Ohio Personalized Learning Framework



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Department of Education & Workforce

The Ohio Personalized Learning Framework

The Ohio Department of Education and Workforce defines STEM education as an inclusive, learner-centered, inquiry-based approach that integrates content disciplines to drive critical thinking, solution design, and evidence-based reasoning through real-world experiences, while fostering innovation and STEM career exploration through community partnerships.

Therefore, **Personalized Learning** is an essential component of STEM education. To ensure Ohio educators are equipped to implement Personalized Learning, The Ohio Department of Education partnered with KnowledgeWorks and Personalized Learning Specialists from Educational Service Centers (ESCs) across Ohio to create this framework to support educators at every level.

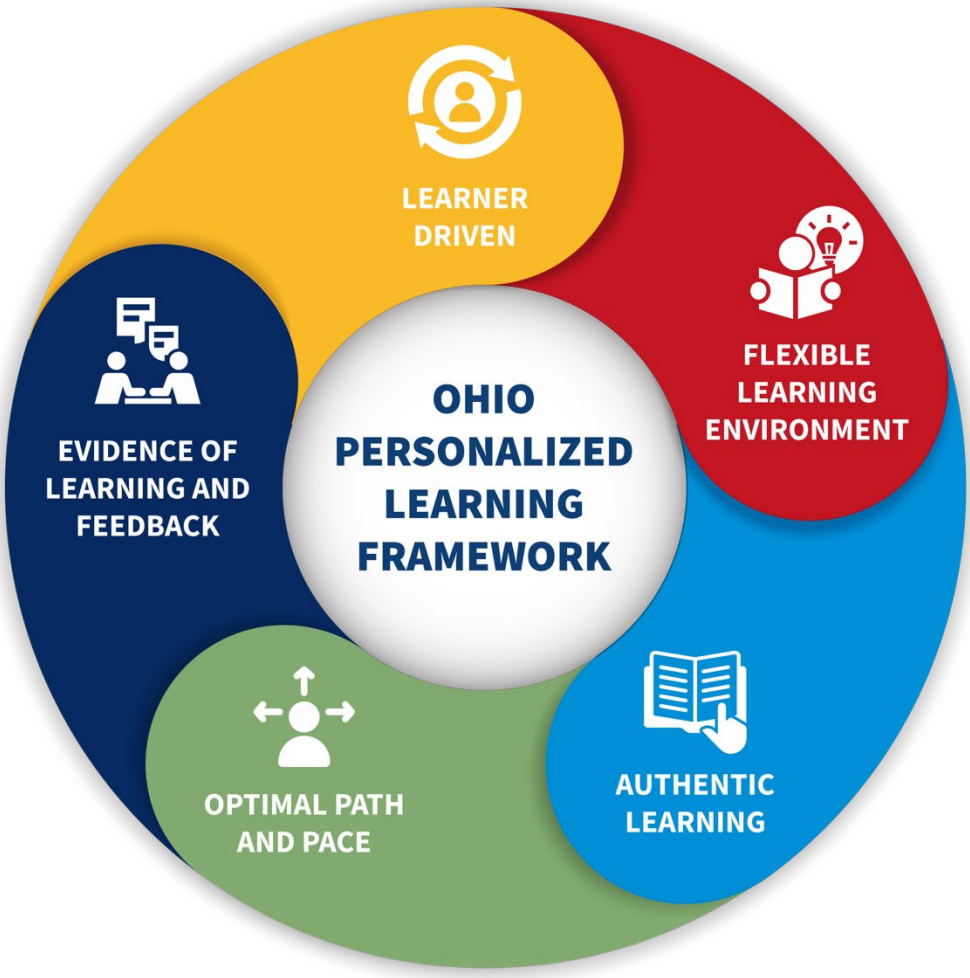
The Ohio Department of Education defines Personalized Learning as a **learner driven** approach to education that empowers students to take ownership of their learning. Using this **flexible** approach, educators help learners:

- Overcome obstacles to their learning by meeting them where they are, co-constructing goals, supporting learners' choices, and collaboratively monitoring progress.
- Co-design and facilitate **authentic** learning **pathways**, experiences, and assessments, aligned to equitable supports around learners' needs, interests, aspirations, and cultural backgrounds to prepare them for future success.
- Accelerate learning through innovative **evidence-based** practices such as mastery and competency-based learning to meet learners where they are, provide them with multiple ways to show what they know, provide purposeful feedback, and measure and promote growth.

The purpose of this framework is to provide entry points and measurable indicators to support the implementation of Personalized Learning in K-12 educational environments.

To learn more about STEM education in Ohio and other innovative approaches to teaching and learning, please contact STEM@education.ohio.gov and visit the Department's STEM webpage.

Personalized Learning Components and Indicators



The **components** of Personalized Learning are:

1. **Learner Driven**
2. **Flexible Learning Environment**
3. **Authentic Learning**
4. **Optimal Path and Pace**
5. **Evidence of Learning and Feedback**

Each Personalized Learning **component** has **3-5 indicators** that demonstrate implementation of the respective component in an educational setting.

1. Learner Driven

Personalized Learning is a **learner driven** approach to education that empowers students to take ownership of their learning, co-construct goals, make choices, and collaboratively monitor their progress. This helps learners build a sense of efficacy to approach complex and challenging tasks with a sense of confidence and embrace failure as a learning opportunity. Learners experience agency as the active driver of their own learning through goal setting.

Indicators of a **Learner Driven** classroom include:

- **1.1** Learners set goals and make choices about how to accomplish them.
- **1.2** Learners monitor progress towards future goals with appropriate instructional support.
- **1.3** Learners and educators collaborate to develop profiles that provide a narrative of their assets, barriers to learning, needed supports, and future career goals.

2. Flexible Learning Environment

Personalized Learning is a **flexible** approach to education that creates an inclusive, safe, nurturing, human-centered culture that encourages decision-making, risk-taking, and a growth mindset with high regard for learner perspectives, experiences, cultures, and academic backgrounds. Educators are intentional about incorporating practices that promote student wellbeing, a sense of community, responsibility, and personal accountability.

Indicators of a **Flexible Learning Environment** include:

- **2.1** Learners have balanced opportunities to work independently and collaboratively to ensure that their individual learning needs are met.
- **2.2** Learners are provided with access to appropriate tools and resources that allow them to deepen their learning beyond the school day.
- **2.3** Learners have voice and choice in how they use flexible and accessible learning spaces.
- **2.4** Learners and educators co-construct classroom agreements so there is an equal investment in the way learning interactions are structured.

3. Authentic Learning

Personalized Learning requires educators to co-design and facilitate **authentic** learning pathways, experiences, and assessments aligned to equitable supports around students' needs, interests, aspirations, and cultural backgrounds to foster meaningful connections to their learning. Learners are able to articulate what they are learning and why. Relevant learning experiences allow students to build skills toward post-secondary pathways to careers.

Indicators of **Authentic Learning** include:

3.1 Personal learning pathways and experiences are learner driven.

3.2 Learners engage in relevant experiences that build skills such as innovation, problem-solving, and design-thinking.

3.3 Learners are provided with opportunities to demonstrate career-ready competencies in real-world settings by solving challenges that are relevant to their local community.

3.4 Learners are immersed in experiences that are connected to their cultural identities and community contexts

4. Optimal Path and Pace

Personalized Learning **Pathways** are co-designed between educators and learners to provide voice and choice in when and how they access and engage with content and in how they express their learning. Students are provided with opportunities to progress at a pace that is appropriate to their needs in order to reach mastery. Learners have access to multiple learning paths for success and are given appropriate tiers of instructional support.

Indicators of **Optimal Path & Pace** in Learning include:

4.1 Learners are supported by the learning community (teachers, administrators, school staff, families, etc.) to co-develop and maintain learning plans that are aligned to Ohio's State Standards and demonstrate a viable progression of knowledge, skills, and habits of mind.

4.2 Learners have equitable access to high-quality instructional materials (including complex, grade-level texts).

4.3 Learners are provided with opportunities to progress at a pace that is appropriate to their needs in order to reach mastery of skills and competencies.

4.4 Learners engage in standards-aligned academic experiences grounded in evidence-based teaching practices in all pathways.



5. Evidence of Learning & Feedback

Personalized Learning requires practices that accelerate student growth through **evidence of learning and feedback**, such as mastery and competency-based assessment strategies. This allows educators to meet learners where they are, help them overcome obstacles to learning, provide them with multiple ways to show what they know, and measure and promote growth. Learners understand assessment criteria and play an active role in the iterative process of reflecting on and improving their work.

Indicators of personalized **Evidence of Learning & Feedback** include:

5.1 Mastery learning or competency-based learning is practiced.

5.2 Learners have opportunities to critique and revise their work to demonstrate mastery of targeted competencies.

5.3 Learners are assessed through a variety of ongoing and adaptable assessment techniques (e.g., performance-based, choice boards, open-ended problem and project-based learning, etc.) to provide data to drive learning experiences. Educators and learners co-analyze this data to inform the next steps in the learning journey.

5.4 Learners receive feedback from the learning community (e.g., teachers, peers, family, business and industry partners, etc.) so they can understand their current progress, recognize that mistakes are opportunities to learn, and develop a plan for moving forward.

5.5 Learners regularly self-assess as an embedded part of the learning process. They accurately reflect on and communicate their progress and achievement to relevant stakeholders.