Leaders by Chuck Schwahn
 - > Inevitable Tool The Total Leader Embraces Mass Customized Learning by Schwahn & McGarvey

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STARTER STEPS for Mass Customized Learning

Shifting/Changing the Mindset

- **Change/Watch YOUR LANGUAGE** (talk the talk of MCL)
- **Monitoring how learners are doing on LEARNING GOALS vs Activities/Assignments**
- **Create PROFESSIONAL LEARNING TEAMS** (Research AND Evidence-Based)
- **Model/Expect CONTINUOUS IMPROVEMENT – EMPOWER TEACHERS**
- **Use PROBLEM SOLVING TOOLS**
- **Encourage and support INNOVATION/RISK TAKING** (A Bully-Free Culture!!!)

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STARTER STEPS for Mass Customized Learning

Practicing "Within the Box"

- Create a STRATEGIC DIRECTION toward MCL with Stakeholders
 - Based on Future Trends
 - Mission
 - Vision
 - Guiding Principles of Learning
 - Core Values/Principles of Professionalism
 - Learner Outcomes
- Adopt a COMMON LANGUAGE OF INSTRUCTION/LEARNING
- Use a FORMATIVE APPROACH TO FEEDBACK (Tackle grading!)

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STARTER STEPS for Mass Customized Learning

Practicing "Within the Box"

- GROUP AND REGROUP LEARNERS for around specific Learning Targets (not tracking!!)
- Use ON-LINE INSTRUCTIONAL OPPORTUNITIES/RESOURCES for specific Learning Targets
- Create SEMINARS for Learner Outcomes requiring interaction with a Learning Facilitator (teacher)
- Become a DIGITAL LEARNING COMMUNITY (Devices for Kids and Adults!)
- RECOGNIZE behaviors/practices aligned with the MCL vision

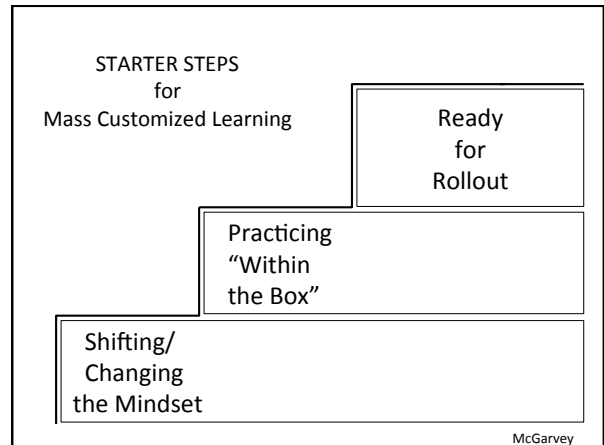
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STARTER STEPS for Mass Customized Learning

Ready for Rollout

- Write CURRICULUM AS LEARNER OUTCOMES
- Categorize LEARNER OUTCOMES BY LEARNING FORMAT
- Create and place ON-LINE LEARNER OUTCOMES online
- Design/acquire and implement SCHEDULING TECHNOLOGY for individual learners
- Design/acquire and implement ACCOUNTABILITY TECHNOLOGY for administration

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STARTER STEPS for Mass Customized Learning

Shifting/Changing the Mindset

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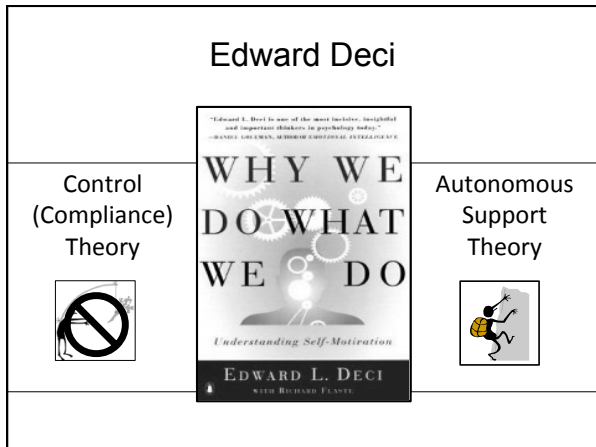
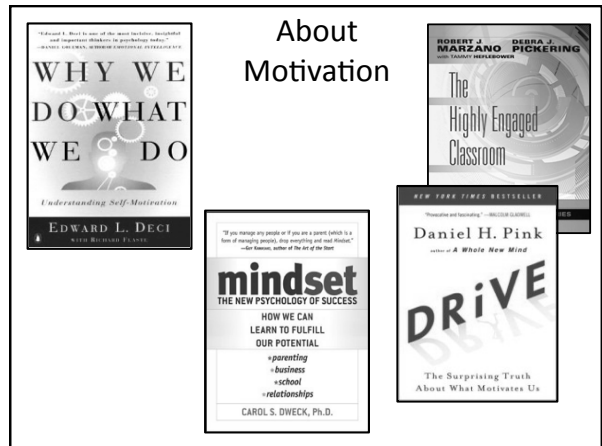
STUDY MOTIVATION & ENGAGEMENT

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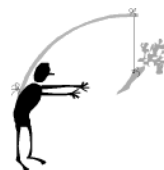
MOTIVATION

The Experts:
 Edward Deci
 Daniel Pink
 Carol Dweck
 Robert Marzano

They all are saying the same thing!



The Wrong Question (E. Deci)




How do I motivate
my own children?
My students? My
workers? My staff?

Underlying Goal/Assumption:


The Correct Question (E. Deci)

How do I set up the
conditions so that my
own children...my
students...my staff
will be self-motivated?



Underlying Goal/Assumption:

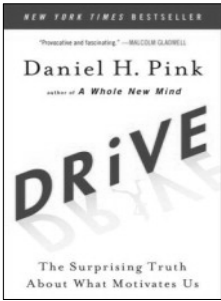
Motivation: The CONDITIONS



- Connections**
- Choice**
- Competence**
- Challenge**

E. Deci

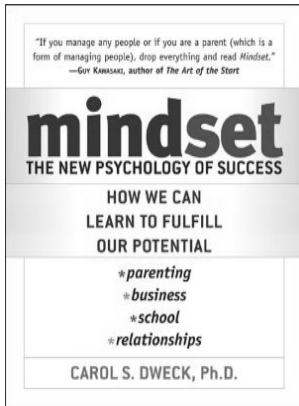
Daniel Pink





**AUTONOMY
MASTERY
PURPOSE**


Fixed Mindset

Growth Mindset




INTELLIGENCE	
A fixed attribute?	A changeable attribute?
<p>UNDERLYING ASSUMPTION: <i>You either have it... or you don't</i></p> 	<p>UNDERLYING ASSUMPTION: <i>You <u>can</u> improve it</i></p> 

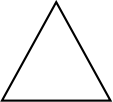
EDUARDO BRICENO on MINDSET
TED TALK

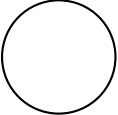


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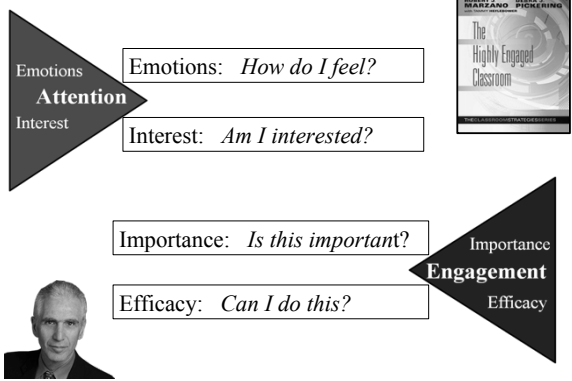
SHAPING UP A SUMMARY

 Something I heard that SQUARES with my beliefs or my experiences (people, examples)

 Three important POINTS to remember:

 A question going aROUND in my mind:

Model of Attention and Engagement



Emotions: *How do I feel?*



Interest: *Am I interested?*

Importance: *Is this important?*

Efficacy: *Can I do this?*

Emotions
Attention
Interest

Importance
Engagement
Efficacy

	FIXED MINDSET Leads to a desire to look smart and therefore a tendency to:	GROWTH MINDSET Leads to a desire to learn and therefore a tendency to:
<i>How they view:</i>		
Challenges	avoid challenges	embrace challenges
Obstacles	give up easily	persist in the face of setbacks
Effort	see effort as fruitless or worse	see effort as the path to success
Criticism	ignore useful negative feedback	learn from criticism
Success of Others	feel threatened by the success of others	find lessons and inspiration in the success of others
	As a result, they may plateau early and achieve less than their full potential.	As a result, they reach every high levels of achievement
	VICTIMIZATION BLAME	AUTONOMY EFFICACY

Carol Dweck

FIXED OR GROWTH MINDSET

The two mindsets lead to different behaviors.

When _____ view intelligence as fixed, they tend to value looking smart above all else. They may sacrifice important opportunities to learn - even those that are important to their future success - if those opportunities require them to risk performing poorly or admitting deficiencies.

_____ with a growth mindset, on the other hand, view challenging work as an opportunity to learn and grow. I have seen _____ with a growth mindset meet difficult problems, ones they could not solve yet, with great relish. Instead of thinking they were failing (as _____ with a fixed mindset did), they said things like "I love a challenge," "Mistakes are our friends."

_____ with a fixed mindset do not like effort. They believe that if you have the ability, everything should come naturally. They tell us when they have to work hard, they feel dumb. _____ with a growth mindset, in contrast, value effort, they realize that even geniuses have to work hard to develop their abilities and make their contributions.

_____ with a fixed mindset tend not to handle setbacks well. Because they believe that setbacks call their intelligence into question. They become discouraged or defensive when they don't succeed right away. They may quickly withdraw their effort and blame others.

_____ with a growth mindset are more likely to respond to obstacles by remaining involved, trying new strategies, and using all the resources at their disposal for learning.

_____ with a growth mindset tackle challenging tasks with excitement, whereas _____ with a fixed mindset may feel threatened by tasks that require them to stretch or take risks.

Carol Dweck

How are you doing regarding:

<i>You?</i>	Has an understanding of the Research on Motivation & Engagement	<i>The Staff?</i>
	4 There or Ready! 3 Almost Ready 2 Need Some Work 1 No Way!	

STARTER STEPS for Mass Customized Learning

Shifting/Changing the Mindset

- *Change/Watch* YOUR LANGUAGE (talk the talk of MCL)
- *Monitoring how learners are doing on* LEARNING GOALS vs *Activities/Assignments*
- *Create* PROFESSIONAL LEARNING TEAMS (Research AND Evidence-Based)
- *Model/Expect* CONTINUOUS IMPROVEMENT – EMPOWER TEACHERS
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- *Encourage and support* INNOVATION/RISK TAKING (A Bully-Free Culture!!!)

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LEARNING GOALS

Tracking My Own Learning

Student Name: Ellie Date: _____

Learning Goal: Math: Understand decimals and percent =
question answering

	a. Oct 10 <u>1</u> b. Oct 19 <u>2</u> c. Oct 21 <u>2.5</u> d. Oct 30 <u>2</u> e. _____ f. _____ g. _____ h. _____
--	--

Learning Goal: Math: Can do calculations with decimals and percent

	a. Oct 10 <u>3</u> b. Oct 19 <u>3.5</u> c. Oct 21 <u>3.5</u> d. Oct 30 <u>3</u> e. _____ f. _____ g. _____ h. _____
--	--

D. Pickering



Setting specific goals for student achievement and then tracking progress regarding those goals is one of the most powerful actions a teacher, school, or district can take.

Activities/Assignments

Today

Read Chapter 2 in .. 3

Finish Adverb assignment...

Work on myth..

D. Pickering

Learning Goals

As a result of what we do today, you will be able to demonstrate that you:

Understand the technique of foreshadowing in mysteries.

Can revise writing to improve use of descriptive adverbs.

D. Pickering

Learning Goals

Given.....,	The issues related to attacking Iraq,
students will demonstrate that they...,	understand at least three persuasive techniques
by...	writing a five-paragraph essay using the techniques correctly.

D. Pickering

Once the Learning Goal is clear, we can monitor the quality of our assignments:

- knowledge?
- Will the assignment assess, or enhance the learning of, the knowledge in the Learning Goal?
- Given the learning goal, is this assignment worth the time?
- Are there aspects of the assignment that would require knowledge other than that in the Learning Goal? If so, are we teaching that knowledge or assuming that knowledge?

D. Pickering

ABOUT PROJECTS!

Mission Project
Starting at only \$9.95



Perfect for 4th grade Mission school projects! Very easy to build. You can paint it, trace it, adjust size and use any materials you wish.



The Alamo



D. Pickering

Learning Goal:

*Understand the concept of a mole in chemistry:
 6.02×10^{23} – Avogadro's number*

D. Pickering

From the teacher:

My students at xxxx High School are required to create a Mole Day project. The projects are graded based on creativity and originality. I have seen many excellent ideas every year and hear about many others through the letters which I receive. Here are some project ideas that I have seen or used in the past.

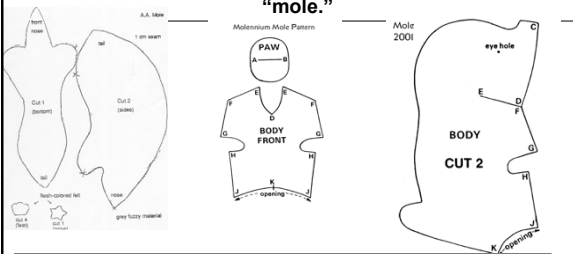
The students are told about the project at the beginning of the school year. They have about three weeks to decide what they are going to do.

By the middle of September that have to confirm in writing to me what their project is going to be. They are allowed to work in groups of up to four students if they want. Projects are due one week before Mole Week starts (usually the week that we have parent conferences) so that I have time to grade them, take pictures, and place them strategically around the school building (glass display cases, windows of the school store, on walls in main hallways, etc.)

D. Pickering

Assignment:

Make a mole from the pattern you are given. Create an environment/costume for the mole that plays on the word "mole."



*Understand the concept of a mole in chemistry:
 6.02×10^{23} – Avogadro's number*

D. Pickering

MOLE DAY PROJECT RUBRIC
STUFFED MOLE

Obituary

1. Typed single -spaced on a 6" x 4" index card (10 pts) _____
2. Card is completely filled- (5 pts) _____
3. The information is in obituary form (10 pts) _____
4. The obituary is original with accurate data about Scientist- it is not plagiarized (10 pts) _____

Stuffed Mole

1. The mole is at least five and a half inches or larger (5pts) _____
2. **Costuming and props are present (20 pts)** _____
3. **The mole is original and creative. It is obvious that a lot of time and thought was put into the making of the mole.(25 pts)** _____
4. The mole depicts the scientist accurately and the scientist came from either the physics, chemistry, engineering, or mathematical disciplines or inventor (10 pts) _____

Presentation of mole

1. The student's name is found on the mole. (5pts) _____

TOTAL POINTS OUT OF 100 _____

LETTER GRADE _____

D. Pickering

Molympics - An Olympic competition which may consist of any Mole-related events such as: Pin the Nose on the Mole, Javelin Throw, and the 6.02 Relay

Mole-opoly - create your own special game board

Create a "Moletin Board" - post important events relating to Mole Day Activities

Host a Mole Pun Contest

Write a Mole Day song - be original

Make Mole Day "campaign signs" - like you do for class president, student council, etc.

Notify your local media as to your Mole Day festivities - invite the local papers to come and take part in the activities of the day. Also contact local radio and television stations about what you are doing. Encourage your local community to be part of your school activity.

Exchange Mole Day greeting cards - Send Mole Day greetings to chemistry students in a different school, or even in a different state.

Mole costume party - Who can make the best mole outfit?

Decorate with Mole-biles - Hang them from the ceiling of various classrooms. Create interest for future years.

Scavenger Hunt - Create a list of household items but use chemistry terms for the items you want. Such as: *Something that contains NaHCO3*

Write a Mole Day poem, story, or cartoon

Make a Mole Day flag - Run it up the school flag pole on Mole Day. (Make sure you have permission first!)

Make a mole pinata or a stuffed mole

Make Mole Day treats: Moleasses cookies, Avogadro Dip, or Taco-mole sauce

Chemistry: Mole Project

Choose one of the following to determine and sign up for it on the board. You and your partner should find the needed information and calculate your answer using the factor-label method showing all of our work on a large sheet of paper. You will need to present your work to the class too.

1. Do the oceans contain one mole of water drops?
2. If you were to stack a mole of pennies one on top of the other, how many round trips to the sun could you make?
3. If you had one mole of rice grains, how many kilograms of rice would each person on earth have to eat each second of their life?
4. If you had a mole of M&M's, how many times could you cover the surface of the earth?
5. If you had a mole of sheets of paper stacked on top of each other, how many round trips to the moon could you make?

D. Pickering

6. If you placed a mole of skittles side by side, how many trips around the Earth's equator could you make?

7. If you covered the state of Indiana with a mole of dimes, how high would the dimes stack up?

8. If you had a mole of pennies, how many dollars would each person on Earth have if you shared your pennies with them?

9. If you had a mole of small paperclips chained together, how many times could you wrap the chain around the equator of Jupiter?

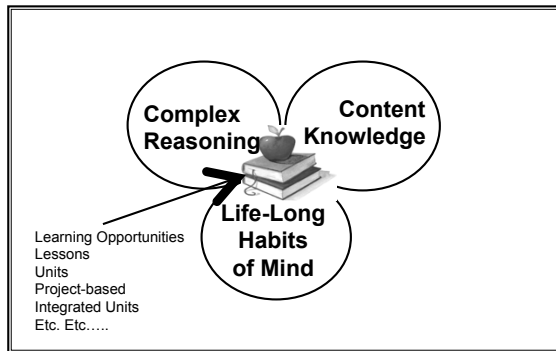
10. If you had a mole of large paperclips chained together, how many trips to Pluto would it make?

11. If you had a mole of quarters, how many moons would it take to equal the mass of the mole of quarters?

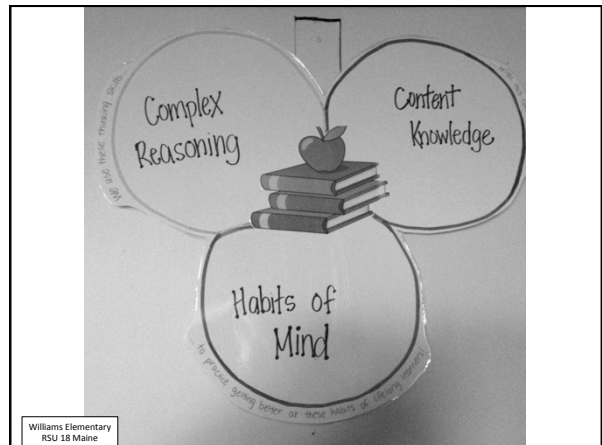
12. How many people would it take to make a mole of heartbeats in 75 years?

D. Pickering

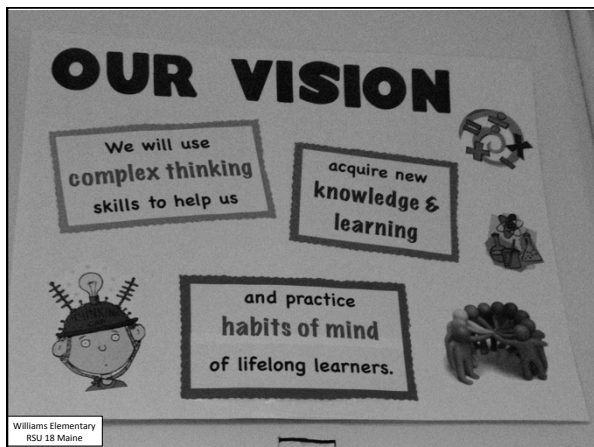
A Model of Curriculum



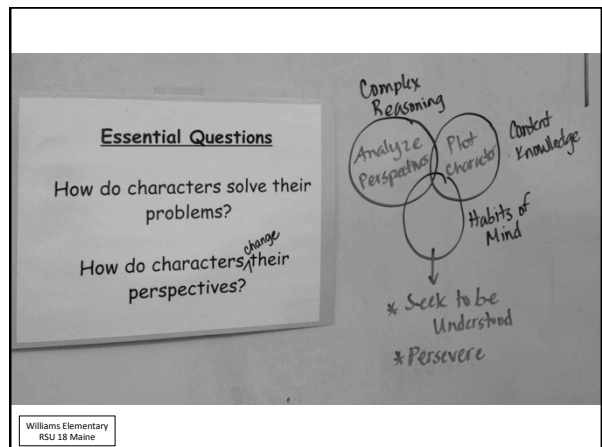
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Williams Elementary
RSU 18 Maine



Williams Elementary
RSU 18 Maine



Williams Elementary
RSU 18 Maine

How are you doing regarding:

You?	Focusing on Learning Goals vs Activities/ Assignments	The Staff?
	4 There or Ready!	
	3 Almost Ready	
	2 Need Some Work	
	1 No Way!	

RESEARCH & EVIDENCE BASED

Research-based

Keep in mind– For any instructional strategy

There are no “high yield” strategies.

There are only “high probability” strategies.

Marzano Research Lab

Evidence-Based

D. Pickering

The inference that should be drawn...is that no instructional strategy works equally well in all situations.

...the unexamined use of instructional strategies might produce some unintended negative outcomes.

Evidence-Based

Supervisor

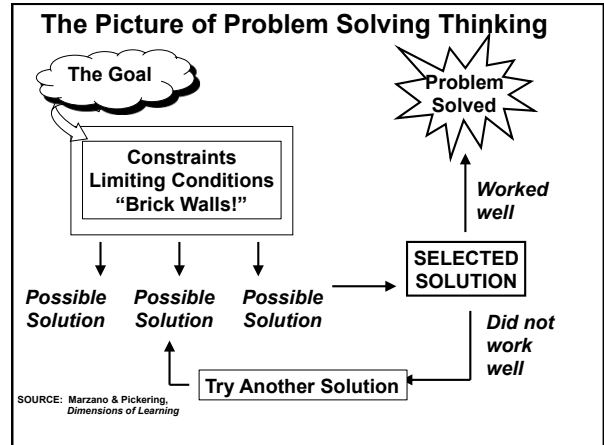
Peers

D. Pickering

How are you doing regarding:

You?	Operating as both Research-Based and Evidence-Based	The Staff?
	4 There or Ready!	
	3 Almost Ready	
	2 Need Some Work	
	1 No Way!	

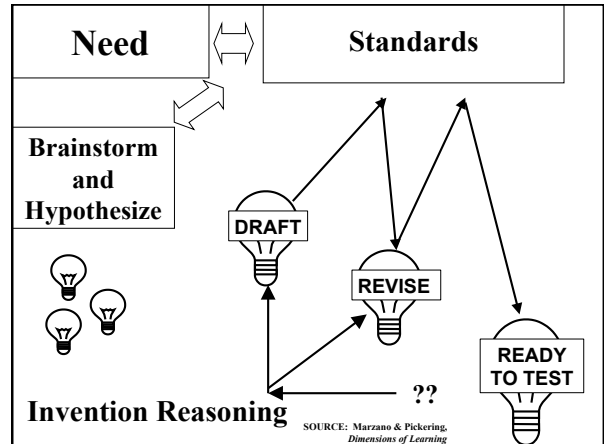
PROBLEM SOLVING & INVENTION REASONING







" How do I.....????"

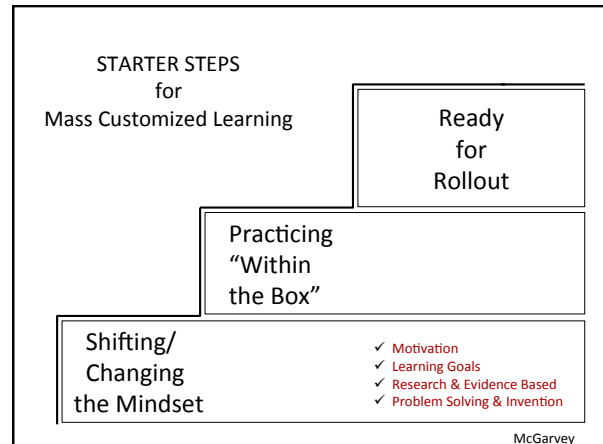
" How do we.....????"

Well....how **DO** we.....?



How are you doing regarding:

You?	Using Problem Solving and Invention Reasoning to Overcome Obstacles	The Staff?
	 4 There or Ready!	
	 3 Almost Ready	
	 2 Need Some Work	
	 1 No Way!	



STARTER STEPS for Mass Customized Learning

Practicing "Within the Box"

- Create a STRATEGIC DIRECTION toward MCL with Stakeholders
 - Based on Future Trends
 - Mission
 - Vision
 - Guiding Principles of Learning
 - Core Values/Principles of Professionalism
 - Learner Outcomes
- Adopt a COMMON LANGUAGE OF INSTRUCTION/LEARNING
- Use a FORMATIVE APPROACH TO FEEDBACK (Tackle grading!)

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GUIDING PRINCIPLES for Students & Learning

- Students learn in different ways.
- Students learn in different timeframes.
- Success breeds success and influences esteem, attitude, and motivation.
- Mistakes are inherent in learning.

Since

Students learn in different timeframes.

(write in one of your Guiding Principle)

.....then....

What grading practices should we **STOP** doing?





And, what grading practices should we **START** doing?

B. McGarvey

- ABOUT STUDENTS AND LEARNING**
1. All students can learn
 2. Students learn in different ways and timeframe
 3. Successful learning breeds continued success which influences esteem, attitude and motivation
 4. Mistakes are inherent in the learning process
 5. Learning and curiosity are basic human drives
 6. Student learning requires positive and validating relationships with teachers
 7. Student learning is enhanced by meaningful, real-life experiences requiring complex thinking
 8. Learning is fun
 9. Student learning is fostered by frequent, formative feedback
 10. Student learning is future-focused

ABOUT TEACHERS AND TEACHING	
1.	Teachers are models of continuous learning and improvement
2.	Teachers inspire, motivate & empower learners
3.	Teaching is collaborative and involves on-going learning
4.	Teachers set the conditions for a safe, welcoming, joyful classroom environment
5.	Teachers are knowledgeable and competent in pedagogy and human development
6.	Teaching reflects the current research on learning and cognition
7.	Teachers relate to & connect with students
8.	Teaching and learning are a cause and effect relationship
9.	Teachers are the single most important factor in students' learning
10.	Teachers are future-focused





How are you doing regarding:

<i>You?</i>	Operates from a Set of Strong Guiding Principles	<i>The Staff?</i>
	 4 There or Ready!	
	 3 Almost Ready	
	 2 Need Some Work	
	 1 No Way!	

INSTRUCTION

- Instruction is specific to a learning goal(s) and learners track their progress specific to their learning goal(s).
- Instruction is appropriate to the type of knowledge (declarative knowledge or procedural knowledge)
- Instruction is appropriate to the designated taxonomy level/complex reasoning processes (retrieval, comprehension, analysis, using)
- Instruction is delivered in large and small groups appropriate to the goal, style and interest of the learners
- Instruction involves multiple strategies appropriate to the learner's style and interest
- Instruction involves multiple resources appropriate to the learner's style and interest (digital and print)

How are you doing regarding:





<i>You?</i>	Operating from an explicit Model of Instruction	<i>The Staff?</i>
	 4 There or Ready!	
	 3 Almost Ready	
	 2 Need Some Work	
	 1 No Way!	

GRADING

USES A FORMATIVE APPROACH TO FEEDBACK

- Feedback on specific criterion (Learning Goals) vs Activities or Assignments
- No zeroes; No averaging
- Allow “do-overs”
- Rubrics instead of Points and Percentages
- Separate out Academic and Non-Academic Feedback
- Formative – “not there yet . . .”

How are you doing regarding:

<i>You?</i>	Uses a Formative Approach to Providing Feedback	<i>The Staff?</i>
	 4 There or Ready!	
	 3 Almost Ready	
	 2 Need Some Work	
	 1 No Way!	

STARTER STEPS for Mass Customized Learning

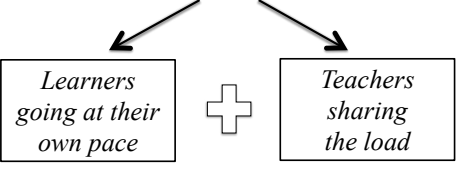
Practicing “Within the Box”

- GROUP AND REGROUP LEARNERS *for around specific Learning Targets (not tracking!!)*
- Use ON-LINE INSTRUCTIONAL OPPORTUNITIES/RESOURCES *for specific Learning Targets*
- Create SEMINARS *for Learner Outcomes requiring interaction with a Learning Facilitator (teacher)*
- Become a DIGITAL LEARNING COMMUNITY (Devices for Kids and Adults!)
- RECOGNIZE *behaviors/practices aligned with the MCL vision*

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GROUPING & REGROUPING

GROUPING & REGROUPING



Harnessing the Technology to Help

And thus.
MASS CUSTOMIZING LEARNING

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See Chapter 2 in

Inevitable Too!


The Total Leader Embraces Mass Customized Learning

SEMINARS

- ### Example SEMINARS at Elementary Level
- *Apps for Kids: Making Steve Jobs Proud*
 - *I'm a Poet and I Know It!*
 - *A Kids Life in the U.S.*
 - *Science IS Everywhere*
 - *Around the World in 18 Days*
 - *Writing: For Stephen-King-Wannabees*
 - *Customs and Cultures: Mine and Yours*
 - *Points of View: Looking at it Both Ways*
- (Designed from your Strategic Direction and your Learner Outcomes. Scheduled very much like our best universities now schedule classes)*

- ### Example SEMINARS at the Secondary Level
- *Interpersonal Communications*
 - *Interpersonal Relationships*
 - *Career Options that Fit Me*
 - *My Beliefs and Values: Identification and Evaluation*
 - *Diversity: The Problems and the Potential*
 - *Creating and Defending Your Business Plan*
 - *Budgeting . . . Time and \$\$\$\$*
 - *Branding, Marketing, and Propaganda*
 - *Economic systems: Capitalism, Socialism, & Communism*
 - *Democracy and the History of the United States*
 - *Lewis and Clark and Westward Expansion*
- (Designed from your Strategic Direction and your Learner Outcomes. Scheduled very much like our best universities now schedule classes)*
- Schwahn & McGarvey

LORI







ACTIVITY

LORI DOES HER SCHEDULE

- Listen/watch for the practicality and the relative simplicity of creating an individual learning plan for each learner.
- Think what this process might do for student motivation.
- What happens when Lori completes her schedule and hits “send?”

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How are you doing regarding:

<i>You?</i>	Replacing the Time-based Assembly Line Structure <small>(grouping/regrouping learners around goals; seminars/modules vs of courses)</small>	<i>The Staff?</i>
	 4 There or Ready!	
	 3 Almost Ready	
	 2 Need Some Work	
	 1 No Way!	

STARTER STEPS for Mass Customized Learning

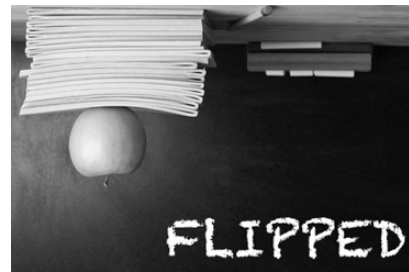
Ready for Rollout

- Write CURRICULUM AS LEARNER OUTCOMES
- Categorize LEARNER OUTCOMES BY LEARNING FORMAT
- Create and place ON-LINE LEARNER OUTCOMES online
- Design/acquire and implement SCHEDULING TECHNOLOGY for individual learners
- Design/acquire and implement ACCOUNTABILITY TECHNOLOGY for administration

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ON-LINE LEARNING

FRICION-FREE



MS World Languages

HS Science

Bill Nye

M



How are you doing regarding:

You?	Leveraging Technology to Customize Learning (flipped classrooms, on-line learning, apps, one-to-one devices, etc)	The Staff?
	4 There or Ready!	
	3 Almost Ready	
	2 Need Some Work	
	1 No Way!	

STARTER STEPS for Mass Customized Learning

Ready for Rollout

Practicing "Within the Box"

- ✓ Guiding Principles
- ✓ Instruction & Grading
- ✓ Grouping & Regrouping
- ✓ Seminars & Online Learning

Shifting/ Changing the Mindset

- ✓ Motivation
- ✓ Learning Goals
- ✓ Research & Evidence Based
- ✓ Problem Solving & Invention

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