

Insights from Ohio's Personalized Learning Network

Deepening Educator Supports for Personalized Learning

As part of the LAUNCH pathway, three schools in a district administered the Ohio Personalized Learning Implementation Surveys to understand the experiences of educators and students over time. The surveys captured self-reported data that described how elements of personalized learning were progressing within a school or across a district.¹ The educator survey, which is the focus of this brief, was administered to all educators in the district regardless of whether they directly participated in the LAUNCH pathway professional learning opportunities.

Comparing results from March 2023 and March 2024, more educators in the district reported receiving support to implement personalized learning and reported that personalized learning was having a positive influence on their teaching experience.

Growth in Support and Understanding of Personalized Learning

Educators in the district reported progress in several areas related to the support they received to implement personalized learning. In 2024, 67% of educators agreed or strongly agreed that their professional development helped them implement personalized learning, up from 48% in 2023. There were also increases in the percentage of educators who reported they had time to collaborate with colleagues around personalized learning during school hours (58% in 2024 compared to 37% in 2023) and the support they needed to implement personalized learning (69% in 2024 compared to 43% in 2023; see Figure 1).

¹ The sample included 150 educator responses, 84 in 2023 and 66 in 2024. Using publicly available staff counts for the prior school year available on the Ohio Department of Education and Workforce website, the estimated response rates were 93% for 2023 and 73% for 2024. There were no significant differences in the characteristics of educators between 2023 and 2024. Binary variables were created for each item and then a test of proportions was used to determine whether the percentage of positive responses differed between years. Regression analyses were also used because it is possible that the composition of educators changed between 2023 and 2024. The model for educators included a binary indicator for time with control variables for role, school, and years of experience. The findings reported here are for items where both the test of proportions and the regression model suggested that there was a significant difference between years. These findings are descriptive; a more rigorous research design would be necessary to determine whether participation in the LAUNCH pathway caused the changes between 2023 and 2024.

This brief is part of a collection of briefs that highlight learnings from an evaluation of the LAUNCH pathway in Ohio. The information shared in these briefs is based on interviews, focus groups, surveys, and observations. This research was made possible with the generous support of KnowledgeWorks and the Ohio Department of Education and Workforce. For more information about KnowledgeWorks, please visit <https://knowledgeworks.org>. For more information about Ohio's work in personalized learning, please visit education.ohio.gov/Personalized-Learning.

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WHAT IS PERSONALIZED LEARNING?

Personalized learning is a learner driven approach to education that empowers students to take ownership of their learning.

HOW ARE SCHOOLS ENGAGED WITH PERSONALIZED LEARNING?

Schools across Ohio engaged in the LAUNCH pathway — a professional learning cohort that introduced teams of educators to personalized learning strategies. Schools received ongoing support from regional educational service centers (ESCs) and KnowledgeWorks.

LAUNCH PATHWAY ACTIVITIES:

- Regular coaching
- In-person and virtual convenings
- Optional personalized learning implementation surveys with continuous quality improvement supports
- Collaborative engagements with a national and state network of personalized learning practitioners

RESOURCES:

Ohio Department of Education and Workforce: Personalized Learning education.ohio.gov/Personalized-Learning



This increase in support was coupled with an increase in the percentage of educators reporting that their school is advancing their vision around personalized learning. Approximately 66% of educators in 2024 understood their school’s vision for serving all learners through personalized learning, up from 39% in 2023.

Personalized Learning Influenced School Culture

There was an increase in educators reporting that personalized learning is positively influencing school culture. Approximately 91% of educators in 2024 agreed that they were encouraged to experiment with new instructional approaches, an increase from 75% in 2023. There was also a recognition of how personalized learning is not only positively influencing the culture of their school (51% agreement in 2024 compared to 31% in 2023) but also may be influencing retention. In 2024, 63% of respondents indicated that implementing personalized learning made them want to stay in their school, compared to 44% in 2023 (Figure 2).

Figure 1: In 2023, 6% of respondents strongly agreed, 37% agreed, 38% disagreed, and 19% strongly disagreed with the statement "I get the support I need to implement personalized learning in this school." In 2024, 11% strongly agreed, 58% agreed, 26% disagreed, and 6% strongly disagreed.

Figure 2: In 2023, 6% of respondents strongly agreed, 38% agreed, 45% disagreed, and 11% strongly disagreed with the statement "Implementing personalized learning in this school makes me want to stay in this school." In 2024, 5% strongly agreed, 58% agreed, 31% disagreed, and 6% strongly disagreed.

Figure 1

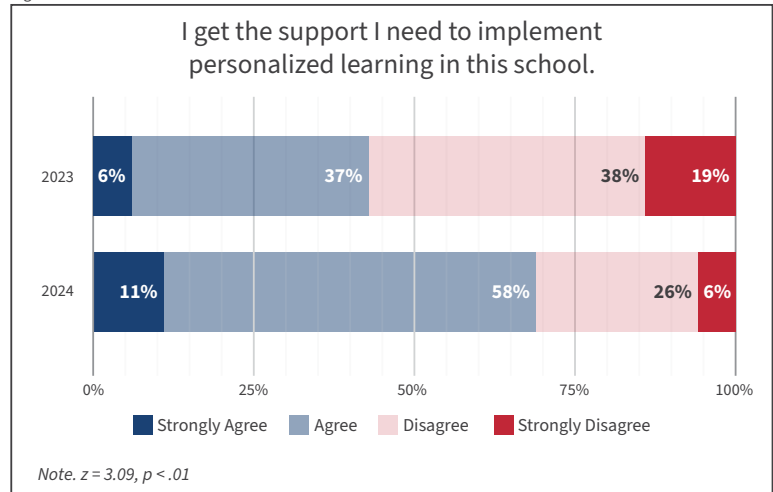
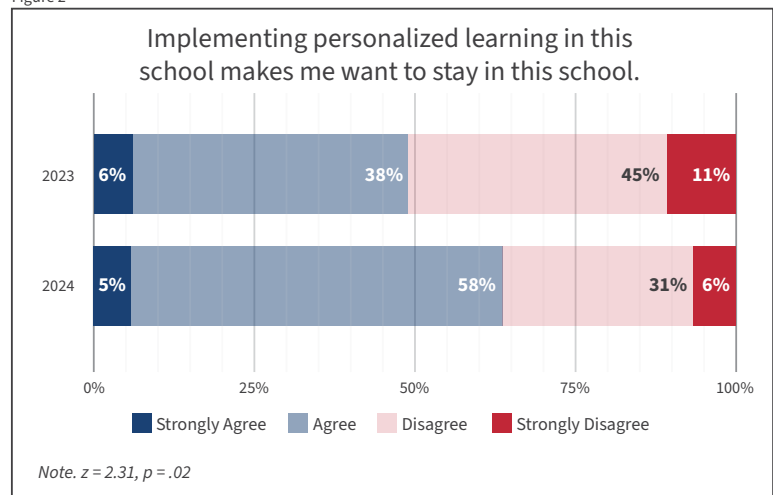


Figure 2



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Questions to Consider:

- ✓ What opportunities for collaboration, time, and resources are available for educators as they explore personalized learning practices?
- ✓ What shifts in school culture would you hope to see if you implement personalized learning?
- ✓ How can you measure the influence personalized learning is having on educators and students?