Ready for MyLC?

Students at the start of the transaction.
We think of school like an economy with a currency. School has always been transactional - a teacher makes the assignment, a student submits the assignment, then the teacher gives a grade. The *currency* in this model is a grade. Time is fixed and all transactions have to begin and end at the same time.

MyLC is designed for schools ready to challenge this model and make the credit the currency and time flexible.

MyLC supports
- Courses where competencies inform traditional letter grades OR no grade at all
- Course Crediting based on custom rules for competency and evidence completion
- Custom competencies for each student in a course
- Student-entered, time-based goal setting with red/yellow/green indicators to help students stay on track
- Grading based on your custom grading scales
- Custom graduation requirements where students can see the complete summary of completed competencies for graduation
- An innovated parent digest where students can send their parents a weekly progress report with custom comments, and copy their learning coach
- Deep Integration with Google Suite for Education

Key readiness factors and assumptions for schools considering MyLC.

Standards-Based to Competency-Based
MyLC is suitable for schools with standards in place, ready to move towards evidence-based learning with the *students* at the front-end of the learning transaction. Schools import their own competencies into the MyLC platform.

A *course* is not a room number at 9:00, and a *class* is so 1950
In MyLC, courses are just buckets of competencies. We assume schools have unique structures in place to provide the context for these course competencies. You might still be teaching in classes and courses, but MyLC hopes you are thinking about more interesting contexts like interdisciplinary seminars, workshops, field study, internships and more. MyLC is built to collect learning that happens anytime and anywhere. The tool assumes even teachers in self-contained classrooms are building structures to group and regroup students, give choice, and accommodate authentic learning environments. ***MyLC is optimized so that content is organized under learning-experiences and not traditional classes***.

Assignments are important, but evidence of learning is most important
MyLC supports tasks (our name for assignments) with all kinds of goodies - like events, resources, due-dates, and custom recipients. Teachers like to use tasks, they are familiar (tell the kids what to do and then grade them on it).   But we really are geared for the idea of building student agency so *they* are the ones owning the transaction. There are competencies for each course and learning experience - tasks are just *one* way to help students organize evidence for competencies.

What other things could be evidence?
- Teacher observation
- Student reflection
- Student-submitted artifacts (all on their own, no class required!)
- Standardized tests (try thinking of a test as not the grade, but just another artifact that can be used as evidence)
- A letter of recommendation
- A college acceptance letter
- ...

Learning communities are cool - so is sharing
While you may still be teaching in course silos, MyLC supports a vision where all teachers support all parts of a learner. In this spirit, MyLC is built so that teachers see all parts of learner progress. We still allow for course permissions for grading rights, but we assume that teachers are collaborating with each other and students and that teachers.

Grain Size Matters
Successful MyLC schools are moving away from "a mile wide and inch deep" standards approach and are developing fewer competencies for each credit and require deeper evidence for each competency. Most schools design models with 10-20 competencies per credited course.

Graduate Profile
MyLC Supports a badging concept that allows schools to collect evidence for a Graduate Profile. In fact, for some schools the main competencies that are credited are just their graduate profile competencies.

Feedback>Score
The MyLC ecosystem is built around the concept of evidence & feedback. Students submit artifacts, teachers give feedback on artifacts or request revisions, artifacts become evidence for competency. While scoring of evidence and final competencies are a critical function in MyLC, Schools looking for a better gradebook should consider other options.

Credit is not on the clock
MyLC is optimized for schools who are collecting at least *some* evidence outside of the confines of traditional bell and cell structure. We assume you are interested in credit that is awarded when competencies are completed rather than at an arbitrary term.