

Phases of Introducing Customized Learning

“Form Follows Function”

	Awareness Phase (In the Traditional System)	Classroom Culture Phase (Voice & Choice) (In the Traditional System)		Instructional Design Phase (In the Traditional System)	Instructional Implementation Phase (In an Evolving System)	Structure Phase (The New System)
Deliverables for Phase	<ul style="list-style-type: none"> • Own the Learning Training (RISC) • Shared Vision & Burning Platform, etc., Established • Able to Articulate Beliefs, Vision, Mission, etc. • Explore How Beliefs Match Practice • Familiarity with Curriculum Organization • Start to Make Learning Transparent to Students • Able to Articulate Basic Information about Customized Learning and a Student Centered Environment 	<ul style="list-style-type: none"> • Classroom Design & Delivery Training (RISC) • Create a Learner Centered Culture that Honors Voice and Choice • Create Procedural Efficiency in a Learner Centered Classroom (Rules, Student Input, SOPs) • Tracks Student Progress on Specific Learning Goals/Targets vs Activities/Assignments • Learning is Transparent so Students Can Navigate Their Own Learning (e.g. Student Goal Setting, Use of Curriculum Organization) • Initial Use of Mission, Vision, etc., as Decision-Making Screen • Recognize It Is Not About the Tools, But Rather About How the Tools Are Used (Parking Lot, SOPs, PDCAs, Code of Cooperation, Affinity Charts, etc.) 	Readiness in Classroom Culture Deliverables	<ul style="list-style-type: none"> • Instructional Design & Delivery Training (RISC) • Balanced Instructional Model • Unpacking Learning Targets with Students • Instruction Organized Around Measurement Topics (Curriculum Model) • Student Self Pacing & Acceleration • Instruction for Lower Blooms (e.g. identifies online resources for Level 2 Goals) • Instruction for Upper Blooms (e.g. Seminars, Projects, etc.) • Consistent Use of Mission, Vision, etc., as Decision-Making Screen • Separates Academic Feedback from Non-Academic Feedback 	<ul style="list-style-type: none"> • Has and Uses an Explicit Model/Language of Instruction (e.g. The Art & Science of Teaching) • Uses a System of Recording and Reporting Student Progress • Use of Individualized Learning Plans • Applies Assessment for Learning (Formative Feedback) • Uses Formative Approach to Calculate Progress and Rubrics Instead of Points and Percentages • Applies Effective Practices in Student Motivation & Engagement • Demonstrating Proficiency on Learning Targets Through Different Approaches (Multiple Pathways) 	<ul style="list-style-type: none"> • Grading and Reporting System • “Rank & Advancement” (Grade Levels) • Scheduling Students • Grouping and Regrouping of Students • Course Organization (Seminars, “Merit Badges,” etc.) • Understands and Embraces Invention Reasoning

It's Always Ok: To Dabble, Try Out, & Explore a Phase or Two Ahead of Where You Are!

Throughout: Reflection, Continuous Improvement, Collaborative Problem-Solving, Supporting Colleagues, Sharing Ideas