

# A National Landscape Scan of Personalized Learning in K-12 Education in the United States

June 26, 2018 | 3:00-4:00 p.m. EDT

## Presenters:

- **Susan Patrick**, President and CEO, iNACOL
- **Betheny Gross**, Senior Research Analyst and Research Director, Center on Reinventing Public Education, University of Washington Bothell
- **Chris Liang-Vergara**, Chief, Learning Innovation, LEAP Innovations
- **Jake Williams**, Research Analyst, LEAP Innovations

# Agenda for Today's Webinar

1. Background of the Research Project
2. LEAP Innovations *Personalized Learning Framework* and Teacher and Student Surveys
3. Findings from the Report
4. Questions & Answers (type questions in the chat box)

# What Is the Personalized Learning in K–12 Education National Scan Project?

- The goal of the project is to provide the field with the information and analysis of personalized learning developments, using the LEAP PL framework, to more deeply understand K-12 personalized learning:
  - National Teacher Survey
  - National Student Survey
  - How PL is emerging with implementation and scaling
  - Aspects of personalized learning trends and future directions

# Why: the Problem and the Opportunity

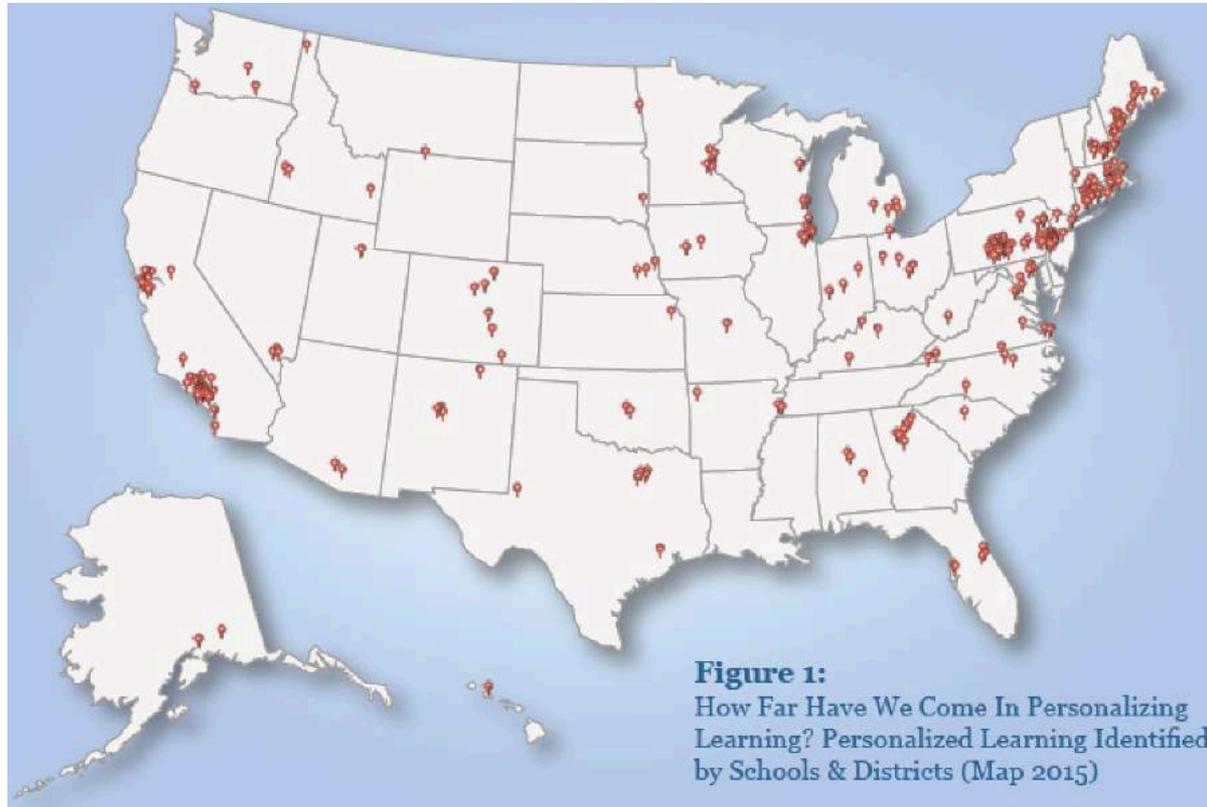
- K-12 education is potentially at earliest phases of a systemic transformation to personalized learning (PL).
- PL strives to address each student's unique needs and provide every student access to a personalized, world-class education that ensures success.
- Growth of personalized learning models is uneven across the U.S.
- An opportunity exists to not simply tweak the current system, but to examine how to change and synchronize structural realignment of instructional systems, improve learning environments and teaching, and support optimizing student success.
- Prior to this, there was no large-scale, widely recognized study exploring the characteristics of instructional models and elements utilized by schools implementing personalized learning.

# Personalized Learning Is Growing Across the Nation

- Almost half of all presentation proposals to iNACOL Symposium are related to personalized learning
- Opportunities embedded in ESSA
- Nine states created entry points for personalized learning in state law

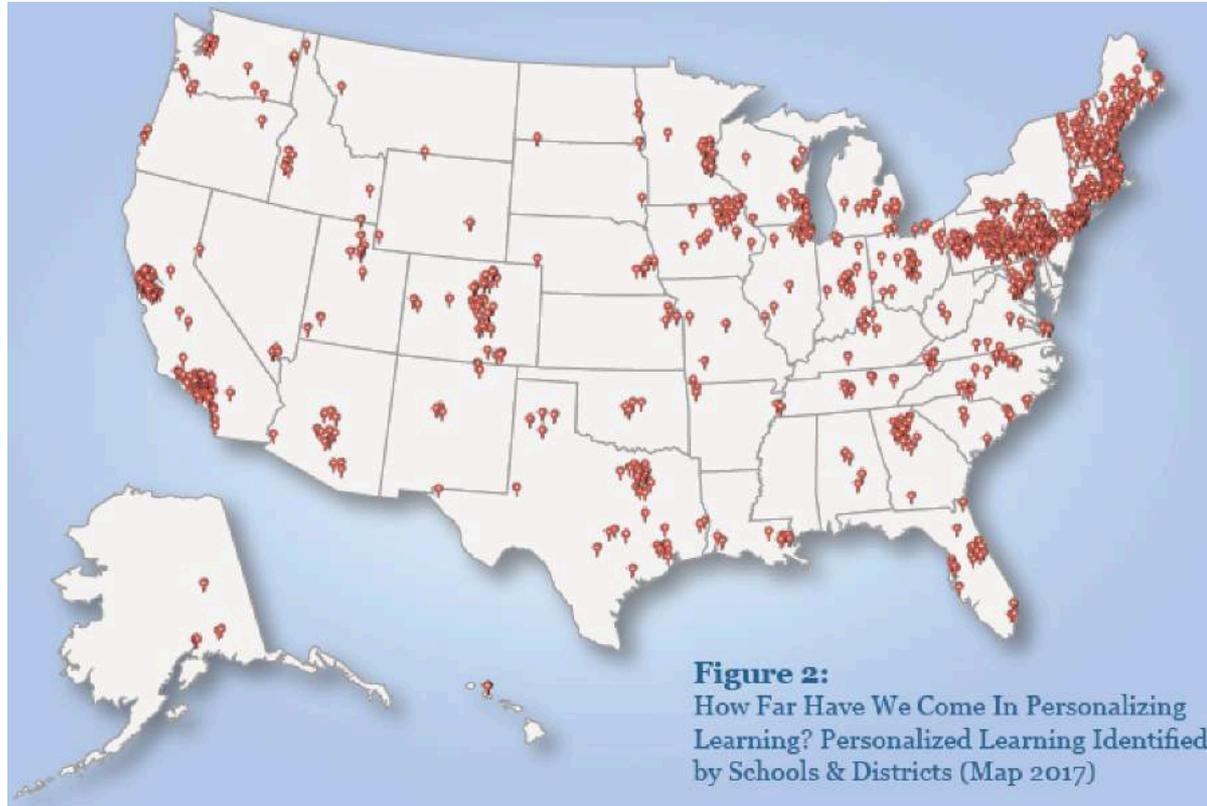
# How Far Have We Come In Personalizing Learning?

**Map 2015:**  
Personalized Learning Identified by Schools & Districts



# How Far Have We Come In Personalizing Learning?

**Map 2017:**  
Personalized Learning Identified by Schools & Districts



# 4 Supporting Practices Helping to Grow and Scale Personalized Learning Models

1. Professional learning communities
2. Learner profiles informed by academic and behavioral data collection processes
3. Learner agency as reflected by the use of learning progressions
4. Integrated student support services

# Personalized Learning

*Personalized learning tailors learning to each student's strengths, needs and interests. Students have "voice and choice" in determining what, how, when and where the learning occurs. Teachers provide the flexibility and supports to ensure mastery of the highest standards possible. (iNACOL)*

*Partners:*

- *iNACOL*
- *CRPE*
- *LEAP Innovations*
- *University of Chicago NORC*

*To understand how personalized learning is taking hold across the country, iNACOL partnered with the Center on Reinventing Public Education (CRPE), NORC at the University of Chicago, and LEAP Innovations to conduct two national surveys of teachers and students.*

iNACOL



A National Landscape Scan of Personalized Learning in K-12 Education in the United States



WRITTEN BY:  
Betheny Gross  
Sivan Tuchman  
Susan Patrick

iNACOL

# LEAP Learning Framework: 4 Domains of Personalized Learning



## Learner Demonstrated

Learners progress at their own pace and advance based on demonstrated competency, not time spent on a subject



## Learner Focused

Learner experiences are relevant, contextualized, and designed around a deep understanding of individual academic and non-academic needs, interests, and strengths



## Learner Led

Learners are coached to take ownership of their learning so that it dynamically adjusts to their skills, curiosity and goals



## Learner Connected

Learning transcends the classroom in relevant and accredited ways, connected to families and communities

The LEAP Learning Framework was built to provide educators with actionable strategies to implement personalized learning; includes 90+ classroom strategies, growing video library, and measurement surveys

# LEAP Personalized Learning Teacher & Student Surveys

The LEAP Surveys measure the level of implementation of personalized learning practices in the classroom

- LEAP partnered with national research orgs to develop a set of valid and reliable measures
- Provide a 360° view by asking teachers about practice and students about experience
- National standards show level of personalized learning along a continuum of growth to see evolution
- Comparative regional and national data is shown alongside data to provide relevant context



*Surveys are offered to schools and districts for free twice per year*

For more information, visit <http://leaplearningframework.org/surveys>

# Questions?

*Please add any questions into the chat box.*

**Findings from  
the report,  
*A National Landscape  
Scan of Personalized  
Learning in K-12  
Education in the  
United States***

iNACOL



A National Landscape Scan of  
Personalized Learning in K-12  
Education in the United States



WRITTEN BY:  
Betheny Gross  
Sivan Tuchman  
Susan Patrick

# Are We Getting Closer to Personalizing Learning?

A National Landscape Review

*Presenter: Betheny Gross*

# LEAP Learning Framework: 4 Domains of Personalized Learning



## Learner Demonstrated

Learners progress at their own pace and advance based on demonstrated competency, not time spent on a subject



## Learner Focused

Learner experiences are relevant, contextualized, and designed around a deep understanding of individual academic and non-academic needs, interests, and strengths



## Learner Led

Learners are coached to take ownership of their learning so that it dynamically adjusts to their skills, curiosity and goals



## Learner Connected

Learning transcends the classroom in relevant and accredited ways, connected to families and communities

The LEAP Learning Framework was built to provide educators with actionable strategies to implement personalized learning; includes 90+ classroom strategies, growing video library, and measurement surveys

# Time for a Pulse Check on Personalized Learning: A National Survey of Teachers

	English Language Arts	Math	Science	Social Studies	
Elem.	7% 226	34% 1113	2% 62	2% 76	<b>Total surveyed 3,200</b>
Middle School	7% 243	9% 307	6% 188	6% 180	
High School	9% 309	7% 223	5% 178	5% 174	

# Time for a Pulse Check on Personalized Learning: A National Survey of Students

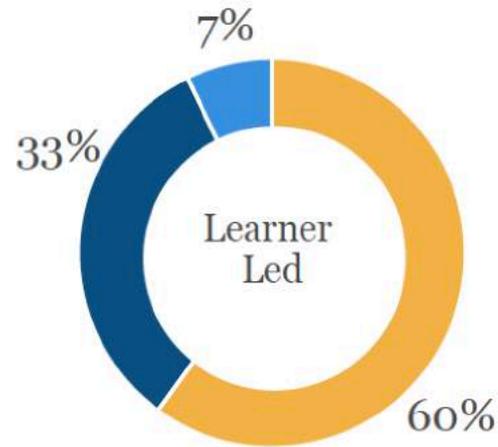
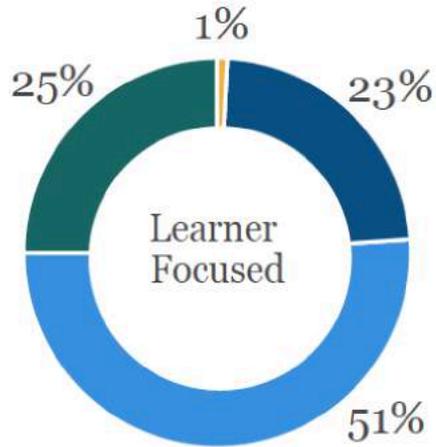
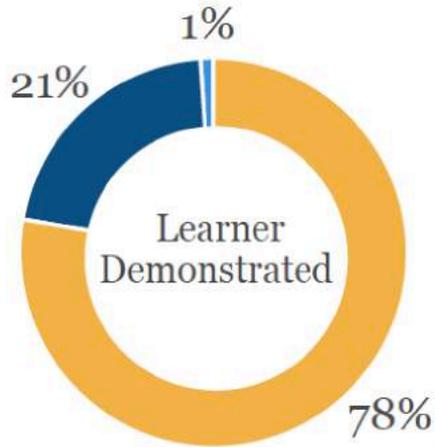
**1,100**  
Students  
surveyed

Grades

**5-12**

# The Nation's Elementary and Middle School Teachers Show Strong Learner Focus

## Elementary/Middle School

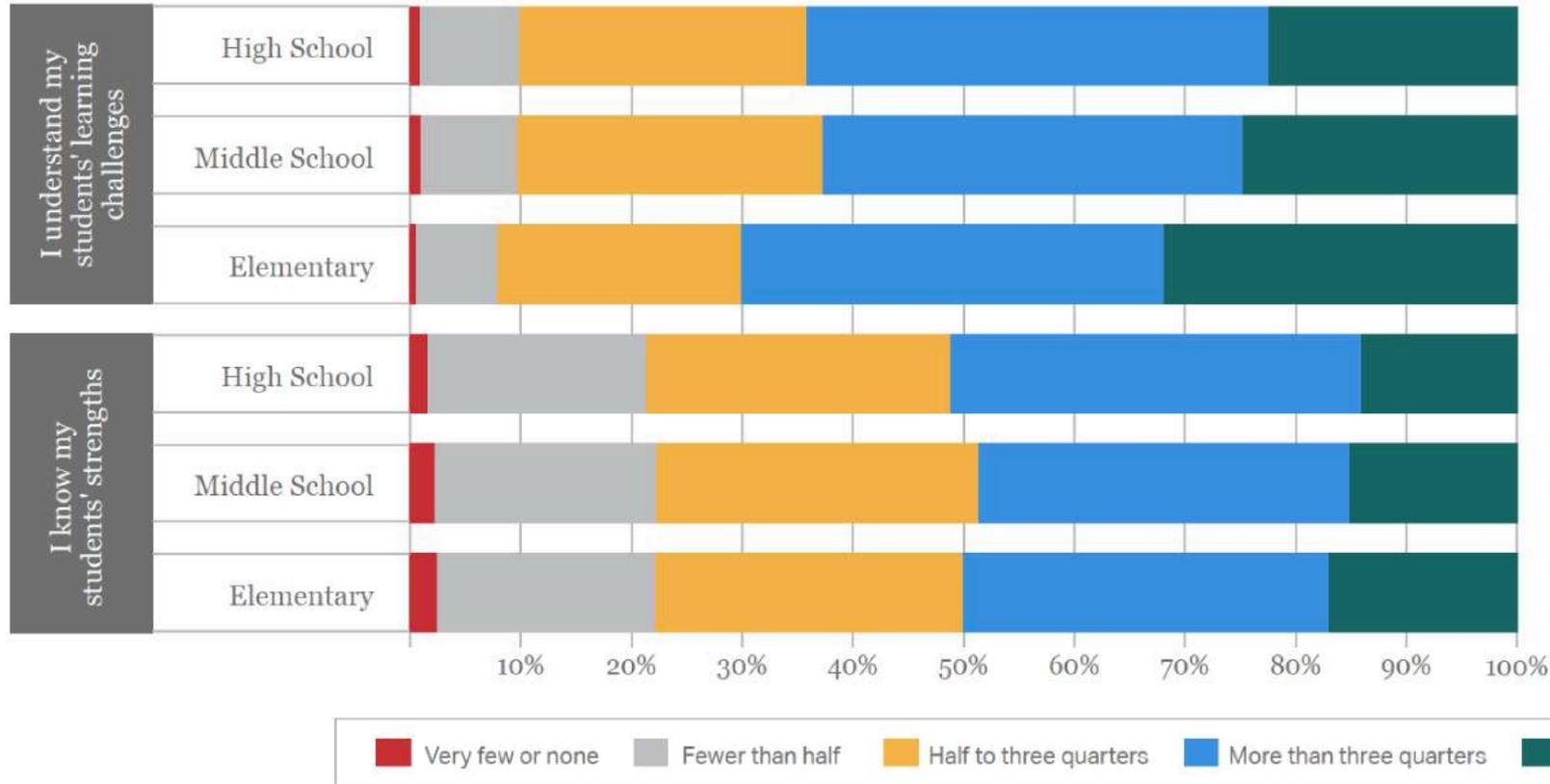


## Where We Stand Today

Teachers build relationships with students to provide a student-focus experience...  
...but stop short of being student-driven.

**Most teachers understand their students as learners and use this knowledge to shape students' learning experiences.**

# Teachers Understand Students' Strengths and Challenges



# Teachers Commonly Use Data to Assign Work To Students

**67%**

Elementary  
Teachers

**54%**

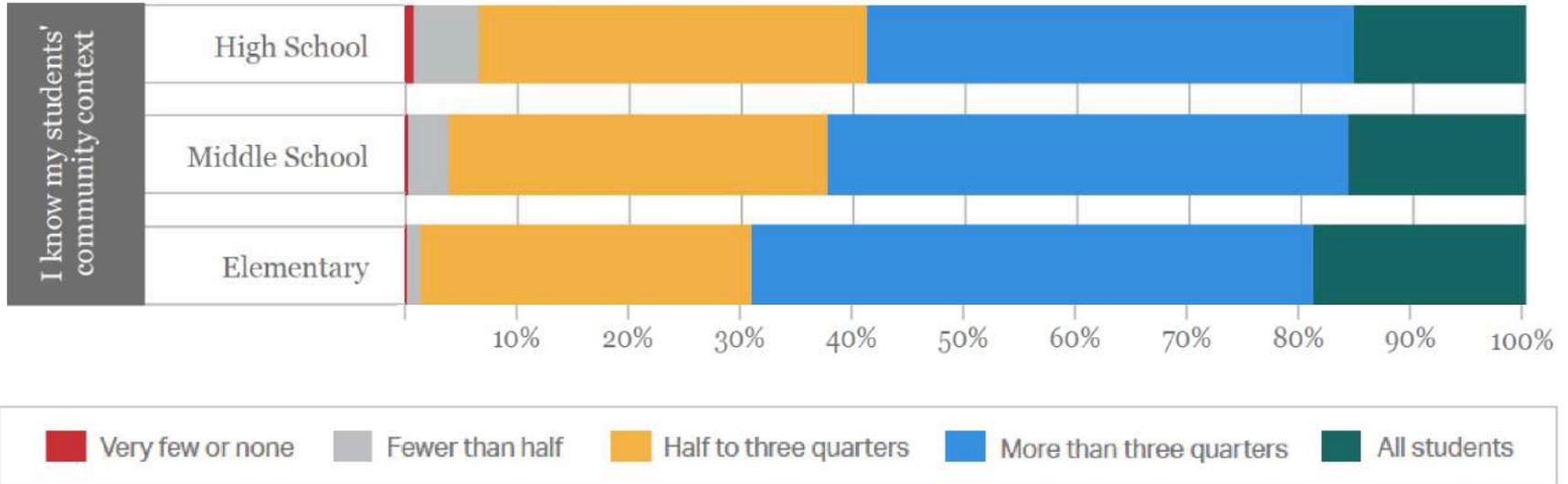
Middle  
Teachers

**38%**

High  
Teachers

Report using data to assign work to students at least half the time

# Teachers Know Most of Their Students' Community Context



# Students Are Mixed on Whether Teachers Relate School Work to the World Around Them

**55%**

Elementary  
Students

**40%**

Middle  
Students

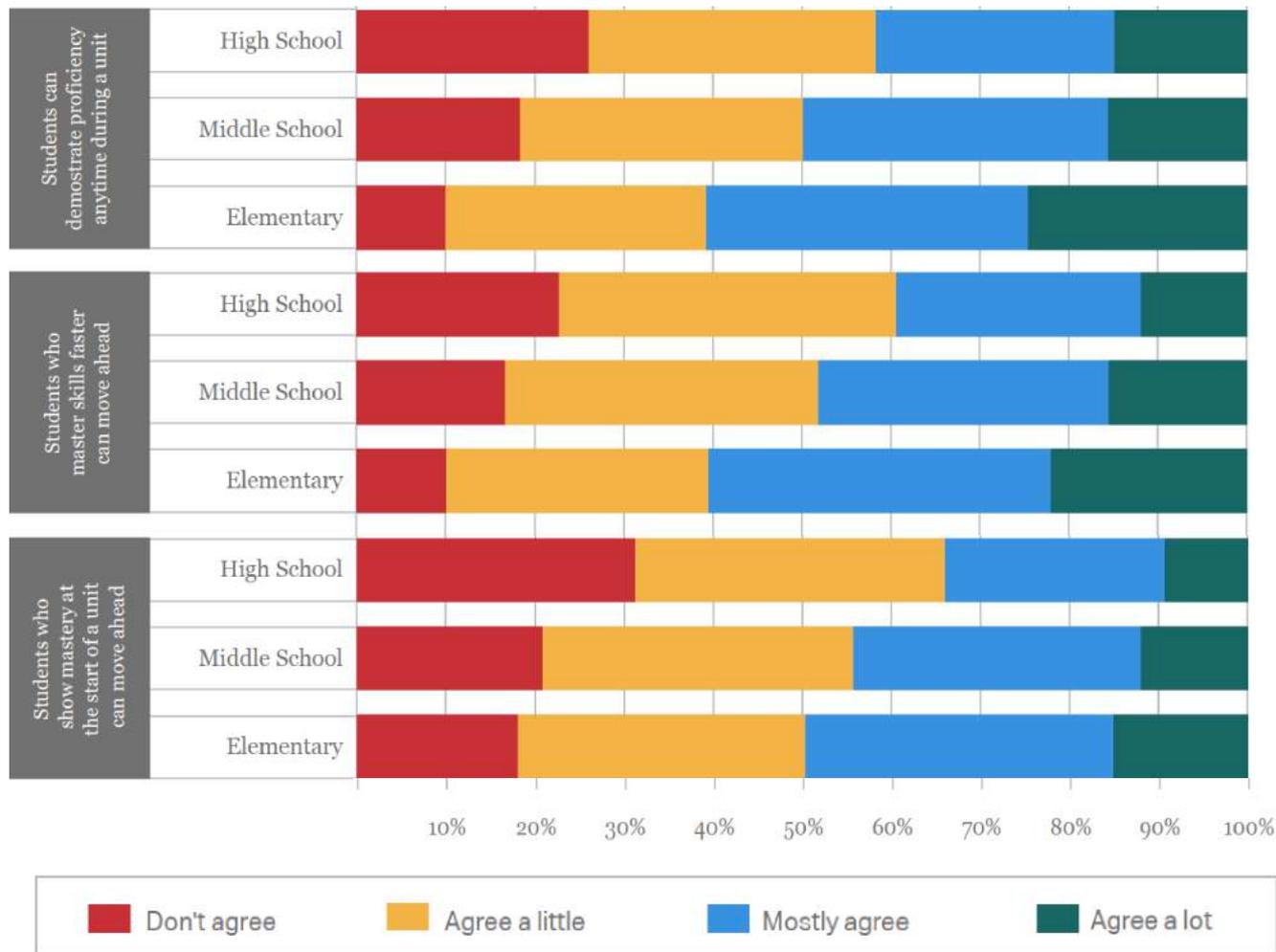
**35%**

High  
Students

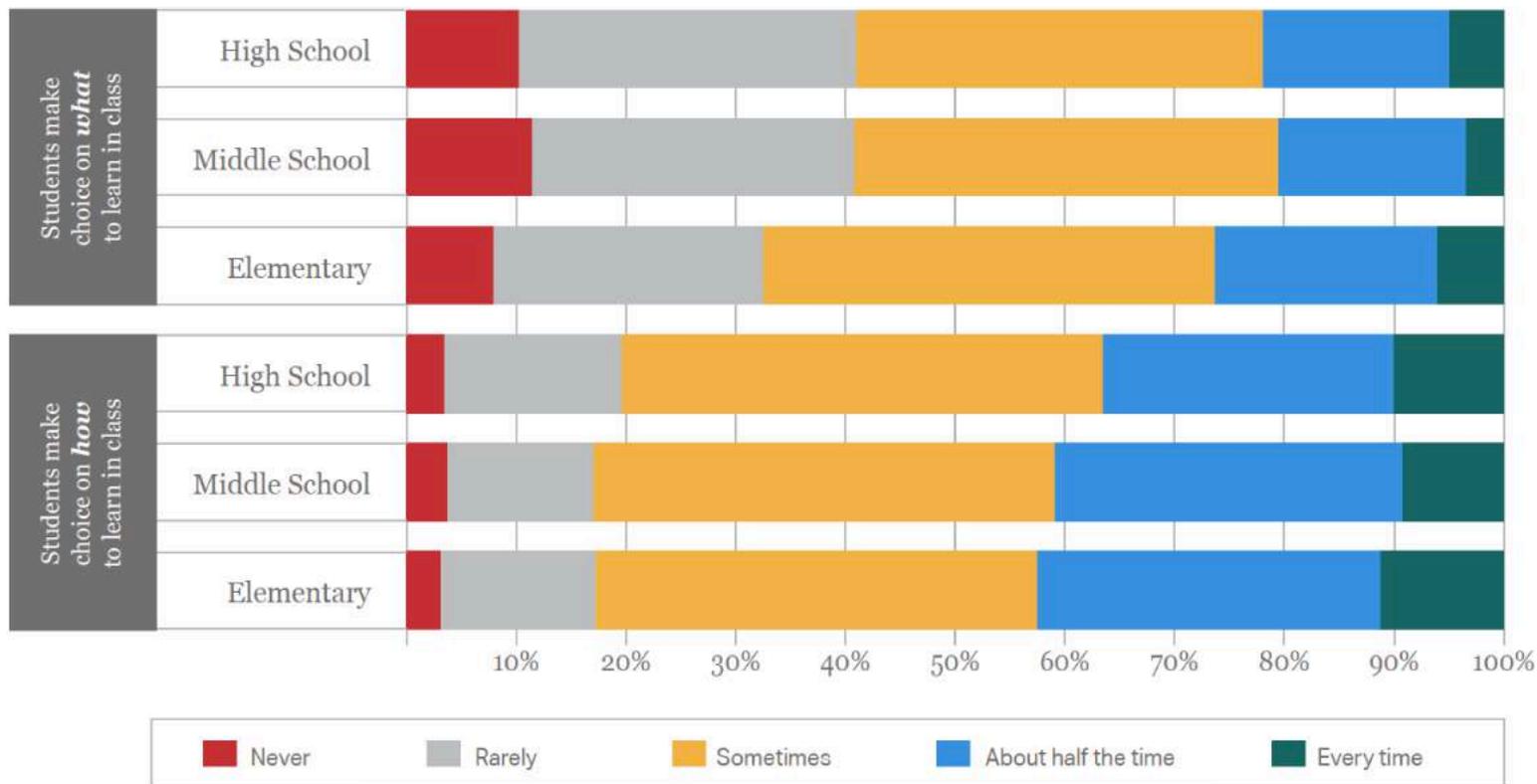
Agreed that their teachers connected their schoolwork to the world outside school

Most teachers are reluctant to give students control of pacing, content and learning activities.

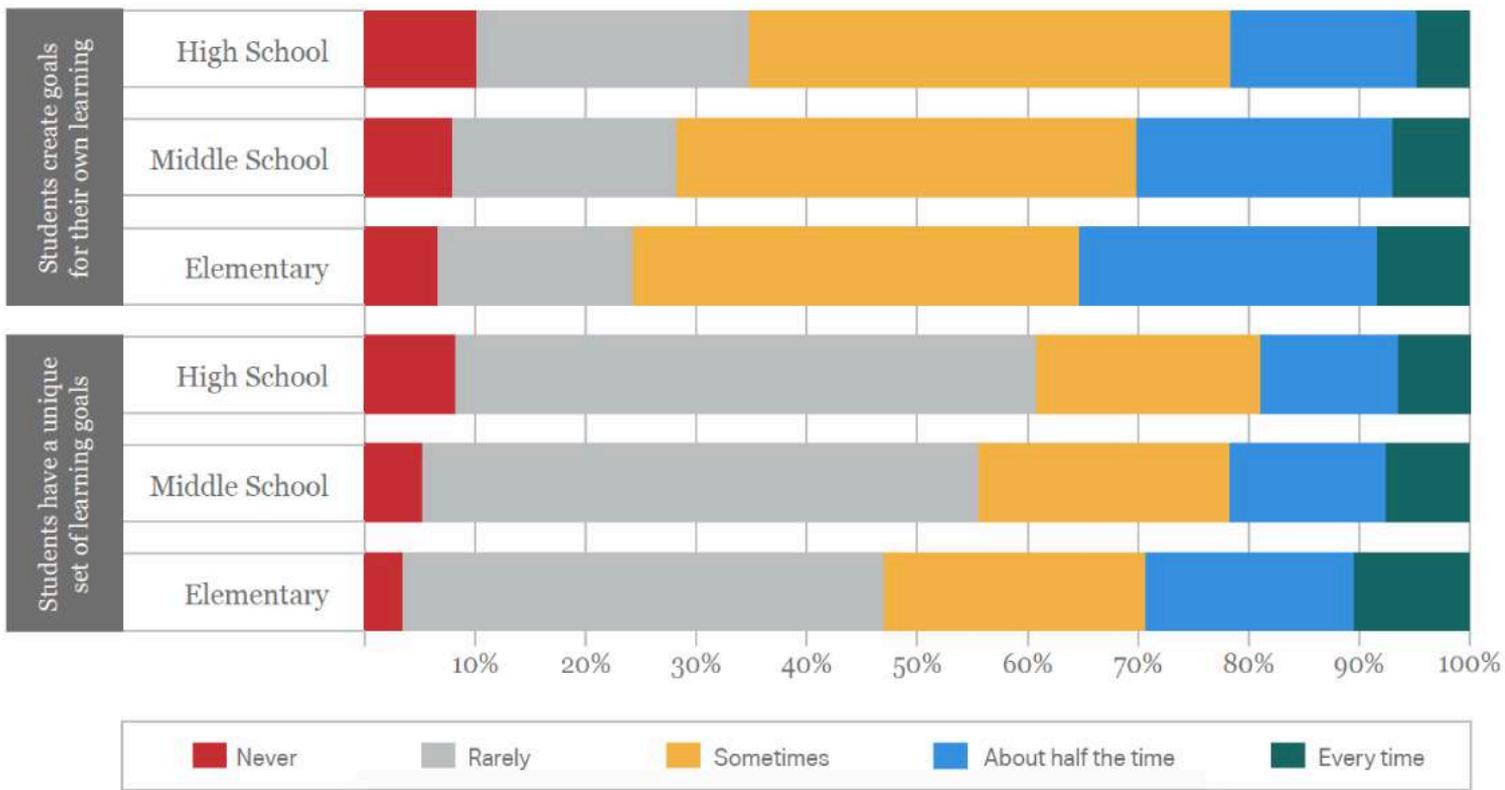
**Few teachers are fully confident allowing students to progress at their own pace**



# Most Teachers Maintain Control of Content & Lessons



# Teachers Maintain Control of Defining Learning Goals



# OPPORTUNITIES TO BUILD FROM

# Technology Is Becoming Widely Available

**52%**

Elementary  
Teachers

**60%**

Middle  
Teachers

**60%**

High  
Teachers

Report that their they have one-to-one devices in  
their classroom

# “Next Gen” Schools Report More Learner Demonstrated and Led Experiences

Significantly more likely to allow students to:

- ✓ Demonstrate their learning throughout units,
- ✓ Move ahead once they demonstrate their understanding of topics,
- ✓ Take more time to master topics
- ✓ Make choices in what and how they learn

# Looking Forward

*How can we shift more learning into the hands of students?*

# Questions?

*Please add any questions into the chat box.*

# Resources

## For More Information:

- iNACOL Resources: <https://www.inacol.org/resources/>
  - Upcoming iNACOL Events: <https://www.inacol.org/events/>
  - iNACOL Symposium: <https://www.inacol.org/symposium/>  
*Early-bird registration available until 7/11/18.*
- LEAP Innovations: <http://www.leapinnovations.org/>
- Center on Reinventing Public Education (CRPE): <https://www.crpe.org/>

## Contact Us:

- Susan Patrick, President and CEO, iNACOL: [spatrick@inacol.org](mailto:spatrick@inacol.org)
- Betheny Gross, Senior Research Analyst and Research Director, Center on Reinventing Public Education, University of Washington Bothell, [betheny@uw.edu](mailto:betheny@uw.edu)
- Chris Liang-Vergara, Chief, Learning Innovation, LEAP Innovations, [chris@leapinnovations.org](mailto:chris@leapinnovations.org)
- Jake Williams, Research Analyst, LEAP Innovations, [jake@leapinnovations.org](mailto:jake@leapinnovations.org)