



Adult Capacity Building and Change Management Across Schools and Districts: Evidence from the Quality Assurance Evaluation

New Tech Network (NTN) Research and Measurement, September 2021

About the evaluation

Launched in 2019, the New Tech Network Quality Assurance Infrastructure (NTN QAI) was developed in consultation with Tom Guskey. Guskey is a professor, American Educational Research Association (AERA) Fellow, and author of 18 books and over 200 articles, including the seminal text *Evaluating Professional Development* (2000). The NTN QAI provides a framework to understand the professional learning experiences of NTN educators and evaluate conditions for lasting change. The NTN model provides support over a sustained duration (see Darling-Hammond, Hyler, and Gardner, 2017) and because professional learning is not an isolated process, neither is evaluation of professional learning.

Methods

Data source:

Schools included:

- » Schools starting implementation in 2019 (cohort 2019) and 2020 (cohort 2020)
- » Year 1 experiences for cohort of 2020: Residency, NTN 101, and School Workshops 1-3
- » Year 2 experiences for cohort of 2019: school workshop modules scheduled in year 2

Data analysis:

Survey items were quantitatively analyzed by construct and open responses were qualitatively coded.

Table 1 Participant counts across learning experiences



Survey constructs:

The survey construct development was informed by the extant literature, previous NTN tools, participant experience, and NTN event materials.

LOGISTICS



Logistics: Preparing for the event, communication, and access to materials

RESOURCES



Resources: Access to, quality of, and relevance of the tangible guides, templates, rubrics, videos, project exemplars, and checklists used to support the learning objectives

FACILITATION



Facilitation: The experienced curriculum, including how the materials/resources were used

LEARNING OBJECTIVES



Learning objectives: The expected knowledge and skills to be gained through the training and event

LEARNING TECHNOLOGIES



Learning technologies: Digital tools that support the learner experience aligned to the learning objectives

Findings

The NTN approach supports and sustains adult shifts over time.

- » First year experiences for cohort of 2019 were driven by learning objectives, with a transition to NTN resources by the final school workshop that continued throughout the second year.
- » Key drivers of overall experience in year1 for cohort of 2020 included learning objectives early in the experiences and shifted to NTN resources at the end of year 1.
- » Qualitative codes emerged around the value of numerous NTN resources including rubrics, practice cards, and the project planning tool kit.
- » Benefits highlighted by participants included collaboration and NTN resources (rubrics, practices cards, project planning tool kit).

NTN provides consistent high quality virtual and in-person adult learning experiences.

- » Schools are receiving a consistently high-quality experience from year to year and sustaining learning objectives overtime (Figure 1).
- » First year experiences consistently sustain learning objectives over time (Figure 2).
- » Participants documented consistent positive overall experiences.
- » Over 95% of participants across workshops in 2020–21 reported a positive virtual learning experience that supported the learning objectives. A positive virtual experience was correlated with a positive overall experience, suggesting virtual experience was a key driver for overall experience.

Whether in-person or virtual, **NTN strives to create a learning experience that models what we hope to see in schools: a focus on authentic, complex thinking and problem-solving and a safe, inclusive, emotionally supportive culture.** All professional development was offered virtually in AY 2020–21. Workshop experiences over time were consistent, highly valued, and met learning objectives and educators made significant increases in understanding of the school transformation model over time.

Fig. 1 Events experiences for each cohort in AY 2020–21

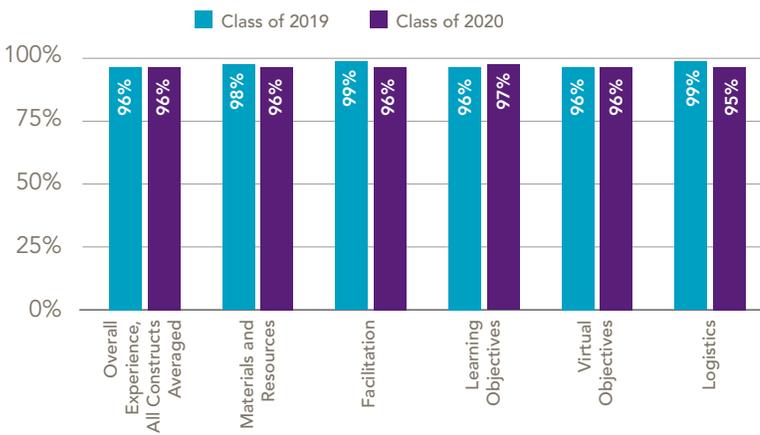
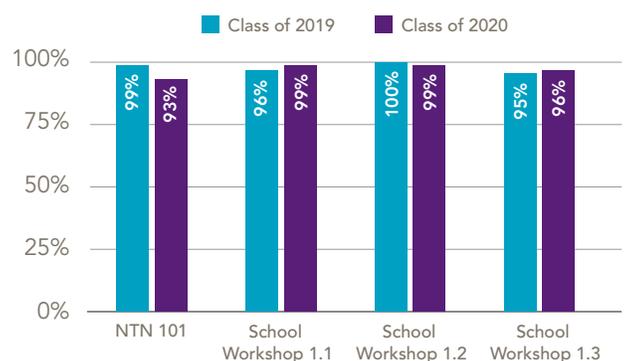


Fig. 2 Learning Objectives for each Cohort in their first year



References

Bergeron, L. (2019, November). *Leveraging evaluation data to support change management across schools and districts*. Paper presentation at the annual conference of the American Evaluation Associations, Minneapolis, MN.

Darling-Hammond, L., Hyler, M.E., and Gardner, M. (2017). *Effective Teacher Professional Development*. The Learning Policy Institute, Washington: DC.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin