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

What are the components of the work?

Creating a . . .
Mass Customized Learning

Proficiency – Based
Standards – Based
Personalized Learning

Community

What are the components of the 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

Source:

Creative Tension

Current Reality

Source: Peter Senge, The Fifth Discipline
How are you doing regarding:

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

---

**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

---

**STARTER STEPS**

**for Mass Customized Learning**

**Ready for Rollout**

Practicing "Within the Box"

**Shifting/Changing the Mindset**

---

**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 by Salman Khan

• **Study, develop, focus on Leadership**
  - Total Leaders by Chuck Schwahn
  - Inevitable Too! The Total Leader Embraces Mass Customized Learning by Schwahn & McGarvey

---

**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!!!)
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!)

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

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, develop, focus on LEADERSHIP
  - Total Leaders by Chuck Schwahn
  - Inevitable Too! The Total Leader Embraces Mass Customized Learning by Schwahn & McGarvey

MOTIVATION
The Experts:
Edward Deci
Daniel Pink
Carol Dweck
Robert Marzano

They all are saying the same thing!

About Motivation

Edward Deci

Control (Compliance) Theory

Autonomous Support Theory

The Wrong Question (E. Deci)


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
Daniel Pink

**AUTONOMY**

**MASTERY**

**PURPOSE**

---

**INTELLIGENCE**

<table>
<thead>
<tr>
<th>A fixed attribute?</th>
<th>A changeable attribute?</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERLYING ASSUMPTION: You either have it… or you don’t</td>
<td>UNDERLYING ASSUMPTION: You can improve it</td>
</tr>
</tbody>
</table>

---

EDUARDO BRICENO on MINDSET

TED TALK

---

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

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. The belief 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 those 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

---

**Starting 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**

[![Bully-Free Culture!!](image)]

McGarvey

---

**LEARNING GOALS**

[![Graph showing progress](image)]

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...
- Finish Adverb assignment...
- Work on myth..

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.

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?

ABOUT PROJECTS!
Learning Goal:

Understand the concept of a mole in chemistry:

\[ 6.02 \times 10^{23} \text{– Avogadro’s number} \]

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.)

Assignment:

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

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 (5 pts) _________
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. (5 pts) _________

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

Host a Mole Pun Contest

Write a Mole Day song - be original

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-bites - Hang them form 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

Complex Reasoning

Content Knowledge

Life-Long Habits of Mind

Learning Opportunities
Lessons
Units
Project-based
Integrated Units
Etc. Etc.

B. McGarvey

OUR VISION

We will use complex thinking skills to help us acquire new knowledge & learning and practice habits of mind of lifelong learners.

Williams Elementary
RSU 18 Maine

B. McGarvey
How are you doing regarding:

<table>
<thead>
<tr>
<th>You?</th>
<th>The Staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>![emoji] 4  There or Ready!</td>
<td>![emoji] 4  There or Ready!</td>
</tr>
<tr>
<td>![emoji] 3  Almost Ready</td>
<td>![emoji] 3  Almost Ready</td>
</tr>
<tr>
<td>![emoji] 2  Need Some Work</td>
<td>![emoji] 2  Need Some Work</td>
</tr>
<tr>
<td>![emoji] 1  No Way!</td>
<td>![emoji] 1  No Way!</td>
</tr>
</tbody>
</table>

**RESEARCH & EVIDENCE BASED**

Research-based

| ![image] | ![image] |

Keep in mind– For any instructional strategy

There are no “high yield” strategies.

There are only “high probability” strategies.

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

PROBLEM SOLVING & INVENTION REASONING

How are you doing regarding:

<table>
<thead>
<tr>
<th>You?</th>
<th>Operating as both Research-Based and Evidence-Based</th>
<th>The Staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>There or Ready!</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Almost Ready</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Need Some Work</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>No Way!</td>
<td></td>
</tr>
</tbody>
</table>

The Picture of Problem Solving Thinking

The Goal
Constraints 
Limiting Conditions 
“Brick Walls!”

Possible Solution
Possible Solution
Possible Solution

SELECTED SOLUTION
Did not work well

Try Another Solution

SOURCE: Marzano & Pickering, Dimensions of Learning

“How do I……..???”

“How do we…….???”

Well....how DO we.....?
How are you doing regarding:

<table>
<thead>
<tr>
<th>You?</th>
<th>The Staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>There or Ready!</td>
<td></td>
</tr>
<tr>
<td>Almost Ready</td>
<td></td>
</tr>
<tr>
<td>Need Some Work</td>
<td></td>
</tr>
<tr>
<td>No Way!</td>
<td></td>
</tr>
</tbody>
</table>

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!)

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.

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

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 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:

<table>
<thead>
<tr>
<th>You?</th>
<th>Operating from an explicit Model of Instruction</th>
<th>The Staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️ 4</td>
<td>There or Ready!</td>
<td></td>
</tr>
<tr>
<td>☑️ 3</td>
<td>Almost Ready</td>
<td></td>
</tr>
<tr>
<td>☑️ 2</td>
<td>Need Some Work</td>
<td></td>
</tr>
<tr>
<td>☑️ 1</td>
<td>No Way!</td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>You?</th>
<th>Operating from a Set of Strong Guiding Principles</th>
<th>The Staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️ 4</td>
<td>There or Ready!</td>
<td></td>
</tr>
<tr>
<td>☑️ 3</td>
<td>Almost Ready</td>
<td></td>
</tr>
<tr>
<td>☑️ 2</td>
<td>Need Some Work</td>
<td></td>
</tr>
<tr>
<td>☑️ 1</td>
<td>No Way!</td>
<td></td>
</tr>
</tbody>
</table>

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 . . .”

<table>
<thead>
<tr>
<th>You?</th>
<th>The Staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>🧐 4  There or Ready!</td>
<td>🧐 3  Almost Ready</td>
</tr>
<tr>
<td>🧐 3  Almost Ready</td>
<td>🧐 2  Need Some Work</td>
</tr>
<tr>
<td>🧐 2  Need Some Work</td>
<td>🧐 1  No Way!</td>
</tr>
</tbody>
</table>

How are you doing regarding:

STARTER STEPS for Mass Customized Learning

- Practicing “Within the Box”
- RECOGNIZE behaviors/practices aligned with the MCL vision
- 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

GROUPING & REGROUPING

- Learners going at their own pace
- Teachers sharing the load

Harnessing the Technology to Help

And thus……

MASS CUSTOMIZING LEARNING

See Chapter 2 in

Inevitable Too!

The Total Leader Embraces Mass Customized Learning

© 2013 B. McGarvey
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

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

LORI

How are you doing regarding:

<table>
<thead>
<tr>
<th>You?</th>
<th>The Staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td>🤖 4 There or Ready!</td>
<td>🤖 4 There or Ready!</td>
</tr>
<tr>
<td>😊 3 Almost Ready</td>
<td>😊 3 Almost Ready</td>
</tr>
<tr>
<td>😐 2 Need Some Work</td>
<td>😐 2 Need Some Work</td>
</tr>
<tr>
<td>😞 1 No Way!</td>
<td>😞 1 No Way!</td>
</tr>
</tbody>
</table>

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?”

Schwahn & McGarvey
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

ON-LINE LEARNING

FRICTION-FREE

How are you doing regarding:

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

ON-LINE LEARNING

MS World Languages
HS Science
Bill Nye

STARTER STEPS for Mass Customized Learning

Ready for Rollout

Practicing “Within the Box”

Shifting/Changing the Mindset

McGarvey