



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

New Tech Network (NTN) Research and Measurement, September 2020

## 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. Professional development is implemented with the goal of improving learning experiences for students. Professional development is considered a key driver of

successful school level change and development (Day, 1999). The NTN QAI is informed by the Joint Committee on Standards for Educational Evaluation (JCSEE)'s Program Evaluation Standards, Learning Forward's (formerly National Staff Development Council) Standards for Professional Learning, and Guskey's 5 Critical Levels of Professional Development Evaluation (Guskey, 2000). 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 for the 2019–20 AY included:

- » New Tech Annual Conference (NTAC) NTN 101
- » School Workshops at NTAC
- » School Workshop 1
- » School Workshop 2
- » School Workshop 3

### Data analysis:

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

### 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

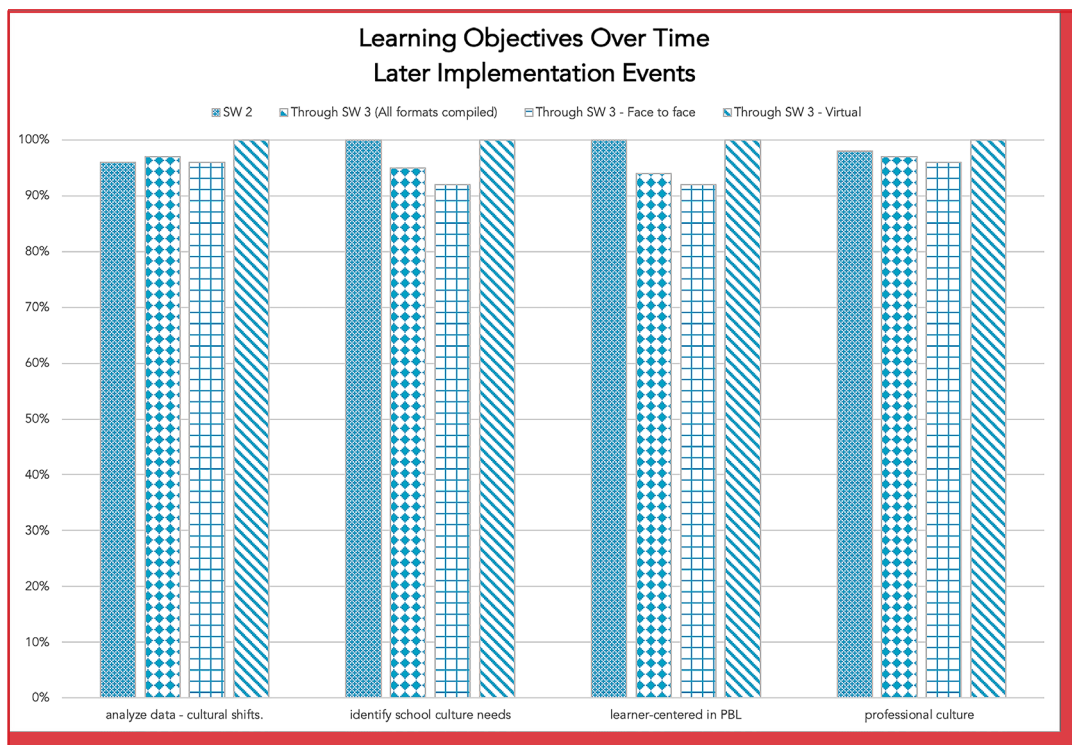
## Findings

The NTN approach supports and sustains adult shifts over time.

- » Learning objectives are met during the planning event and sustained through the implementation events
- » Learning objectives were found to be a consistent predictor of overall experience
- » Participants indicated readiness for next implementation

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

- » Consistent positive overall experiences across learning objectives, facilitation, and resources
- » Early findings indicate consistent and positive experiences with NTN learning technologies
- » Participants highlighted project creation, collaborating with colleagues, facilitator support, and NTN resources (practice cards, rubrics, Echo, and the project toolkit) as specific benefits
- » Participants requested more work time and planning time



Learning objectives are analyzed after each learning experience. Participant proficiency is documented following earlier events (using "I can" statements) and frequency of implementation is measured after later events using frequency statements. The analysis documents that **learning objectives are met immediately following the event** (over 90% reporting proficiency following School Workshop 1.2 and sustaining over 90% following the final event) (School Workshop 1.3).

## 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.

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

Day, C. (1999). Professional Development and Reflective Practice: purposes, processes and partnerships, *Pedagogy, Culture & Society*, 7:2, 221-233

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