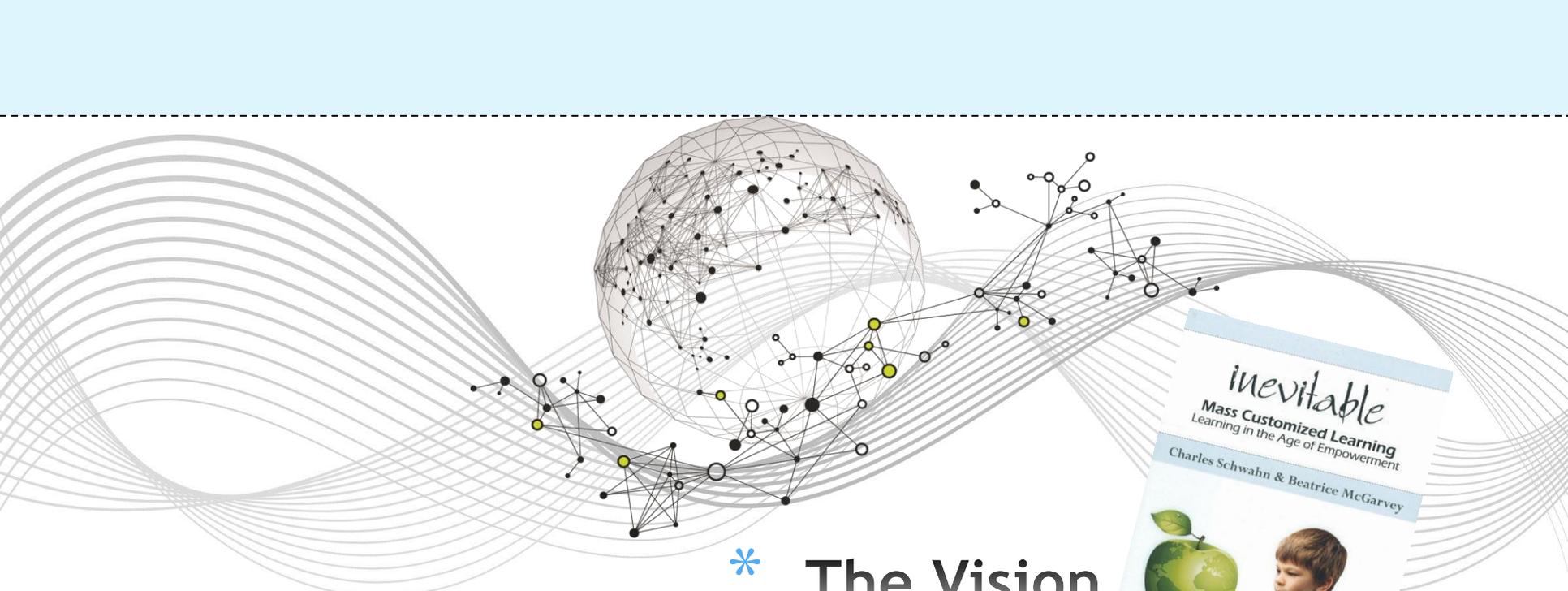
The background features a central globe composed of a network of black nodes and lines. To the right, a smaller network diagram with some yellow nodes is visible. The entire scene is overlaid on a series of light gray, wavy lines that sweep across the frame. A blue asterisk icon is positioned to the left of the main title.

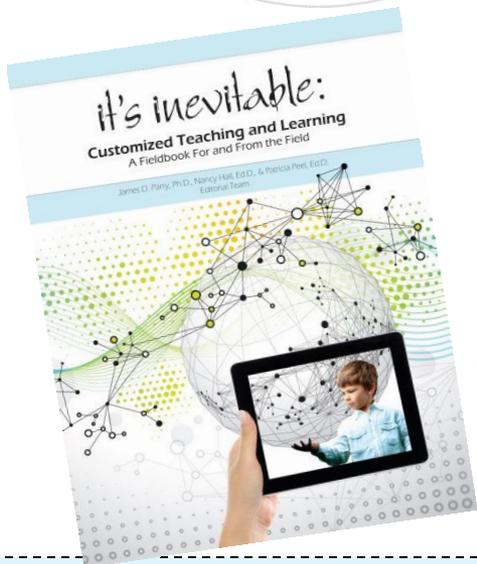
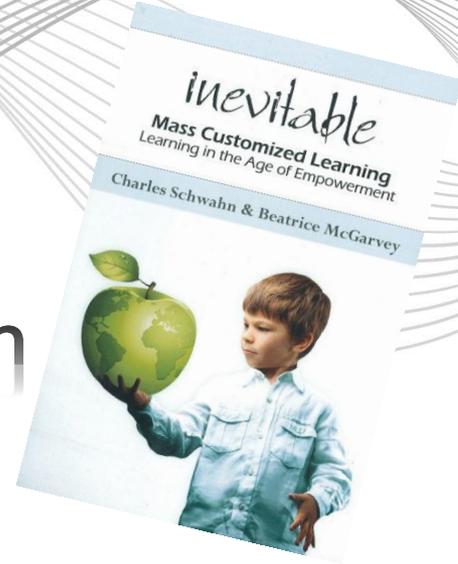
* Remodeling Education

Rethinking the Weight Bearing
Walls (WBWs) of Schools

James D. Parry, Ph.D., Presenter

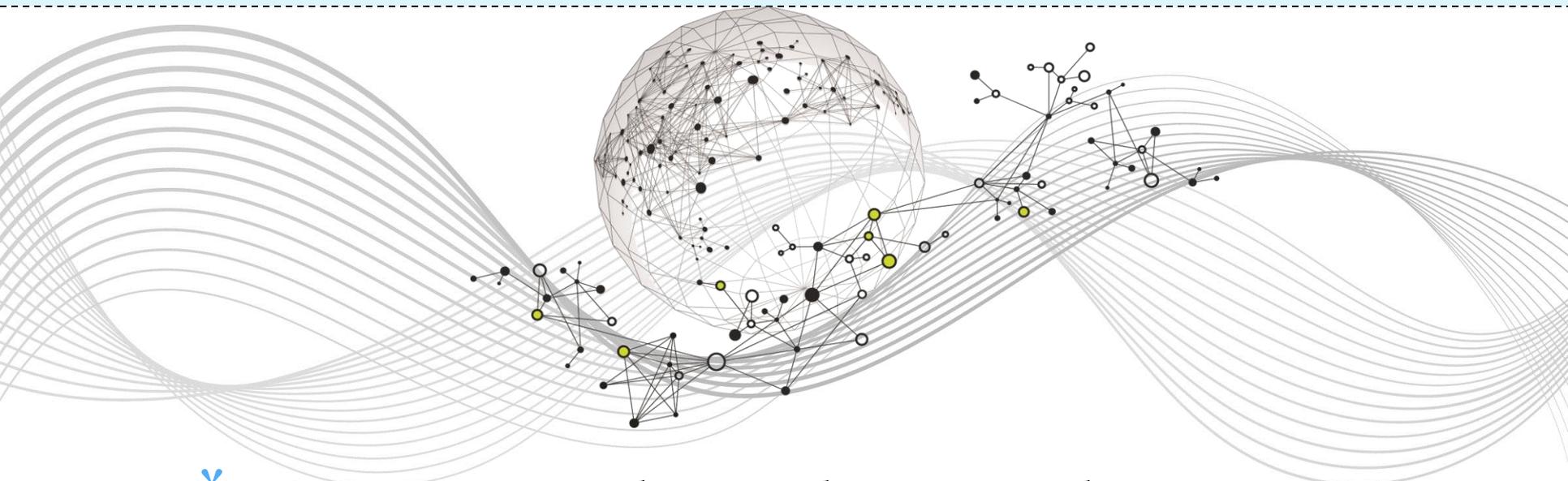


The Vision



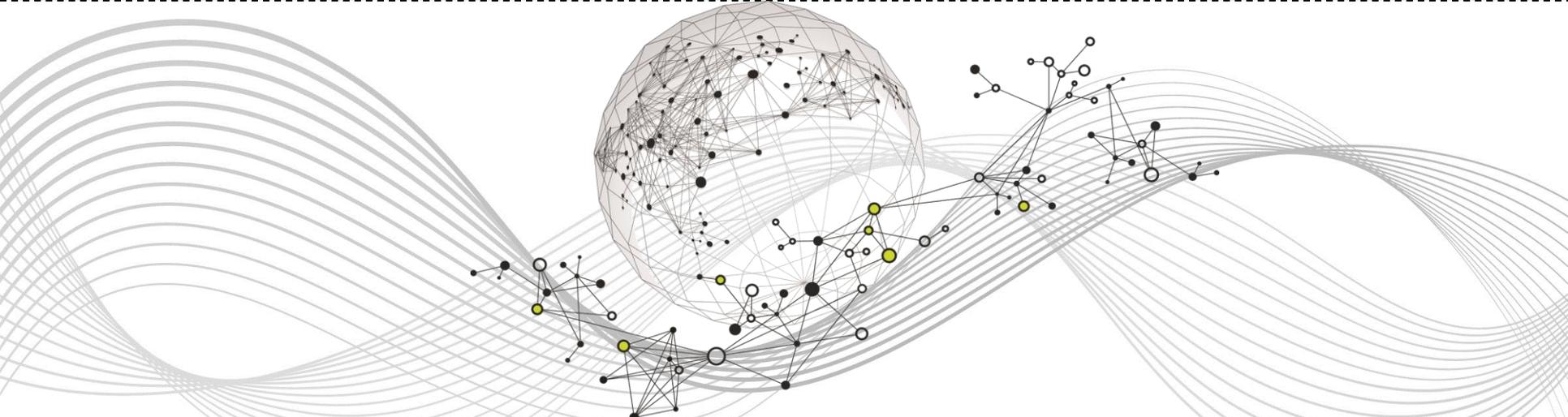
The How-to Manual





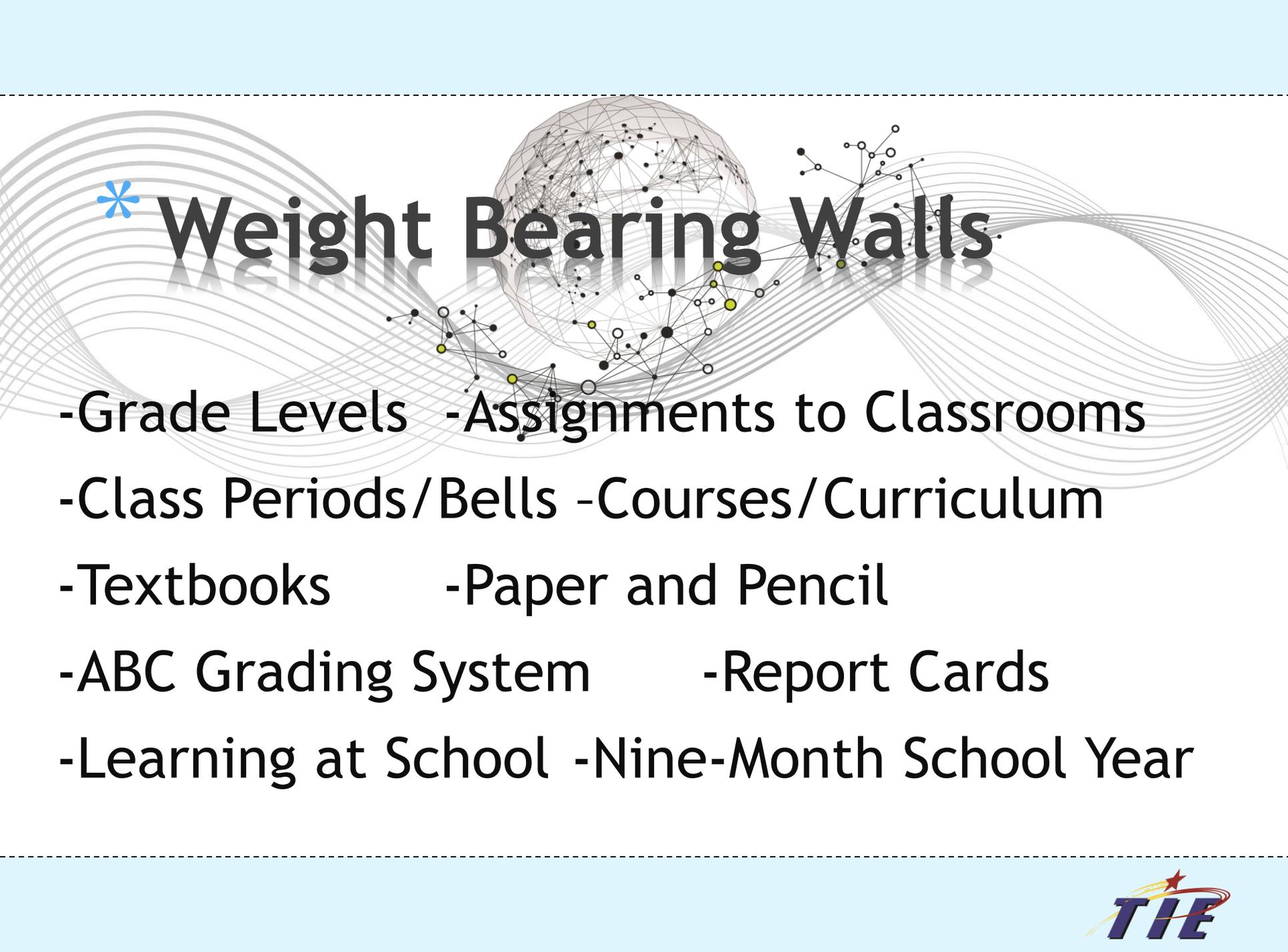
* Customized Teaching and Learning

- Blended learning
- Personalized learning
- Individualized learning



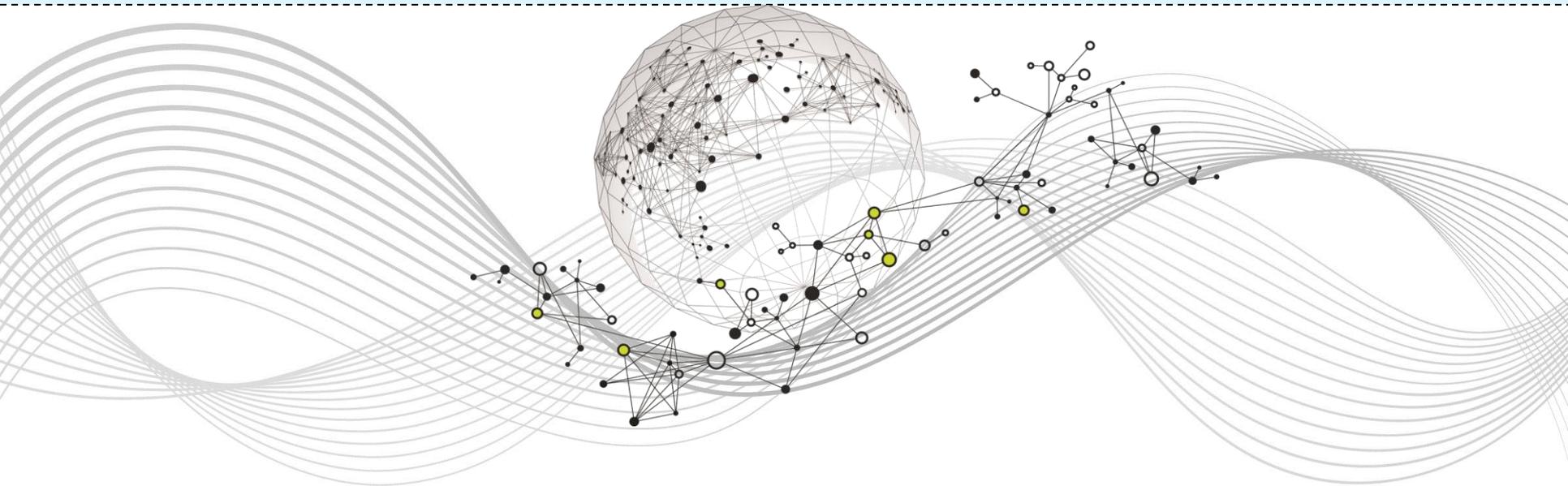
* **Customized Teaching and Learning**

- Reflects evidence of a learner-centered perspective.
- Integrates technology to serve the needs of learners and educators.
- Replaces, or at a minimum, significantly challenges or alters structures of Industrial Age schools.

The background features a central globe composed of a network of black and white nodes connected by thin lines. To the right of the globe, there is a more complex network diagram with several yellow nodes. The entire scene is set against a light blue background with several thin, grey, wavy lines that sweep across the frame from left to right. A dashed horizontal line is positioned above the main text area.

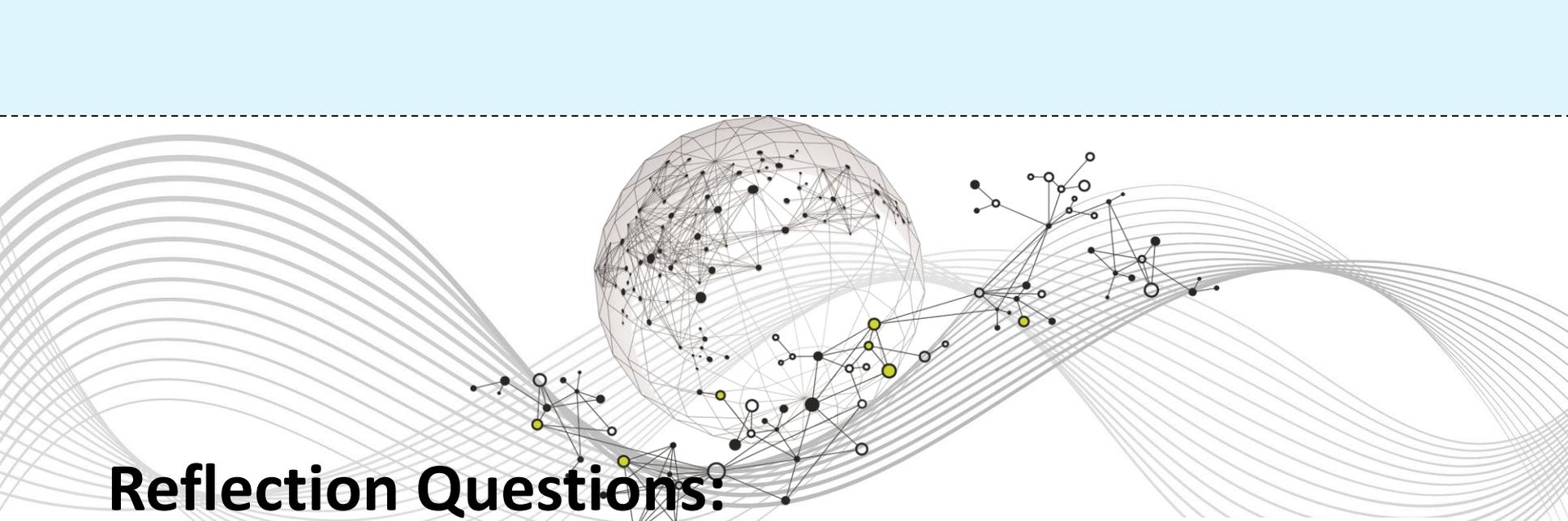
* Weight Bearing Walls

- Grade Levels -Assignments to Classrooms
- Class Periods/Bells -Courses/Curriculum
- Textbooks -Paper and Pencil
- ABC Grading System -Report Cards
- Learning at School -Nine-Month School Year



Example of school pursuing customized teaching and learning

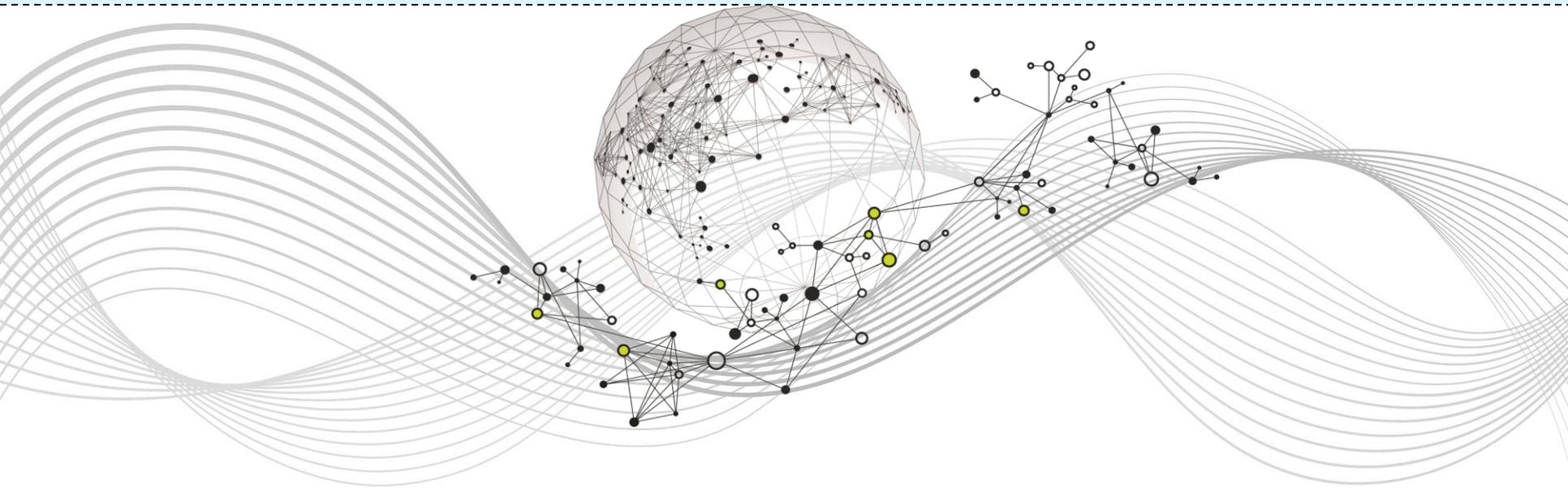
- [Carpe Diem](#) Collegiate High School and Middle School



Reflection Questions:

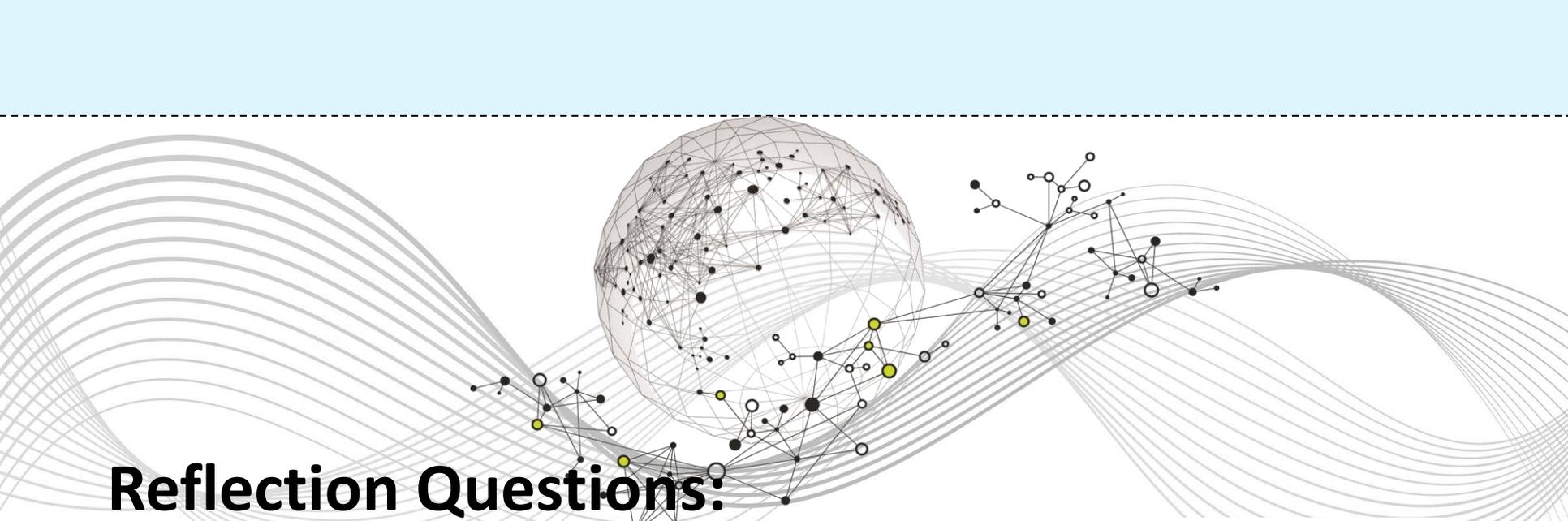
- What is intriguing about Carpe Diem's approach?
- What are your observations about the teaching and learning process?
- What might be a "nugget" with relevance for SD schools?





Example of school pursuing customized teaching and learning

- [School of One: Middle School](#)

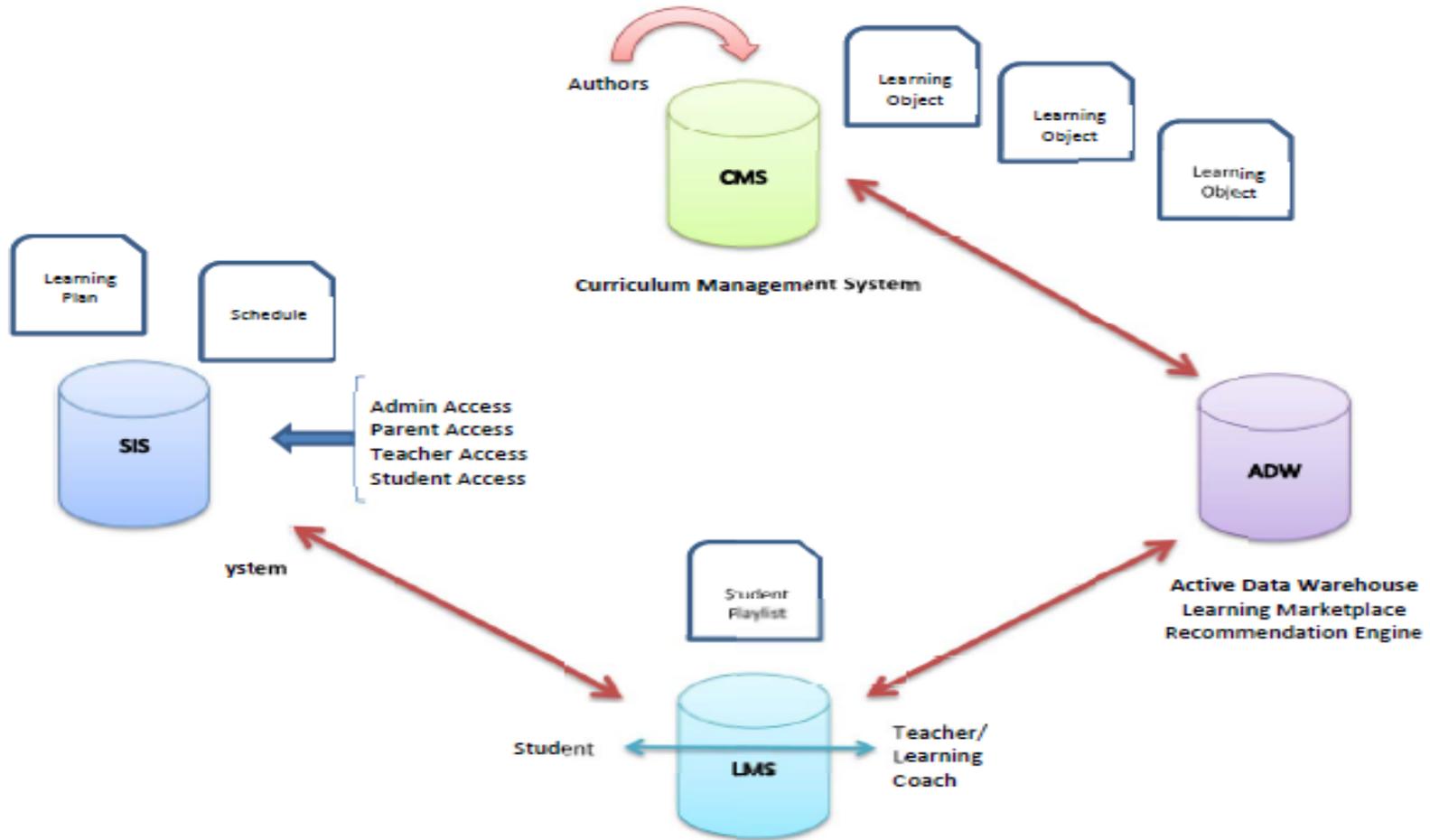


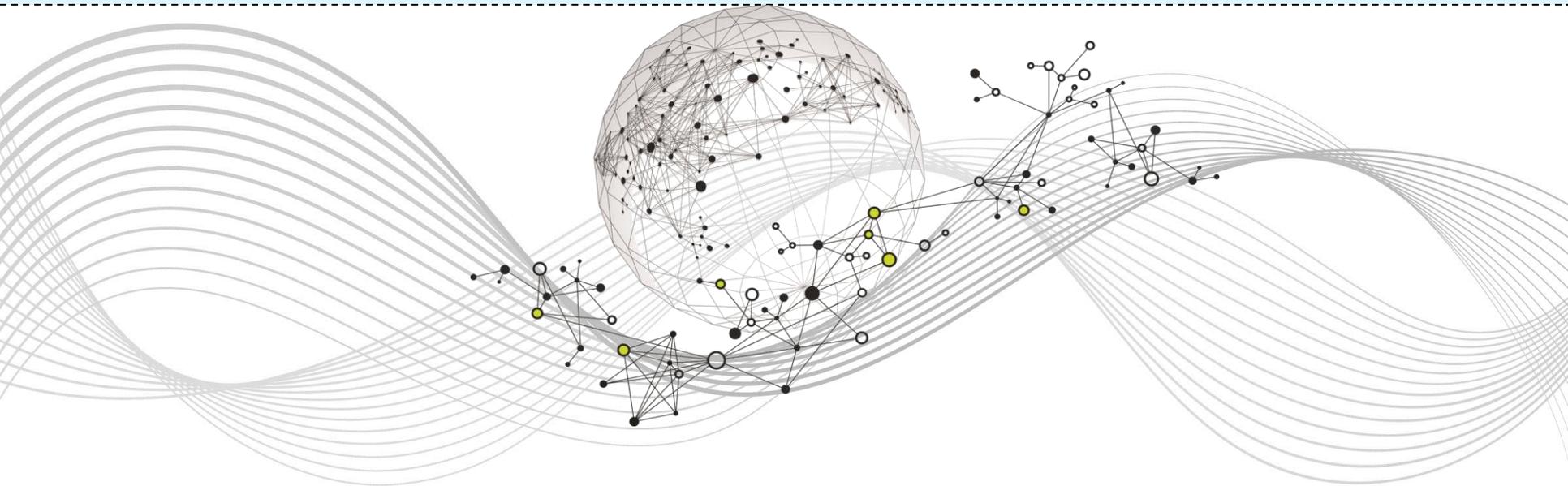
Reflection Questions:

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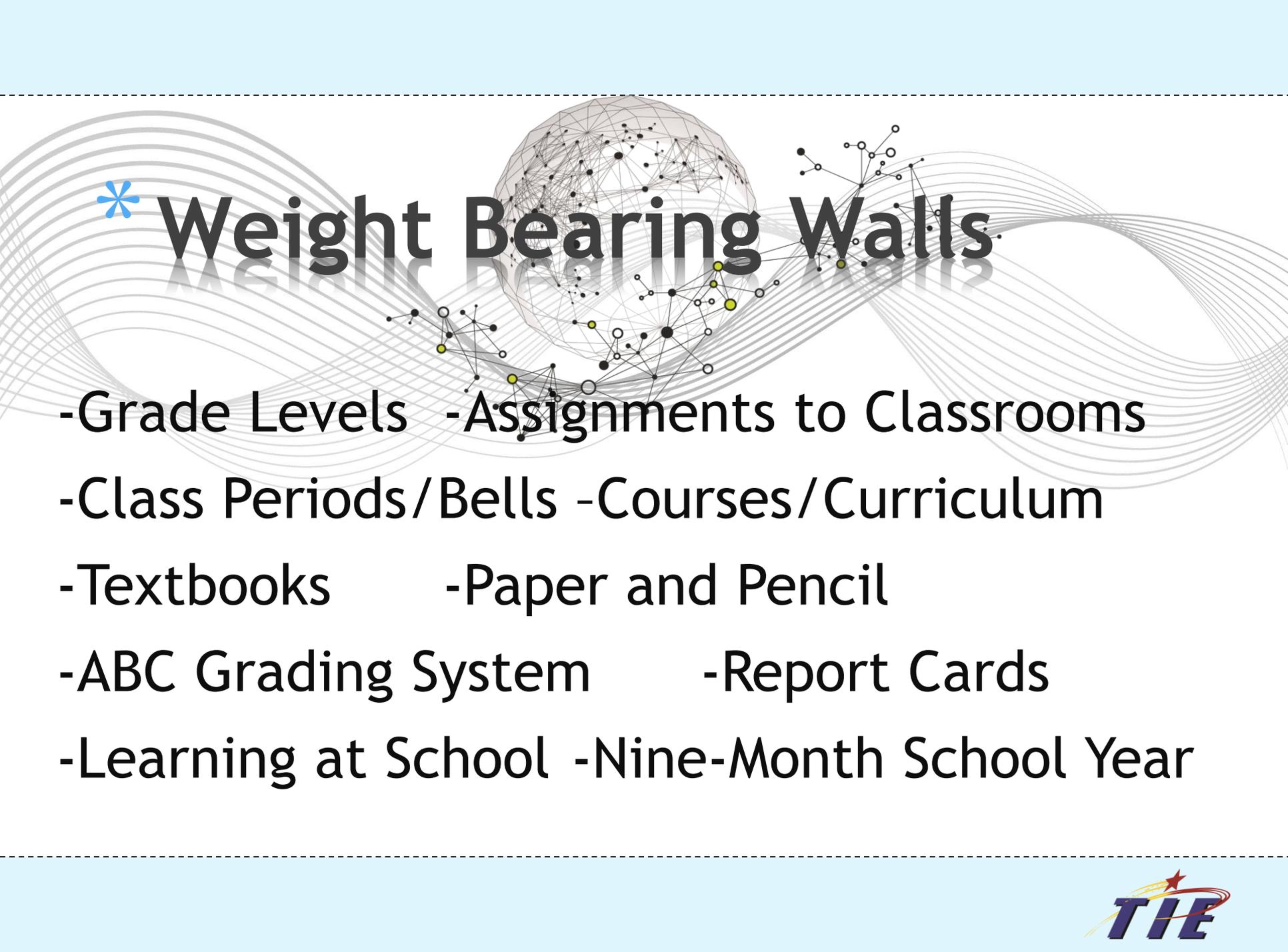


“Amazon Magic,” that is, a Recommendation Engine



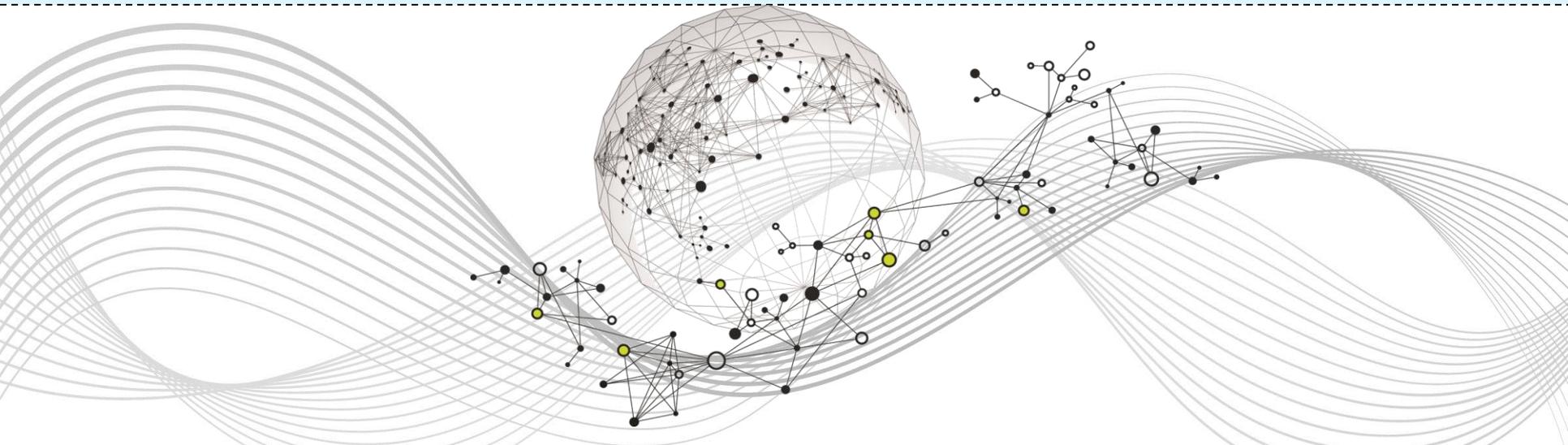


- Cyber Village Academy—St. Paul, MN
- Infinity Cyber Academy—Quakertown, PA
- Rocketship Education—San Jose, CA
- Flipped Classroom Project—Stillwater, MN
- Learning Power—South Dakota

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* Weight Bearing Walls

- Grade Levels -Assignments to Classrooms
- Class Periods/Bells -Courses/Curriculum
- Textbooks -Paper and Pencil
- ABC Grading System -Report Cards
- Learning at School -Nine-Month School Year



* Reflection Questions about WBWs:

- What is the perception about each WBW?
- What is the reality?

- Perception?
- Reality?

* Weight Bearing Walls

- Grade Levels -Assignments to Classrooms
- Class Periods/Bells -Courses/Curriculum
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* Discussion Questions about WBWs:

- Based on your perspective, which WBW(s) is/are most approachable for changes? Why?
- Based on your perspective, which WBW is the most untouchable? Why?

- Most approachable?
- Most untouchable?

* Weight Bearing Walls

- Grade Levels -Assignments to Classrooms
- Class Periods/Bells -Courses/Curriculum
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Fieldbook:

- Not a silver bullet
- Not a recipe
- A source of ideas, strategies, processes, and tools to fit with the context of the school.

Rubric for Customized Teaching and Learning

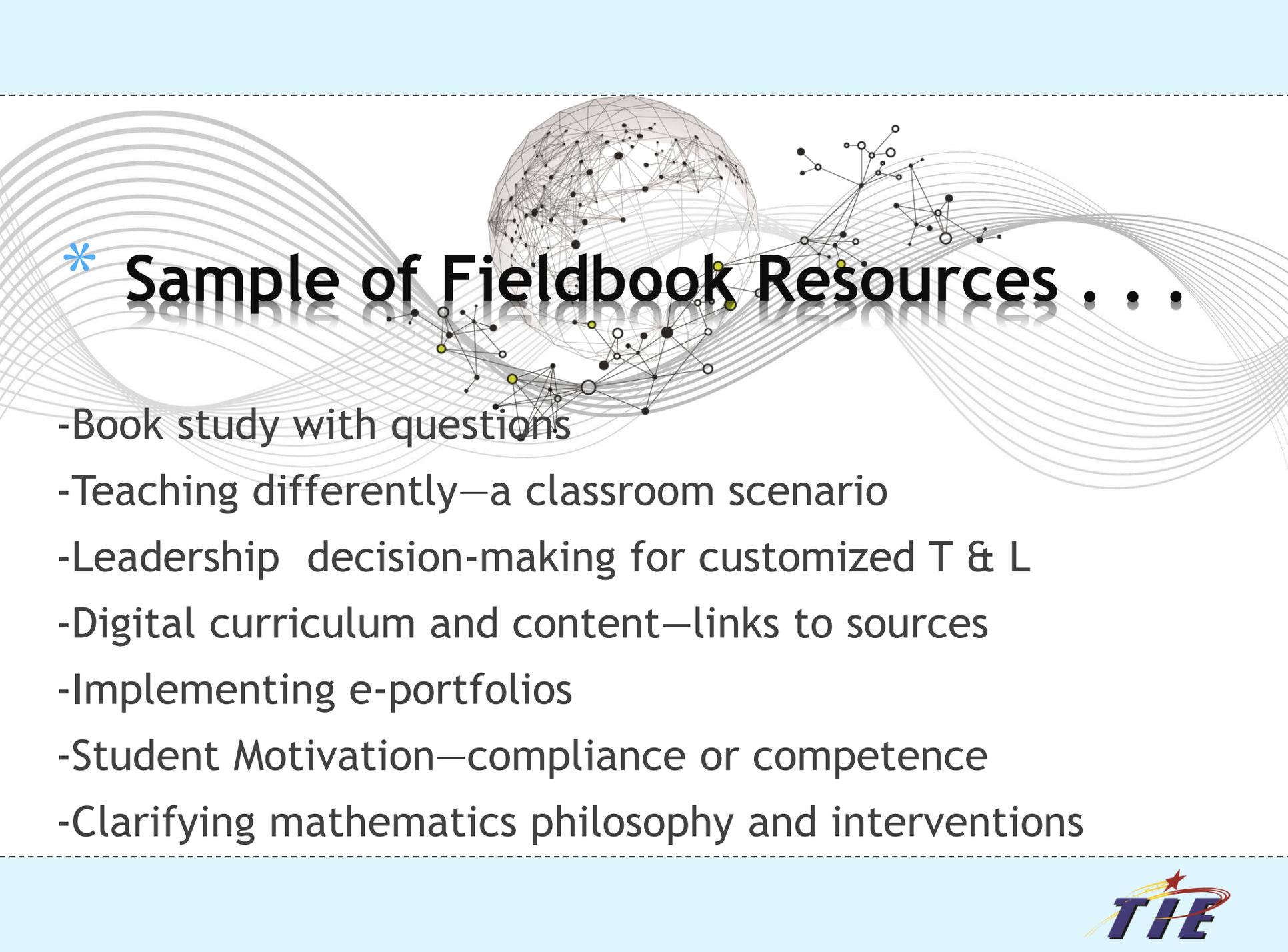
- Leadership
- Teaching and Learning
- Human Resources
- Technology Resources

Self Assessment?
Clarify vision?

Customized Teaching and Learning Rubric

It's Inevitable: Customized Teaching and Learning
©2012
Rubric authored by Nancy Hall

	EMERGENT	PROFICIENT	EXEMPLARY
Curriculum	The district's philosophy of learning is well grounded in a constructivist paradigm in which the learner is involved in the planning of his learning experiences.	The learner plans for her learning experiences with the assistance of a school coach and a parent or guardian. Learning is viewed as relevant to the learner. The creation of new knowledge is valued. Learners are motivated and allowed to learn at their individual maximum pace.	The district's philosophy of learning is evolving based upon a social constructivist paradigm in which the district is recognized as a place to watch students and adults study, analyze, and debate relevant cultural, religious, economic, and global issues.
Instruction	The curriculum is written in a learner outcome format. Teachers can articulate what learners should know and be able to do as a result of instruction. Learners know what they are required to learn.	Learner outcomes are aligned with the district's mission and exit learner outcomes. Subject matter is integrated and applied to real-life problems. Digital content is used for greater levels of inquiry, analysis, creativity, collaboration, and content production.	Teachers and leaders are future-focused trend trackers. Their study of the future allows them to update curriculum content as new and relevant content emerges. The design of the curriculum is continuously transformed through the use of technology systems.
Assessment	Learners have two or three learning style choices for most instruction. The learning environment is physically, psychologically, and emotionally safe.	There are clear and shared expectations regarding how teachers use technology for instruction. Technology is used at a maximum level to customize learning experiences matched to developmental levels, learning styles, strengths, and interests. Instructional technology allows for an in-depth analysis of tasks, learners and content. Delivery of instruction is differentiated by learning outcomes through the use of mentoring, online courses, seminars, and large group meetings.	Targeted instruction is informed by the use of technology in a systematic and comprehensive manner. A significant percentage of learning takes place in authentic community settings and through the use of exemplary online learning resources and courses.
Technology and Learning Resources	Assessments are directly aligned to learner outcomes. Assessments are presented in multiple formats including project-based assignments, portfolios, and demonstrations.	Technology tools are used to facilitate authentic assessment tasks in multiple formats to meet varying learner needs. Electronic portfolios are used to show a complete record of learning accomplishments by exit outcomes. Portfolios are accessible to parents, learning coaches, and	Assessment tasks are innovative and carried out in real-life contexts. Students perform exceptionally well when compared to students in other schools regionally, nationally, and internationally.

The background features a stylized globe composed of a network of black nodes and lines, set against a light blue gradient. The globe is surrounded by several concentric, wavy lines that create a sense of motion and depth. The text is overlaid on this graphic.

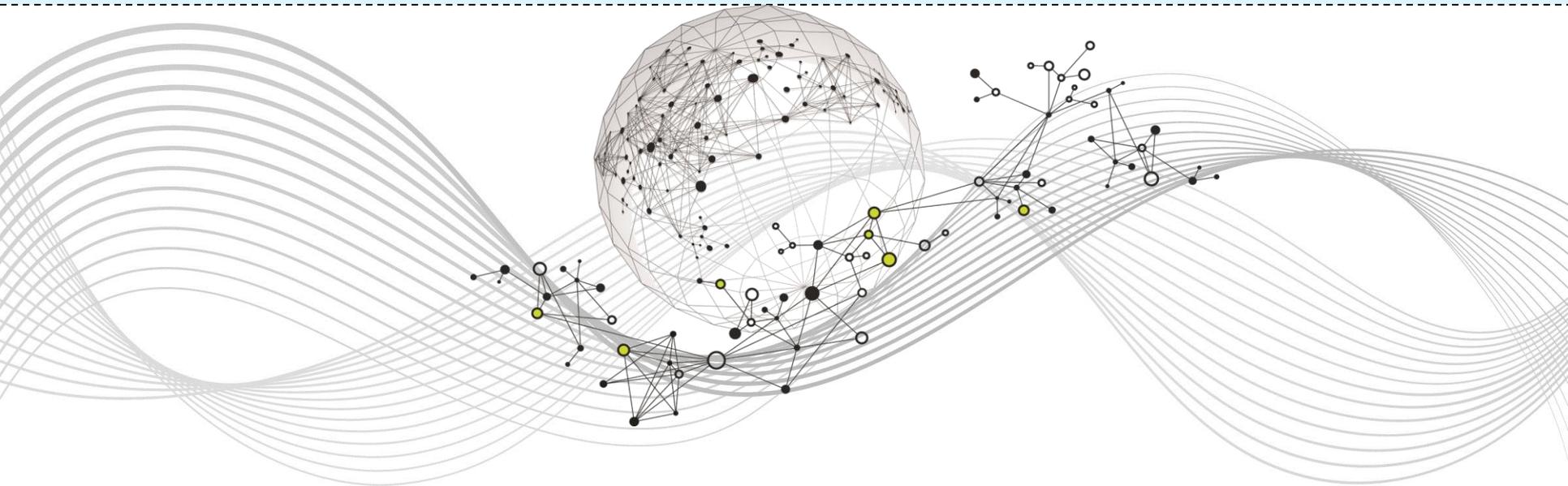
* Sample of Fieldbook Resources . . .

- Book study with questions
- Teaching differently—a classroom scenario
- Leadership decision-making for customized T & L
- Digital curriculum and content—links to sources
- Implementing e-portfolios
- Student Motivation—compliance or competence
- Clarifying mathematics philosophy and interventions



Remodeling Education

- Is it adjusting familiar school structures to align with a “*vision*” of a *better traditional school*?
- Is it embracing and implementing innovative structures which align with the *vision of customized teaching and learning*?



* Remodeling Education

- [A Snapshot from James H. Bean Elementary School located in Sidney, Maine](#)



Remodel . . .

with a vision for customized
teaching and learning
relevant for the 21st Century.