



## Policies Which Help and Hinder Customized Learning

John Swanson, TIE



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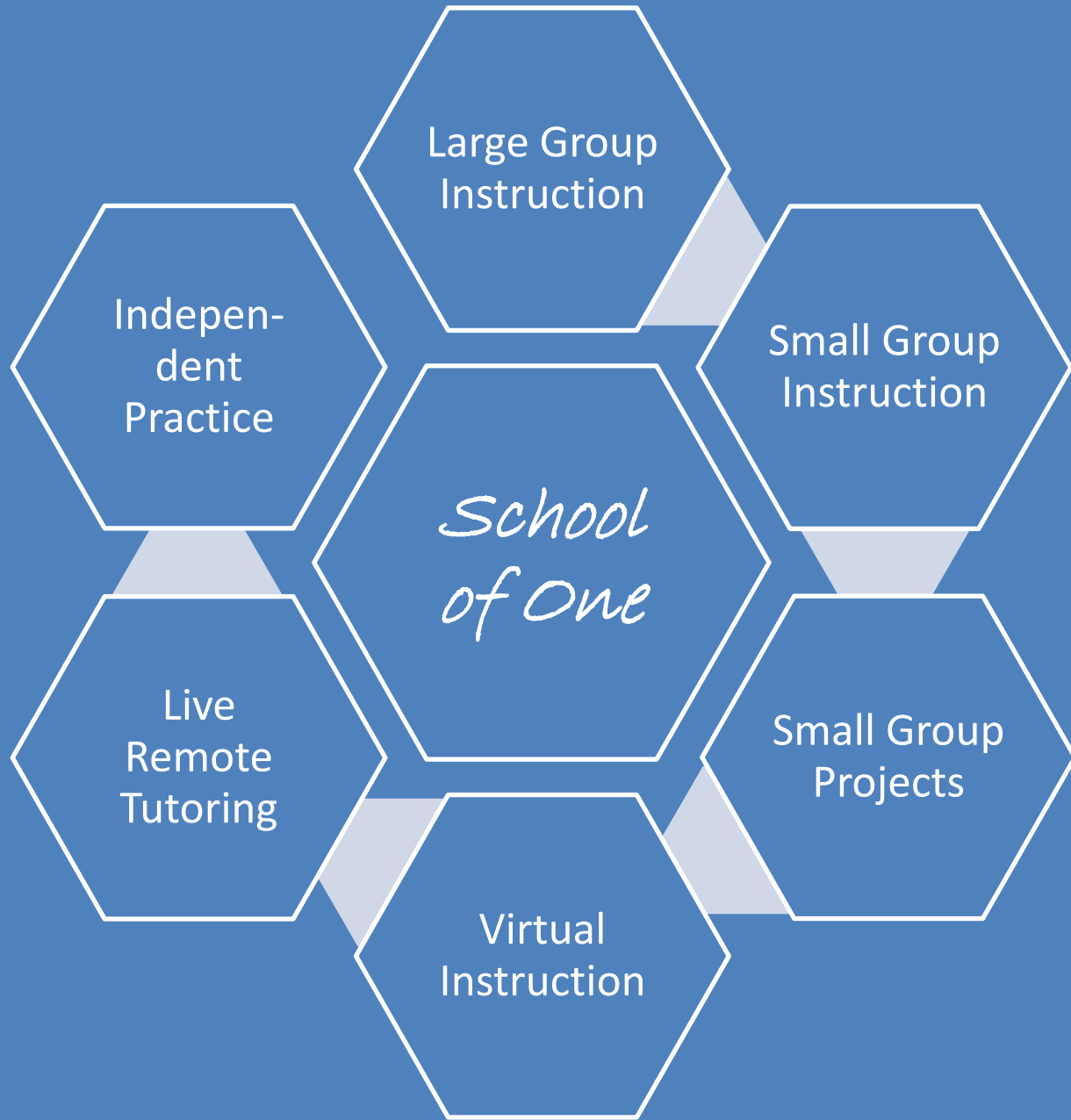


inevitable

**Mass Customized Learning**  
Learning in the Age of Empowerment

Charles Schwahn & Beatrice McGarvey





Large Group  
Instruction

Indepen-  
dent  
Practice

Small Group  
Instruction

*School  
of One*

Live  
Remote  
Tutoring

Small Group  
Projects

Virtual  
Instruction

# *School of One* Design Principles

1. The student is a key stakeholder.
2. The effectiveness of the School of One will depend on the end-user's experience.
3. Different learning modalities require different spaces.
4. Flexible spaces with reconfigurable furnishings can alleviate the need for additional square footage.
5. Data on the user experience will inform the link between motivation and design of the learning environment.
6. Technology is a pathway, not an end result. Delivery mechanisms constantly evolve and replace earlier models.
7. Design is a change agent. The design process can help solve problems holistically.

*Many schools try to customize learning  
for students **after** they have failed.*



# POLICY

A course of action, guiding principle, or procedure considered expedient, prudent, or advantageous.





**"I said, we need to have another discussion about our BYOD policies!"**



With access of online resources comes the availability of material that may not be considered to be of educational value in the context of the school setting.

On a global network, it is impossible to control all materials and an industrious user may discover controversial information.

However, it is the district's belief that the valuable information and interaction on these networks far outweigh the possibility that a user may locate material that is not consistent with the educational goals of the district.

# Personalized Learning: *A Working Definition*

1. Competency Based Progression
2. Flexible Learning Environments
3. Personal Learning Paths
4. Learner Profiles



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## CLASS PROGRESSION

Students will remain in a course until all the material for that course has been completed to the required level of mastery.

Therefore, students will not be allowed to “double-dip” in two courses that would naturally progress sequentially. For example, a student enrolled in Literature 110 in the fall may not transition into Composition 110 in the spring until the first course has been completed to the required level of mastery.

# MASTERY GRADING

Grading expectations follow the procedures set forth by the Harrisburg High School MOD-CL Grading Scale. Generally, we will be assessing student mastery of content through the following:

Classroom participation  
Discussion and collaboration  
Teacher/Student Inquiry  
Learning Activities  
Projects, Essays, Tests

# Mastery?

Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content ***beyond merely echoing it.***

Anyone can repeat information. It is the masterful student who can break content into its component pieces, explain it, and use it purposefully in new situations.

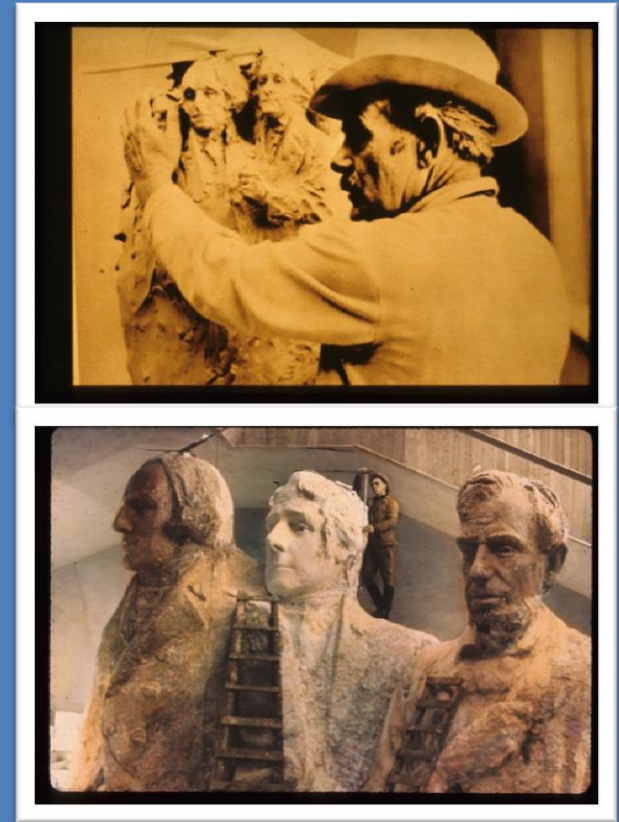
*Rick Wormeli*

**Increase the Supply and  
Demand for Models**

**Remove Barriers**

# Increasing the Supply and Demand for Models

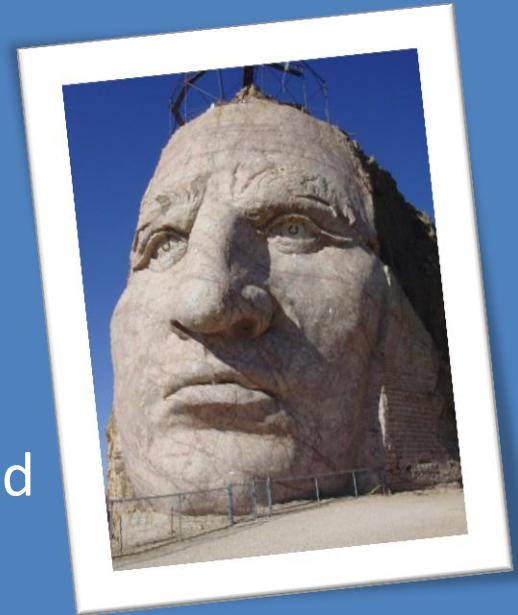
1. Create an Innovation Fund
2. Establish “Approved Models”
3. Create Funding for Start Up Costs
4. Create an Non-Profit for Support
5. Publish Report Cards on Approved Models
6. Build a Portfolio of Providers
7. Develop Consortia of Districts



*Bellwether Education Partners*

# Removing Barriers

1. Create a State Office of Innovation
2. Create Greater Flexibility for Staffing
3. Modify Teacher Evaluation Frameworks
4. Provide Automatic Waivers
5. Eliminate Seat Time Requirements
6. Give Credit for Advancing Students Far Behind
7. Ensure Data Access While Protecting Privacy
8. Reform Procurement Regulations





# Learning Management Systems

## Examples

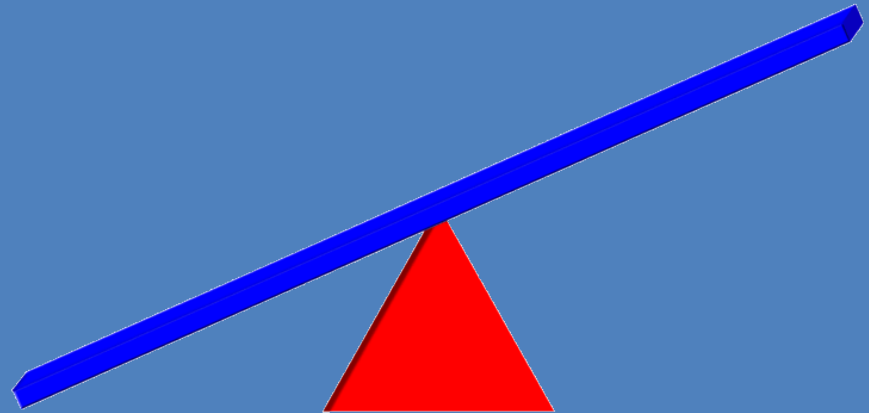
- Blackboard
- BrainHoney
- Canvas
- Educate
- Moodle
- OdysseyWear
- Schoology
- Edmodo

## Purposes

- Centralize and automate administration
- Assemble and deliver learning content rapidly
- Support portability and standards
- Personalize content

# Five Levers to Improve Learning

1. Structure
2. Sample
3. Standards
4. Strategies
5. Self



# 3 Big Questions

1. What is the outcome we are trying to influence?
2. What levers will have the most direct influence on that outcome for students?
3. Does that change require a transactional change in *process*, or a transformational change in *thought and practice*?

How might students answer this question?

Before this change we used to \_\_\_\_\_, but now we \_\_\_\_\_.



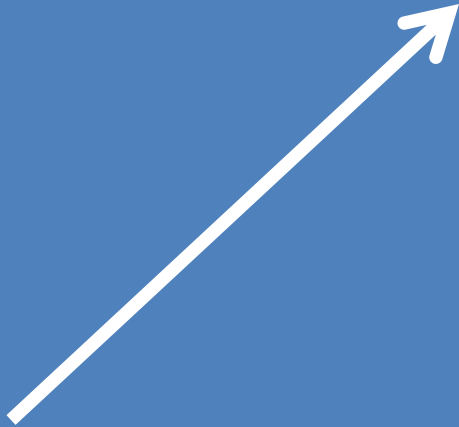
Dr. Philip Boyle

*People are more likely to find a “good” solution to a public problem if they understand that decisions are less about how to do good things rather than a bad things...*

*and more about how to do a good thing without jeopardizing another good thing.*

# A Split Screen Model of Education Reform

**Continuous  
Improvement**



**Innovation**



<http://jswanson.tie.wikispaces.net>

