Creating a . . .

Mass Customized Learning

Proficiency – Based
Standards – Based
Personalized Learning

Community

Authentic Leadership	Visionary Leadership	Cultural Leadership	Quality Leadership	Service Leadership

What are the components of the work?

MASS CUSTOMIZED LEARNING

THE 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.

THE DEFINITION

Simultaneously

meeting the individual and personal needs of each learner

*(level of learning, style of learning, pace of learning,
interests, and relevancy)*

every hour of every day

made possible by today's transformational technologies

FOUNDATIONAL PIECES

1. Has an appointed Leadership/Continuous Improvement Team — *Dufour et al*
2. Has a common understanding of the Research on Effective School Cultures — *Lezotte et al*
3. Has articulated a Mission, Vision, Guiding Principles, Learner Outcomes through a Community Dialogue — *Schwahn/McGarvey*
4. Uses the Mission, Vision, Guiding Principles, Learner Outcomes as a Decision-Making Screen — *Schwahn/McGarvey*
5. Operates as both Research AND Evidence Based — *Marzano*
6. Has a common understanding of Second Order versus First Order Change — *Marzano*
7. Uses Problem Solving Strategies and Invention Reasoning — *Marzano*
8. Has a common understanding of the Research on Motivation and Engagement — *Deci et al*
9. Has a Growth Mindset for themselves — *Dweck*
10. Has shifted to a focus on Learning Goals versus Activities/Assignments — *Marzano*
11. Has a common understanding of the Rationale for and Vision of Mass Customized Learning — *Schwahn/McGarvey*

LEADERSHIP WORK

12. Has and uses an explicit Model of Leadership as the criterion for effectively creating the MCL Vision — *Schwahn/McGarvey*
13. Creates or has rubrics for the criterion for effectively creating the MCL Vision — *Schwahn/McGarvey*
14. Gives feedback to leaders on how they are doing on specific criterion in the Model of Leadership — *Schwahn/McGarvey*
15. Expects each leader to have a plan for improvement for leading MCL — *Schwahn/McGarvey*
16. Supports leaders in their development as a team and as individuals — *Schwahn/McGarvey*

STRUCTURE WORK

17. Creates learning conditions/opportunities which create intrinsically motivated learners — *Schwahn/McGarvey*
18. Assigns learners to Learning Coaches — *Schwahn/McGarvey*
19. Collaborates with team members to share the targeted instruction — *Schwahn/McGarvey*
20. Blurs grade level distinctions; groups/regroups learners around a Learning Goal/Target — *Schwahn/McGarvey*
21. Identifies friction free online resources for foundational Learning Targets — *Schwahn/McGarvey*
22. Creates "seminars/labs" for complex Learning Targets — *Schwahn/McGarvey*
23. Allows learners to advance through the curriculum at their own pace — *Schwahn/McGarvey*
24. Shifts the schedule from the driver of the structure to the enabler of customized learning — *Schwahn/McGarvey*

CURRICULUM WORK

25. Has and uses an explicit Model of Curriculum — *Marzano*
26. Identifies Measurement Topics for all Content Areas (between the Standards and Benchmarks) — *Marzano*
27. Identifies the Scope (Progression) of each Measurement Topic — *Marzano*
28. Puts the MTs in Marzano's Scoring Scale format; Identifies the targeted knowledge for Levels 4, 3, 2 — *Marzano*

ASSESSMENT WORK

29. Has and uses a common language for a Taxonomy of Learning — *Marzano*

30. Identifies the Level of Processing – from the Taxonomy – for the Level 4, 3, 2, target knowledge in the scales — *Marzano*

31. Uses the verbs in the Taxonomy to write Assessment Items for the Level 4, 3, 2, target knowledge in the scales — *Marzano*

GRADING WORK

32. Tracks learner progress on specific Learning Goals/Targets vs on Activities or Assignments — *Marzano*

33. Separates out Academic Feedback from Non-Academic Feedback — *Marzano*

34. Uses a Formative Approach to calculate progress/grades: no zeroes, no averaging, allows do-overs — *Marzano*

35. Uses rubrics instead of points and percentages — *Marzano*

INSTRUCTION WORK

36. Has and uses an explicit Model/Language of Instruction as the criterion for effective instruction — *Marzano*

37. Creates or has rubrics for the criterion for effective instruction — *Marzano*

38. Gives feedback to Learning Facilitators (teachers) on how they are doing on specific criterion in the Model of Instruction — *Marzano*

39. Expects each Learning Facilitator (teacher) to have a plan for improvement — *Marzano*

40. Supports Learning Facilitators (teachers) in their development — *Marzano*

TECHNOLOGY WORK

41. Has a Student Information System (SIS) to capture and report on learner progress on curriculum/ learning goals — *Schwahn/McGarvey et al*

42. Technology routinely enables learning and instruction — *Schwahn/McGarvey et al*

43. Has a Learning Management System (LMS) that allows for 24/7 access to learning objects and instructional materials — *Schwahn/McGarvey et al*

44. Has a Learning Management System (LMS) that responds to learner needs with and without intervention from the Learning Facilitator. — *Schwahn/McGarvey et al*

45. The SIS and LMS are integrated and seamless — *Schwahn/McGarvey et al*

46. Has scheduling technology to customized learning for each learner — *Schwahn/McGarvey et al*

47. Each Learning Facilitator has a personal learning device (laptop, iPad, tablet, Chromebook) to access the LMS 24/7 — *Schwahn/McGarvey et al*

48. Each learner has a personal learning device (laptop, iPad, tablet, Chromebook) to access the LMS 24/7 — *Schwahn/McGarvey et al*

49. Learning Facilitators are active social learners participating in face-to-face and online personal learning networks — *Schwahn/McGarvey et al*