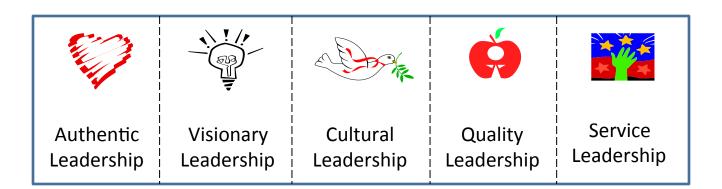
Creating a . . .

Mass Customized Learning

Proficiency — Based Standards — Based Personalized Learning

Community



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 Has a common understanding of the Research on Effective School Cultures Lezotte et al Has articulated a Mission, Vision, Guiding Principles, Learner Outcomes through a Community Dialogue Schwahn/McGarvey 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

LEADERSHIP WORK

Schwahn/McGarvey

11. Has a common understanding of the Rationale for and Vision of Mass Customized Learning

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

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

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

43. Has a Learning Management System (LMS) that allows for 24/7 access to learning objects and

Schwahn/McGarvey et al 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

instructional materials

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