

Ohio Personalized Learning Network Case Study

Mayfield Elementary School

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
<http://education.ohio.gov/Personalized-Learning>

PERSONALIZED LEARNING TIMELINE

2022/23

Exploring Opportunities

Two third grade teachers heard about the Ohio Personalized Learning Network from their regional educational service center.

2023/24

Mayfield Elementary School Joined LAUNCH

Mayfield Elementary School joined the second cohort of the LAUNCH pathway.

Two teachers worked closely with the regional educational service center to redesign lessons to incorporate personalized learning practices.

Teachers shared what they learned with teachers in other grades to expand personalized learning within their school.

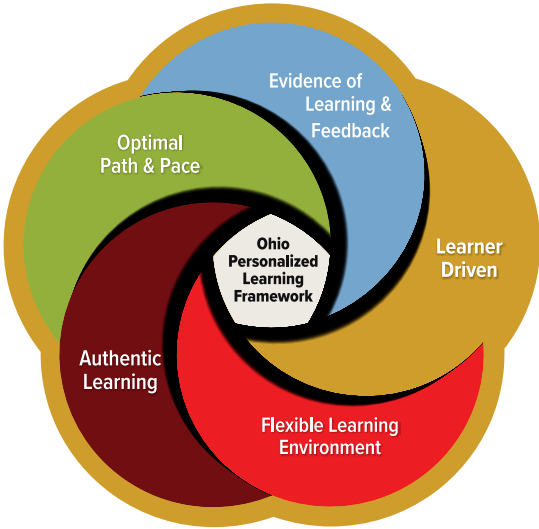


TABLE OF CONTENTS	
School spotlight	2
Classroom Highlights	2
Reflecting on Progress and What the Future Holds	5

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 Kennedy, K., Zweig, J., & Atkinson, C. A. (2024). Ohio Personalized Learning Network Case Study: Mayfield Elementary School. Retrieved from <http://education.ohio.gov/Personalized-Learning>.

Mayfield Elementary School



School Spotlight

Getting Started with Personalized Learning

At Mayfield Elementary School, two third grade teachers are paving the way for personalized learning. The principal at the school shared, “These two teachers who are incredibly strong educators approached me and asked me if they could participate in the personalized learning cohort and figure out how to add it to their classrooms. They are always looking for a new challenge and ways to make their classrooms the best they can be.” One of the two teachers emphasized, “I was looking for a way to reach every kid in my classroom because my students are coming to me at so many different levels with so many different backgrounds and experiences, including pretty significant trauma... so, when the email came in from the educational service center in summer 2023, I thought ‘I’m really into this. Can we have a team to do this?’ Then, I went to my principal and asked if we could have a team join the 2023–2024 cohort!”

While the district was already engaging in personalized learning, these two teachers at Mayfield Elementary wanted to dive deeper into the Ohio Personalized Learning Network opportunity as part of the LAUNCH pathway. These two teachers are piloting personalized learning in their school.

Building and Maintaining Momentum

As a way to increase interest in personalized learning, the two teachers are informally sharing what they are doing in their classrooms with other educators in the school. The principal described how excited these two teachers are each time they return from the LAUNCH convenings, which are the professional development meetings on personalized learning provided by KnowledgeWorks. The teachers regularly check-in with the principal about their experience with implementation and the outcomes they experience in their classroom, including evidence of increased student excitement, ownership of learning, continued improvements related to academic achievement, and, perhaps most important, positive behavioral changes. One of the challenges the principal identified in their school when it comes to further implementation of personalized learning is large class sizes, as they average anywhere from 25 to 28 students per class, per teacher.

Classroom Highlights

Flexible Learning Environment

The two teachers implementing personalized learning in their third grade classroom created inviting and comfortable learning environments for their students. When students first walk in, they eat their breakfast, review the tasks on the agenda, and find a place to jump into their work. Students decide which tasks to work on based on their progress.

LOCATION OF SCHOOL:
Middletown, OH (southwest Ohio)

GRADES SERVED: K through 5th

ENROLLMENT: 494 Students

TPOLOGY: Urban (7)

STUDENT DEMOGRAPHICS: 50% White, 15% Two or more races, 14% Black, 20% Hispanic/Latino, 1% American Indian or Alaska Native

EDUCATORS: 45 teachers, 100% certified, 88% with 3 or more years of experience

They also choose where they would like to do their work (see picture of the **flexible learning environment**, including bucket floor seats, an ottoman, soft rugs, and traditional chairs with tables). The teachers explain that they added more spaces for flexible seating options. One teacher took out all of her desks and brought in tables. She already had rocker seats and bouncy chairs. The other teacher added a table in the back so that the students could go there to work, and is in the process of revamping the library area for seating. One of their challenges right now is funding for making these changes to add more flexible seating choices for their students.



Module 8 Choice Board	
<p>Choose a real person who interests you. Interview them and then write or produce a biography about the person. Be sure to include all the characteristics of a biography (p. 192 in the purple book).</p>	<p>Use your imagination to create a project to teach another student our module vocabulary words and their meanings. Get creative!</p>
<p>How can you teach our class family all about text features? Create a project to help us practice identifying text features and how they can help us.</p>	<p>Choose a story from our Module 8. Create a project to show the main idea and details of the text. You can choose the entire text or just a section of a text.</p>
<p>We have been exploring text structures. Create a project that illustrates and describes all the text structures that we have studied.</p>	<p>What is the difference between fact and opinion? How can you help our class family learn all about this topic?</p>
<p>Help us to become experts in Author's Purpose. Create a project that helps your class family become Author's Purpose genius's.</p>	<p>Do you have an idea about a topic our class needs to work on? Are you an expert in one of our skills and want to teach us.</p>

At one of the convenings, the teachers learned how **flexible learning environments** can support their students, so they created flexibility by allowing students to learn individually, in pairs, or in small groups. The teacher created an environment where students would support each other. For example, one student was creating a game to help other students learn the class's vocabulary words. Another student was providing examples of the vocabulary words "technology" and "breakthrough." The teacher provided a choice board for students so they could have flexibility to choose how they wanted to master their Module 8 content, which was focused on their English language arts standards (see picture of the Module 8 choice board).

Learner Driven

Throughout their **learner driven** process, students direct their learning as they work with their teachers to create goals for their learning modules. After students take assessments, they use their performance data to self-reflect on their goals and progress and create new goals to meet (see picture of goal sheet). One of the teachers

noted the joy and excitement of students when presented with a new learning concept. She remarked that her students approach these new learning opportunities with a growth mindset, "How can I tackle this?"

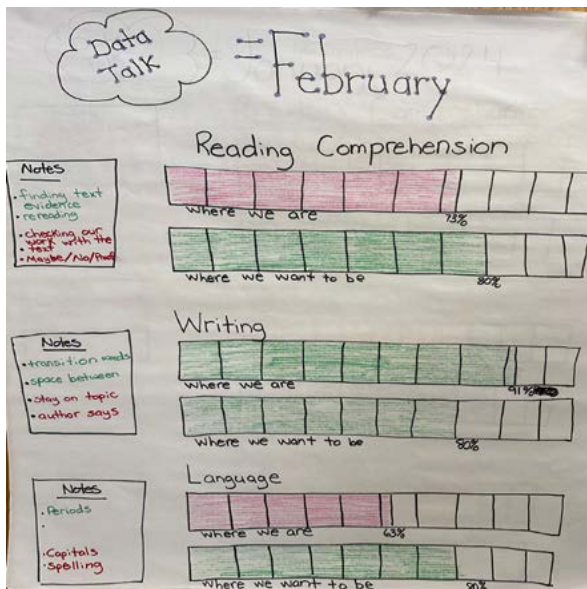
In order to best meet the needs of each student, the teacher has each learner create a learner inventory [see picture]. This helps the teacher know more about the student, and what works and does not work for each student when it comes to **learner driven** instruction. One of the teachers summed up this notion with the statement, "I want to make sure that the instruction and the experiences that I give to my students are things that [are] reachable things [they can] do."

Optimal Path & Pace

Throughout the day, students work at their own **optimal path and pace** in each of the content areas they are focused on for that day. At any given time, there are five to 10 different activities going on in the classroom based on where students are on their path and their pacing on that path. The teacher walks around to check students' progress and helps them work through where they are struggling, asking the students questions that allow them to problem solve their own work with confidence. The teacher explained that the students need many different entry points, and personalized learning is the perfect approach for supporting each and every child at an **optimal path and pace** with exactly what they need. She continued that all students get challenging work to keep them curious, engaged, and advancing. The other third grade teacher shared a "real sense of enjoyment from seeing these kids show what they know how they want to." She thinks they are "more willing and more excited to do what they're asked to do because they get to *choose* what they want to do." These teachers, along with support from the math coach and a staff member at their regional educational service center, co-create learning progressions to provide multiple entry points for students (see picture of a learning progression).

Module 5: Lessons 14-19 (3.NF.2ab)			
<p>I can create a number line by placing the whole numbers in the correct spots.</p> <ul style="list-style-type: none"> Complete the empty number line paper by labeling the number lines 1-20. Draw a number line in your math journal. Label it starting at 0 and ending with 20. <p>I can name basic fractions:</p> <ul style="list-style-type: none"> Complete "Fractions" paper. In your math journal, draw shapes to show the following fractions: <ul style="list-style-type: none"> 2/3 1/4 5/8 	<p>I can create a number line and divide it into equal parts based on the denominator.</p> <ul style="list-style-type: none"> Complete lesson 14 homework. Use the wipe-off number lines to represent the following fractions: <ul style="list-style-type: none"> Halves Thirds Fourths Eighths <p>Now, draw those number lines in your journal.</p>	<p>I can create a number line and label the equal parts:</p> <ul style="list-style-type: none"> Complete lesson 15 homework. Use the wipe-off number lines to represent the following fractions: <ul style="list-style-type: none"> 1/2 2/3 3/4 5/8 <p>Now draw and label those number lines in your journal.</p> <p>I can create a number line that is greater than 1 and label the whole numbers and equal parts.</p> <ul style="list-style-type: none"> Complete the Label the Points worksheet. 	<p>I can solve real-world problems by representing fractions on a number line:</p> <ul style="list-style-type: none"> Complete lesson 14 homework. In your math journal, create 2 word problems that can be solved with fractions on a number line. <p>I can place fractions with a larger numerator than a denominator on a number line.</p> <ul style="list-style-type: none"> Complete lesson 16 homework. Complete lesson 17 homework. <p>BONUS: Create a lesson about fractions on a number line that you can teach the class.</p>

Evidence of Learning & Feedback



In both of the third grade classrooms, **evidence of learning and feedback** is on display. The teachers share feedback with students as a whole group, in small groups, and in individual settings. Students also self-assess throughout the learning activities. The teachers pull groups of four to six students together to do remediation on key concepts where those students need additional instruction and practice. There are many opportunities for students to demonstrate their learning in a way that's meaningful to them. Students set targets for themselves by choosing "I CAN statements" that they want to be able to do by the end of that pathway. The teacher regularly brings the students into the conversation about both their state-level and assessment data and how the data can be used to track individual learning and whole-class progress. The teachers display their classes' aggregate data each month so students can see **evidence of learning**. They also provide feedback and use the information to set goals for their learning (see picture of class "Data Talk" for February).

Authentic Learning

In the Ohio Personalized Learning Framework, teachers are encouraged to create a learning environment that allows students to "engage in relevant experiences that build skills, such as innovation, problem-solving, and design-thinking." At Mayfield Elementary, one of the classrooms engages in **authentic learning** through career awareness opportunities where the classroom partners with local companies so the students learn about a variety of career pathways. A trucking company adopted one of the two classes and visits them throughout

the year. Employees from the company visit in the afternoon to share information about their jobs and engage the students in an **authentic learning** experience centered around packing items for shipping. The trucking company shares all of the packing materials with the students, and the students use the materials to pack a raw egg. Each group of students works with one of the adults from the trucking company to pack the egg, and then they have a contest to see which egg remains intact after being dropped from certain heights. The students are so engaged with the activity, and they recognize how important it is for the packaging to be done in such a way to keep the item being shipped safe. This activity provides an opportunity for innovation, problem-solving, and design thinking (an indicator of **authentic learning**).

Reflecting on Progress and What the Future Holds

The principal shared that she sees changes in the students' confidence in these two classes. Regarding the two teachers engaging in the implementation of personalized learning, she said, "They're doing great work. Once they committed, they dove in. We don't do things half-hearted here. Once we say we're going to do it, we give it our all with fidelity because only then will we know if it truly works and if it's a good plan. I can easily say without a doubt that these two teachers are committed and starting to reap some of those benefits." The progress these two teachers have seen in their students is a motivating factor that encourages them to continue developing and implementing personalized learning pathways into their instructional practices. These teachers are now sharing their learning and successes with other grade-level teachers with the hope of building and expanding across other grades. The principal emphasized, "My plan is to continue to invite more educators to incorporate personalized learning in their classrooms after the two teachers share it with the rest of their colleagues." So far, three other teachers are incorporating a few strategies into their lessons daily. These same teachers are going to try to implement personalized learning pathways into their lessons in the 2024–2025 school year.

METHODOLOGY: This case study highlights the experiences of one school that participated in the LAUNCH pathway in Ohio. The information shared in this case study is based on three interviews (one school leader and two teachers) and two classroom observations.

To learn more about Ohio's personalized learning efforts, visit: <http://education.ohio.gov/Personalized-Learning>.

