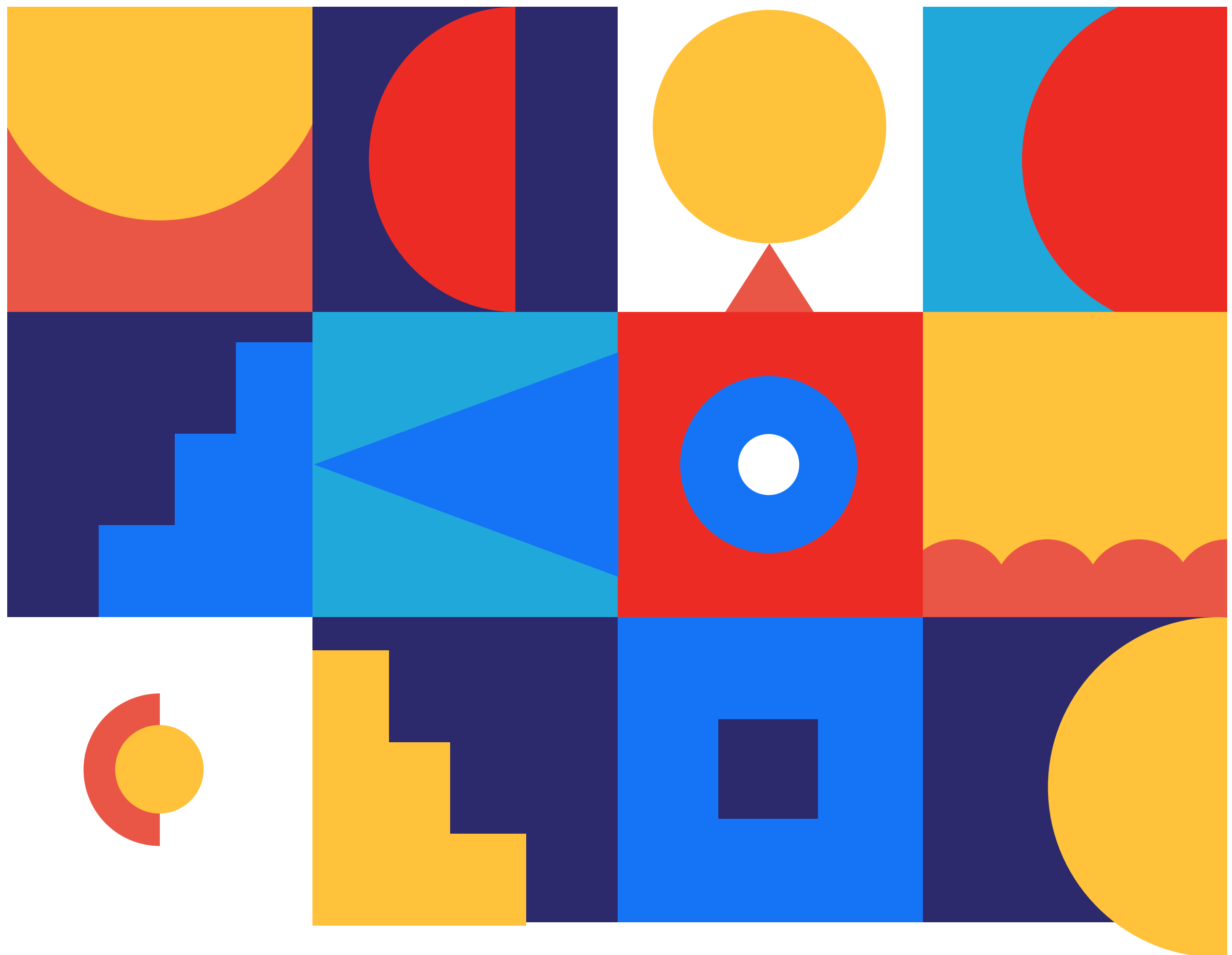


# Creating Lasting Impact: Establishing a Strong Support System for Teachers, at Scale

Through Personalized Intelligent Professional Learning Experience



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2021 CODiE Finalist  
Best Professional Learning  
Solution for Educators

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## Summary

Research is very clear that the quality of a student's teacher and a school's principal are the two most significant in-school factors impacting student learning and development. But we have too often failed to invest in the support of educators to the extent they need to improve their practice and impact on the quality of student learning.

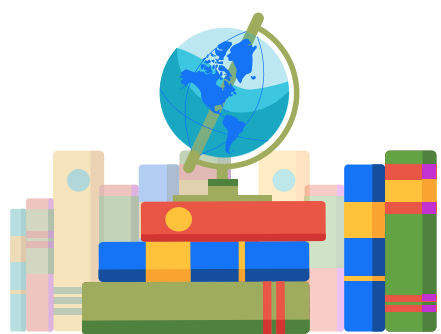
Most people agree that investing in professional learning for teachers is an investment in students. As teachers are expected to personalize instruction to students in their classroom (and on a computer screen), what about their own needs for professional growth?

In this paper, we highlight the frustrations facing educators as a challenge of human capital. We then explore a long-term approach to address these frustrations through strong partnerships with effective frameworks of teaching and 2gnoMe.

### Students: Learning Gaps



**3-4** months  
of learning lost for  
students who receive  
average instruction



**7-11** months  
of learning lost with  
lower- quality remote  
instruction

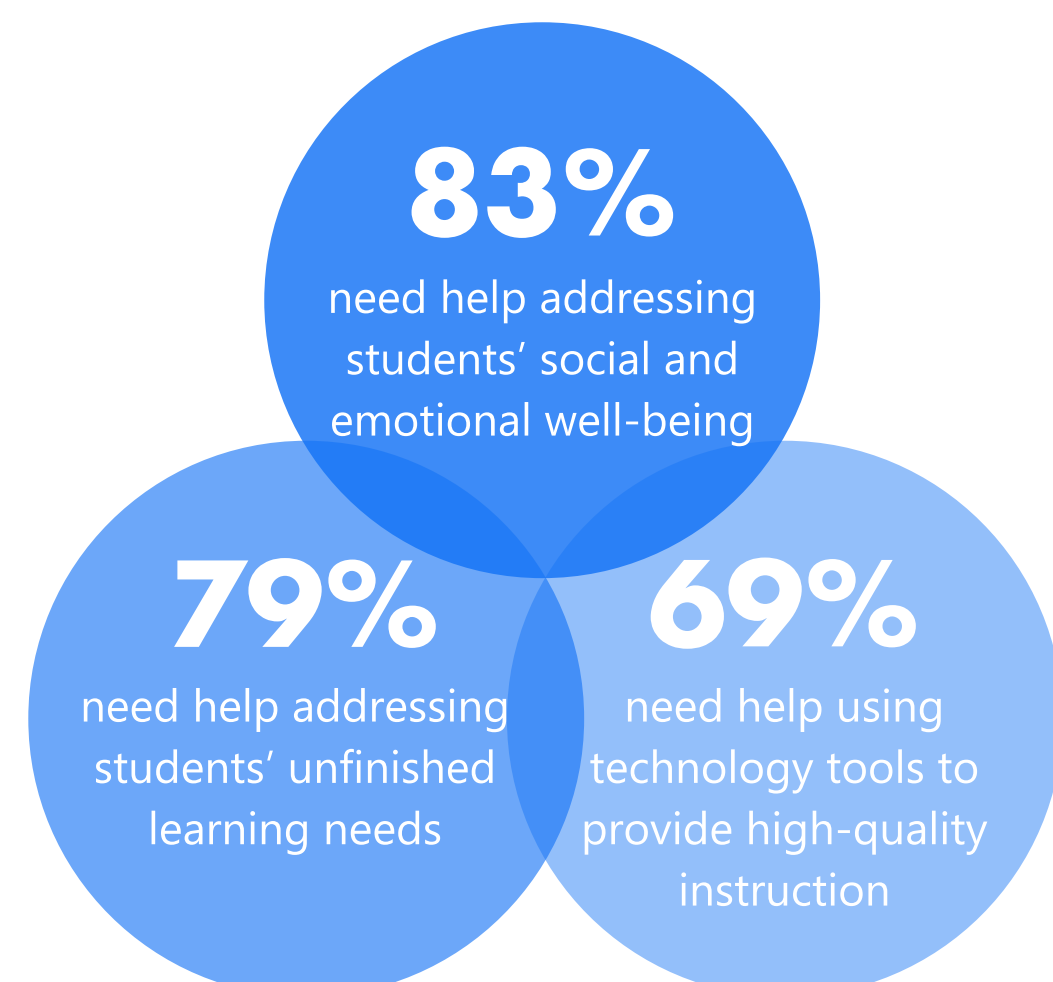


**12-14** months  
of learning lost without  
any instruction at all

**McKinsey: Achievement Gap and Coronovirus.**

<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime#>

### Teachers: Top Areas of Need



**RAND: Remote Learning Is Here to Stay.**

Table 5: Professional Development Needs for Teachers,  
[https://www.rand.org/pubs/research\\_reports/RRA956-1.html](https://www.rand.org/pubs/research_reports/RRA956-1.html)

## Challenges

The existing quality and equity challenges were further exacerbated by the global pandemic.

According to a recent [McKinsey report](#), the impact of the shutdowns is consistently harmful, with the magnitude of the impact varying based on the quality of remote instruction, home support, and the degree to which students are engaged. **The reported loss in learning for the average student is seven months** (see page 2, left side).

Teachers are struggling, too. Since March of 2020, most educators took a terrible situation and went above and beyond the call of duty to do their best for their students. And as schools [return to in-person instruction](#), **far more teachers are now expected to have mastery across the full range of in-person, online and blended instruction.**

This new reality will only worsen the growing shortage of K-12 teachers, further exacerbate the inability to retain experienced teachers and keep new teachers out of the teaching profession (see sidebox *Impact of Poorly Designed PD*).

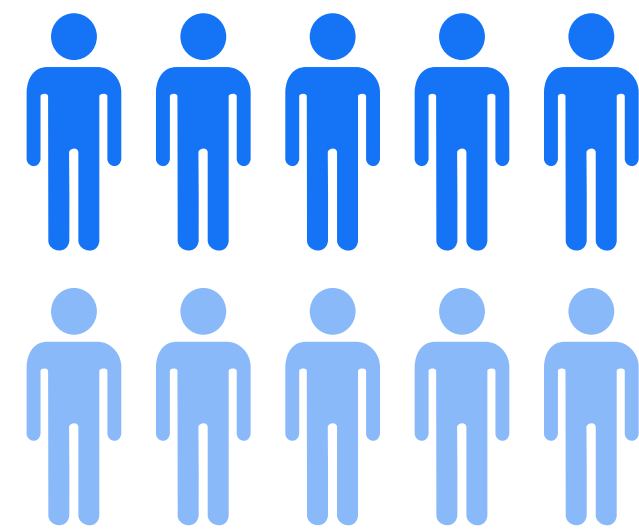
A recent RAND study highlights a high level of professional development needs across the board. At 83 percent, the top-ranked need for teachers is in addressing students' social and emotional well-being. Following closely behind is helping teachers address the needs of students with learner engagement and unfinished learning (see page 2, right side).

### Impact of Poorly Designed Professional Development



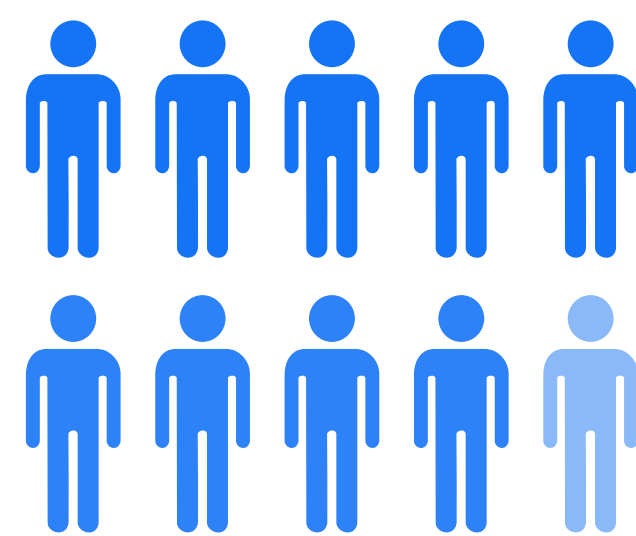
top issue for teachers about PD is that it “treats us like children”

**50%**



almost half of new teachers leave the profession in the first 5 years

**90%**



of demand for new teachers is due to attrition of experienced teachers

**Now more than ever, teachers need to receive targeted support for their own professional learning and growth.**

Teachers and administrators share similar perspectives about the ideal professional learning experience: they describe learning that is “relevant, hands-on, and sustained over time” (Teachers Know Best: Teachers’ Views on Professional Development, Gates Foundation).

Efforts to begin to make up for these losses must take innovative approaches because teachers, principals and superintendents have watched for years as massive investments in education reform too often fail to deliver due to inadequate investment in effective professional learning for teachers and education leaders.

Therefore, **the challenge to accelerate student learning is predominantly a challenge of human capital.** Ensuring that teachers are confident and successful is the foundation of giving students, our workforce of the future, the skills they are going to need.

## Moving to a Holistic “Systems” Approach

In 2017, Dr. Linda Darling-Hammond and her colleagues articulated the seven conditions needed to create a coherent system of effective support for teachers.

### Seven Conditions of Effective Professional Development

1. **Is content focused** and supports teacher learning within classroom contexts.
2. **Incorporates active learning** in designing and trying out teaching strategies, in the same style of learning they are designing for students.
3. **Supports collaboration** with space for teachers to share individual goals and collaborate in the job-embedded context.
4. **Models of effective practice** to clarify what best practices look like.
5. **Coaching and expert support** involves the sharing of expertise and evidence-based practices, focused directly on individual strengths and needs.
6. **Feedback and reflection** help thoughtfully move toward the practice mastery.
7. **Sustained** effective PD must provide time to learn, practice, implement, and reflect upon new strategies that facilitate changes in the teaching practice.

#### Effective Teacher Professional Development

Linda Darling-Hammond, Maria E. Hyler, Madelyn Gardner. Learning Policy Institute, June 5, 2017  
<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>



Based on this foundation, there are three ways to move towards a more coherent approach that supports teachers' growth and development.

**1. Move from Piecemeal to Systems.** By knowing what "best practices" and "effective curriculum supports" are, school districts can create "active," "supportive," and "personalized" learning opportunities for teachers to "reflect on and improve" their practice over a "sustained period of time." Altogether, the intent is to improve practices by teachers and increase learning by their students.

**2. Connect Daily Execution to Vision.** Too often there is a gap between what needs to be done and what is actually being done. For most teachers, professional development efforts lack definition and access to the best practices and high-quality resources, fail to personalize to their actual needs, and are siloed parts of a disjointed system that fails to effectively support their professional growth. For school and district administrators, it is all of the above plus a lack of scalable personalization and the hurdle of getting insights on the impact of professional learning on the teaching practice and retention.

**3. Be Constructive.** Teachers are evaluated. They receive professional development. Many participate in Professional Learning Communities or have a mentor. And most are encouraged to reflect on their own practice to identify how to improve their impact on their students. Unfortunately, even with the best of intentions from leadership, this piecemeal approach too often:

- Feels punitive to teachers,
- Is generic and not responsive to their personal strengths and weakness,
- Lacks easy access to high-quality professional development,
- Does not translate into actual classroom practice,
- Is more focused on PD time rather than the quality of the learning activity, and
- Is fragmented rather than part of a continuous improvement process.

*"Educators need to experience the same type of learning that they want for their students. With the power of choice in professional development, educators can engage in learning that directly aligns with their specific interests and needs."*

**Rachelle Dené Poth**

Spanish and STEAM teacher, award-winning educator and author

## Path Forward

We know that supporting teachers is crucial to improve student learning, and we know what makes professional learning effective. **What we don't want is to build back what was not working for teachers and their students.** A better approach needs to:

1. Make teachers' learning process clear, actionable, and aligned to a district-preferred framework of effective teaching,
2. Personalize available resources and collaboration opportunities for every teacher based on individual needs and district-driven goals,
3. Simplify and complement what districts are already doing in support of their teachers instead of adding another part to their overcrowded plate.

A human capital issue requires a human capital solution. As an industry, education has not had the tools and technology to be able to build this type of system.

Until now.

To meet this frustration, 2gnoMe has partnered with leading frameworks for effective teaching, both in-person and online, to create a secure adaptive portal and experience that enables districts to build a system of support for their teachers, at scale. 2gnoMe clarifies skill gaps and instantly connects teachers to high-quality resources aligned and personalized to individual areas of need and professional growth.

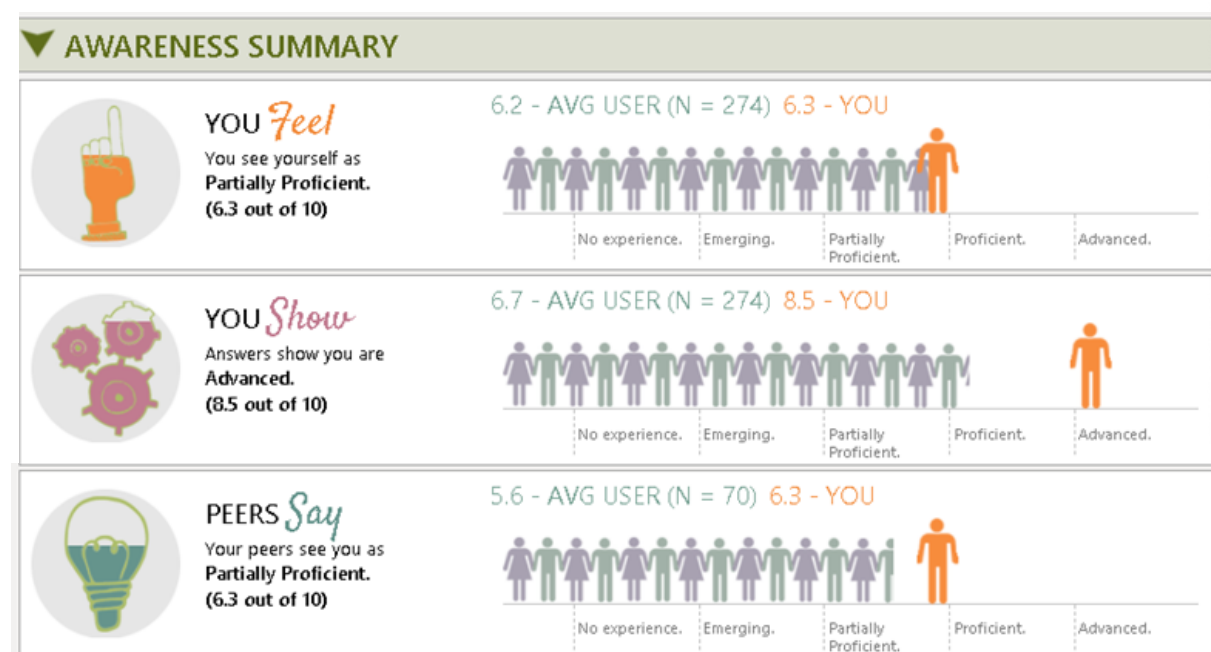
Combining adult learning theory, learner-centric design and cloud-based technology, 2gnoMe's approach aims to connect and unify all parts of the siloed human capital system, which is necessary to support teachers and improve student learning.

We believe that upfront **skills awareness** in relation to best practices, followed by high-quality **personalized professional learning opportunities**, and the ability to **reflect about one's practice**, creates better measurable outcomes and impact on the teaching practice. Integrating these phases in a teacher's learning process represents a substantial shift from the status quo. It gives teachers ownership over their own development in the context of a proven framework of effective teaching. This enhanced awareness and personalization of high-quality professional learning increases the likelihood of a learner taking ownership over their personal growth and development towards mastery.

# How 2gnoMe Works

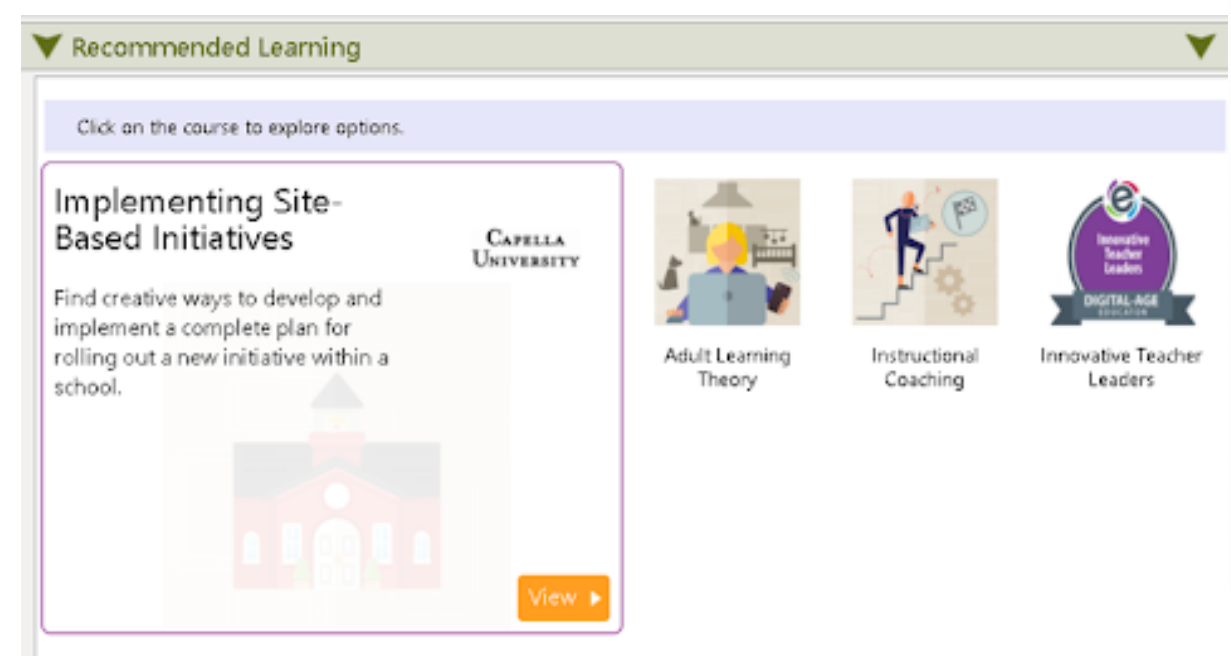
Driven by the framework or standards preferred within a district:

## Skills Awareness



Teachers can self-reflect about their practice - as well as get 360-degree feedback - to enhance skills awareness across essential skills.

## Personalized PD Resources



Based on each teacher's own reflection, teachers get individual learning recommended, in-person and online - from vetted experts.

## Reflection Journal

**Reflection Questions**

**Cluster 1 Questions**  
Please answer these questions for reflection to enhance your practice. Below are just a few examples.

In what ways do your learning outcomes challenge your students to think critically?

In what ways are your learning outcomes reflective of the standards of the discipline and appropriate to your students' levels of knowledge and skill?

Provide examples of congruence between your classroom activities and instructional outcomes?

Teachers can progress through their learning journey at their own pace, as well as participate in real-time synchronous group workshops with a real-time journal of reflections related to the professional practice.

## Impact of Learning



Teachers sustain their development learning process over time by keeping track of all PD in one place, uploading evidence of growth, and reassessing their practices aligned to the framework of effective teaching.

*"The advantage of having a system that is content agnostic is that we can select from the best of all types of professional learning, and the system stitches it all together."*

Troy Lange, Executive Director, Colorado River BOCES



## Examples in Practice

Implementing 2gnoMe starts by identifying the framework or standards of effective teaching a district is using to define best practice.

### Example 1: The Danielson Framework Clusters

2gnoMe's partnership with The Danielson Group helps strengthen the implementation of one the most important frameworks of effective teaching. The Danielson Suite integrates professional learning and reflections across the Danielson Framework domains and components into a personalized professional learning portal aligned to The Danielson Clusters.

<https://tdg.2gno.me/>



### Example 2: The National Standards for Quality Online Teaching

The National Standards for Quality (NSQ) Online Teaching supports districts looking to enhance their teachers' ability to teach online or through a hybrid model. The eight standards of NSQ Online Teaching is a framework for states and districts to accelerate student learning through online instruction. This portal uses reflection to 'unpack' the standards and connect every teacher to high-quality vetted resources.



Together with Quality Matters and Virtual Learning Leadership Alliance, the partnership with 2gnoMe is helping school districts connect relevant parts of their local systems of professional support, and also leverage a rich library of PD resources.

<https://nsq.2gno.me/>

Powered by 2gnoMe, these learning portals help teachers be more effective by bringing to life the frameworks of effective teaching, whether in-person, online or in a hybrid classroom. Helping teachers step up their impact helps students accelerate their learning.



# Implementation Considerations

If you are a district leader and you want to improve the system of learning for your teachers, leading change experts propose that you consider the following implementation best practices:

- **Clearly define desired outcomes**

Having clear goals and outcomes, identified through research and/or consensus among experts, helps adult learners select the most appropriate techniques or processes to be the most effective. The same clearly defined outcomes will also help specify how to determine the direction of progress.

- **Systems have to work for the people who use them**

Design a system that works for teachers vs. forcing teachers to chase after disparate parts of a loosely-connected system. Acknowledge that systems thinking requires alignment of budgets, incentives, and advocacy to achieve desired outcomes. However, an educator must be the sole nexus where all elements of available professional learning connect.

- **Encourage reflection**

Teachers are lifelong learners - help them tap into this passion with reflection, to underscore the importance of career mindfulness in making professional learning choices.

- **Measure what matters**

It is easy to drown in data. If not managed well, this can rapidly become dangerous and counterproductive. Instead of data, expect your enablement partner to focus on actionable, discrete insights, with built-in ability to iterate and optimize over time how parts of the system tether around every teacher, at scale.

The achievement gaps before COVID-19 were further exacerbated by the shutdowns. Now more than ever, teachers must be the nexus where all parts of their professional learning experience connect in a personalized and sustained way. We hope the ideas and examples in this article could lay the foundation for such a human capital solution.

As states and districts respond, 2gnoMe can bridge and unify all parts of the teachers' professional learning, based on the preferred framework of effective teaching.

2gnoMe is a powerful, cloud-based platform used to personalize teacher professional development for individual educators and entire school districts. 2gnoMe clarifies skill gaps and instantly connects teachers to high-quality resources aligned to those areas, personalized for individual areas of need and professional growth.

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**Request demo at <https://2gno.me/demo>**

(800) 538-9211  
[teachers@2gno.me](mailto:teachers@2gno.me)

“By aligning upfront awareness about the 21st century pedagogical skills to the right training at the right time, this program saves teachers a lot of time and saves schools a lot of money while driving better student outcomes.”

**Lynn Garner**

Director of Innovative Programs, JSU CORE