

Phases of Introducing Customized Learning “Form Follows Function”

	Awareness Phase (In the Traditional System)	Classroom Culture Phase (In the Traditional System)		Instructional Design Phase (In the Traditional System)	Instructional Delivery Phase (In an Evolving System)	Structure Phase (The New System)
Deliverables for Phase	<p><i>In this phase, staff will:</i></p> <ul style="list-style-type: none"> • Complete “Own the Learning Training” (RISC) • Become familiar with Vision 2020 (Auburn’s shared vision) • Understand the district’s burning platform for change • Develop a personal burning platform for change • Articulate beliefs, Vision, Mission, etc. • Explore how beliefs match practice (across the district and in individual classroom) • Become familiar with the curriculum model • Articulate basic information about Customized Learning and a learner centered culture 	<p><i>In this phase, staff will:</i></p> <ul style="list-style-type: none"> • Complete “Classroom Design & Delivery Training” (RISC) • Make vision and mission an integral part of the classroom culture (with student input) • Create a learner centered culture where students have voice and choice • Create procedural efficiency in the classroom (SOPs, student input and feedback) • Make learning transparent (clear learning targets in kid friendly language) • Provide tools and strategies that allow students to navigate their learning (e.g. capacity matrix, student goal setting, PDCA) • Begin to track student progress on specific learning targets vs. activities and assignments • 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	<p><i>In this phase, staff will:</i></p> <ul style="list-style-type: none"> • Use a common language of instruction (Art & Science of Teaching Framework) • Organize instruction around measurement topics • Begin to design high quality standards based units • Understand Marzano’s Taxonomy and the role it plays in designing instruction and assessments • Use the Empower playlist tool for unit design and creation of shared resources • Provide ongoing, criterion-referenced feedback to students on their progress toward proficiency • Regularly use Vision and Mission to make decisions about instruction • Begin to provide students and parents with standards referenced grading (additional information beyond the traditional grades) 	<p><i>In this phase, staff will:</i></p> <ul style="list-style-type: none"> • Use a common language of instruction (Art & Science of Teaching Framework) • Explore ways to allow for student self pacing & acceleration • Use Empower as a grading and reporting system – making the move to proficiency based grading • Establish tools and structures that allow students to work at different paces • Employ instructional strategies designed to help students engage with new knowledge, deepen their understanding, and think critically • Uses Formative Approach to Calculate Progress and Rubrics Instead of Points and Percentages • Apply strategies to motivate and engage students in their learning • Allow students voice and choice in how they learn 	<p><i>In this phase, staff will:</i></p> <ul style="list-style-type: none"> • Implement proficiency based grading practices and structures • Develop multiple pathways to proficiency • Create a system for scheduling students that allows for maximum flexibility • Group and regroup students flexibly depending on identified needs • Explore new course structures (e.g. seminars) • Establish opportunities for anytime, anywhere learning • Create a system of supports for students needing extra time for learning • Embrace invention reasoning and continuous improvement

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