



INVERNESS
RESEARCH

The Power of the NWP as it Makes an Evolutionary Leap Forward

An Evaluator's Perspective

NWP Spring Meeting 2012

Mark St. John and Laura Stokes

2011-12 marks an evolutionary moment in the history of the NWP

Punctuated equilibrium: “Extended periods of stasis, punctuated by sudden shifts in radical change.”

http://en.wikipedia.org/wiki/Punctuated_equilibrium#Punctuated_equilibrium_in_social_theory

Overview

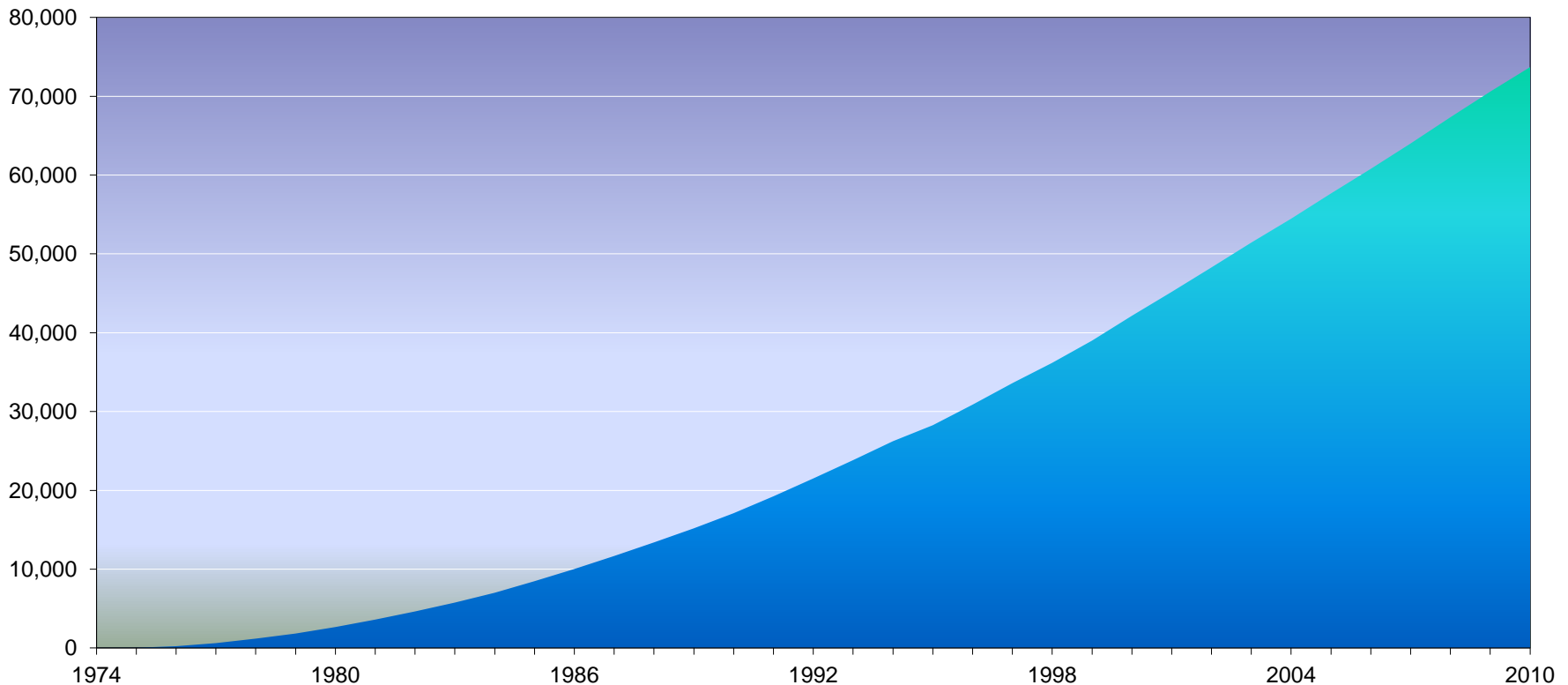
1. Appreciating what the NWP has built, and is building upon
2. Understanding what makes the NWP strong and capable of an evolutionary leap
3. Identifying assets the NWP draws upon moving forward

1. Appreciating what the NWP has built,
and is building upon

Cumulative leadership development

Over 75 thousand teachers have participated in Summer Invitational Institutes since 1974

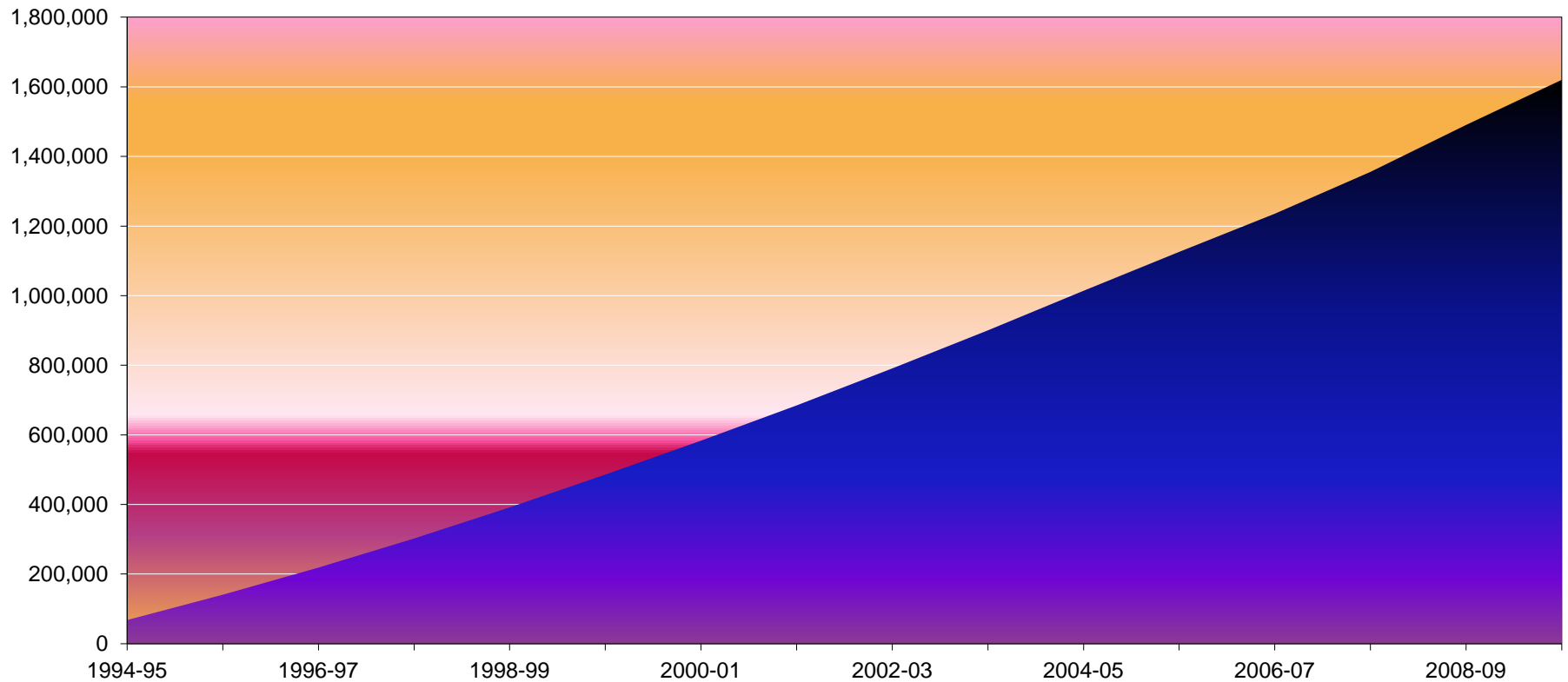
Teachers attending NWP Invitational Institutes, cumulative



Scale of cumulative program-hours

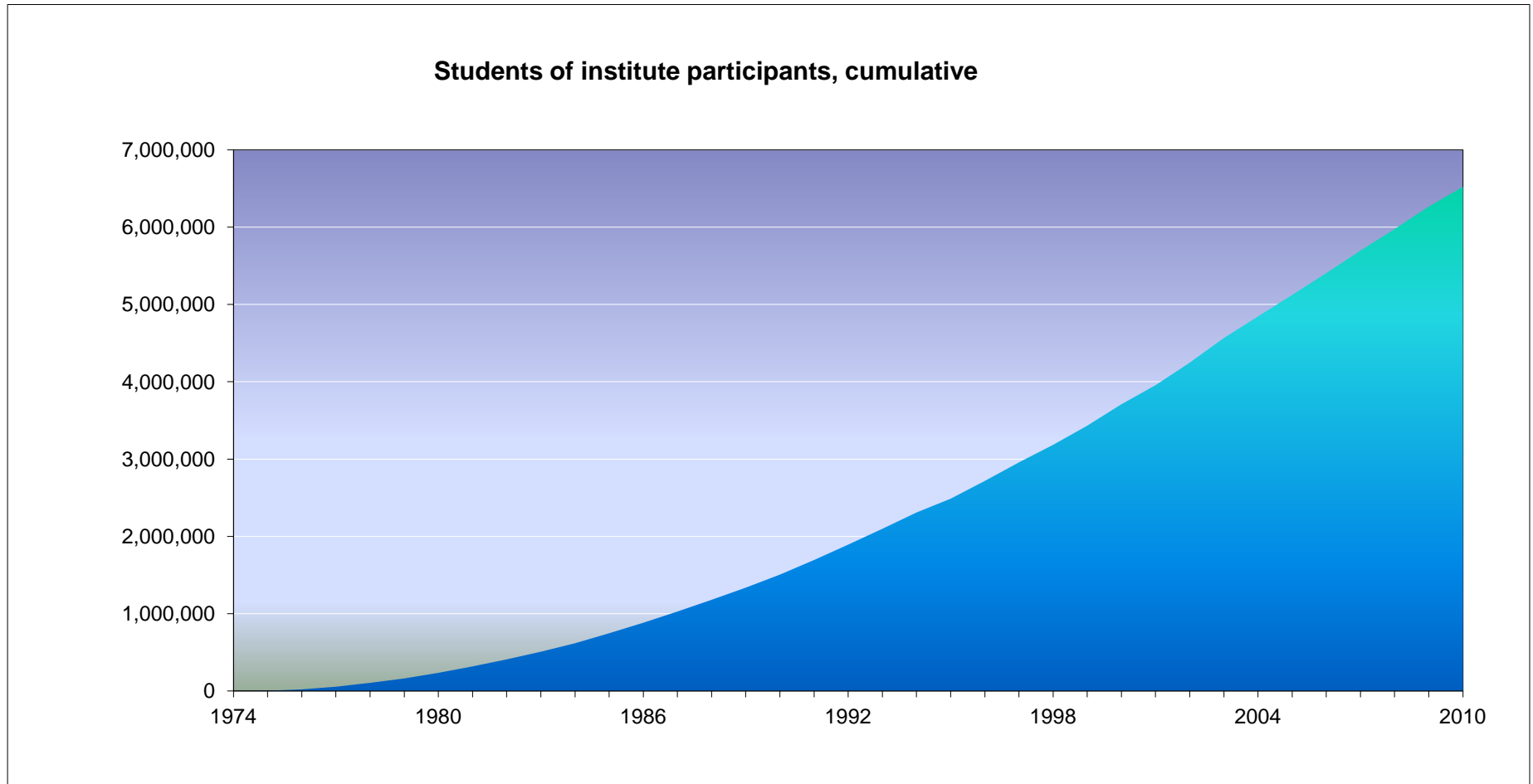
Over 1.6 million hours in institutes, inservice, continuity, and community since 1994

Hours of service delivered, cumulative



Scale of reach to students

Cumulatively, over 6 million students have been taught by Institute participants since 1975



Every year, Institute participants teach about 120,000 students

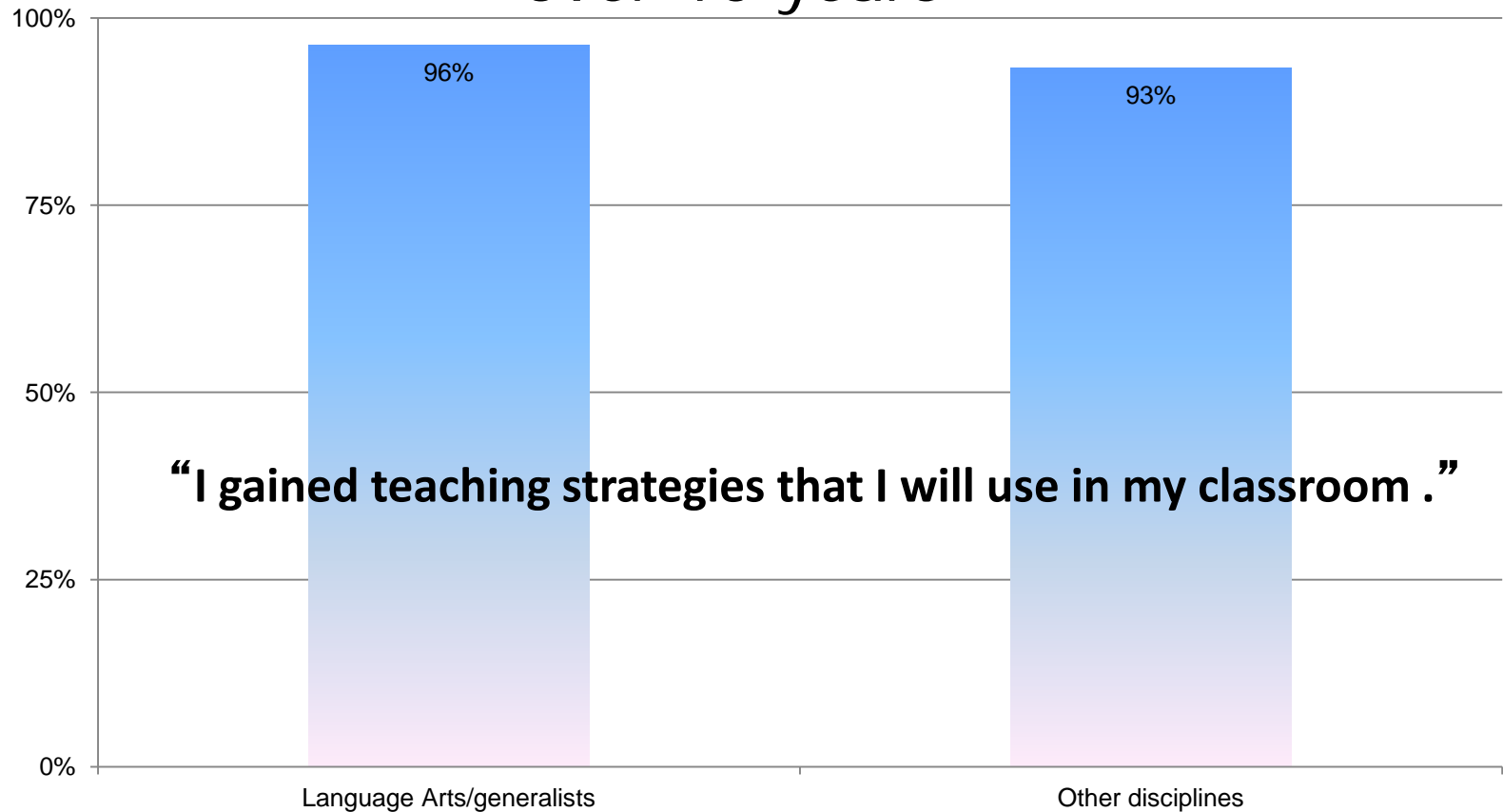
As the scale increases the quality stays the same—high!

For the past 11 years of data collection for invitational institute programs, ratings have stayed in the high 90th percentiles on satisfaction surveys.



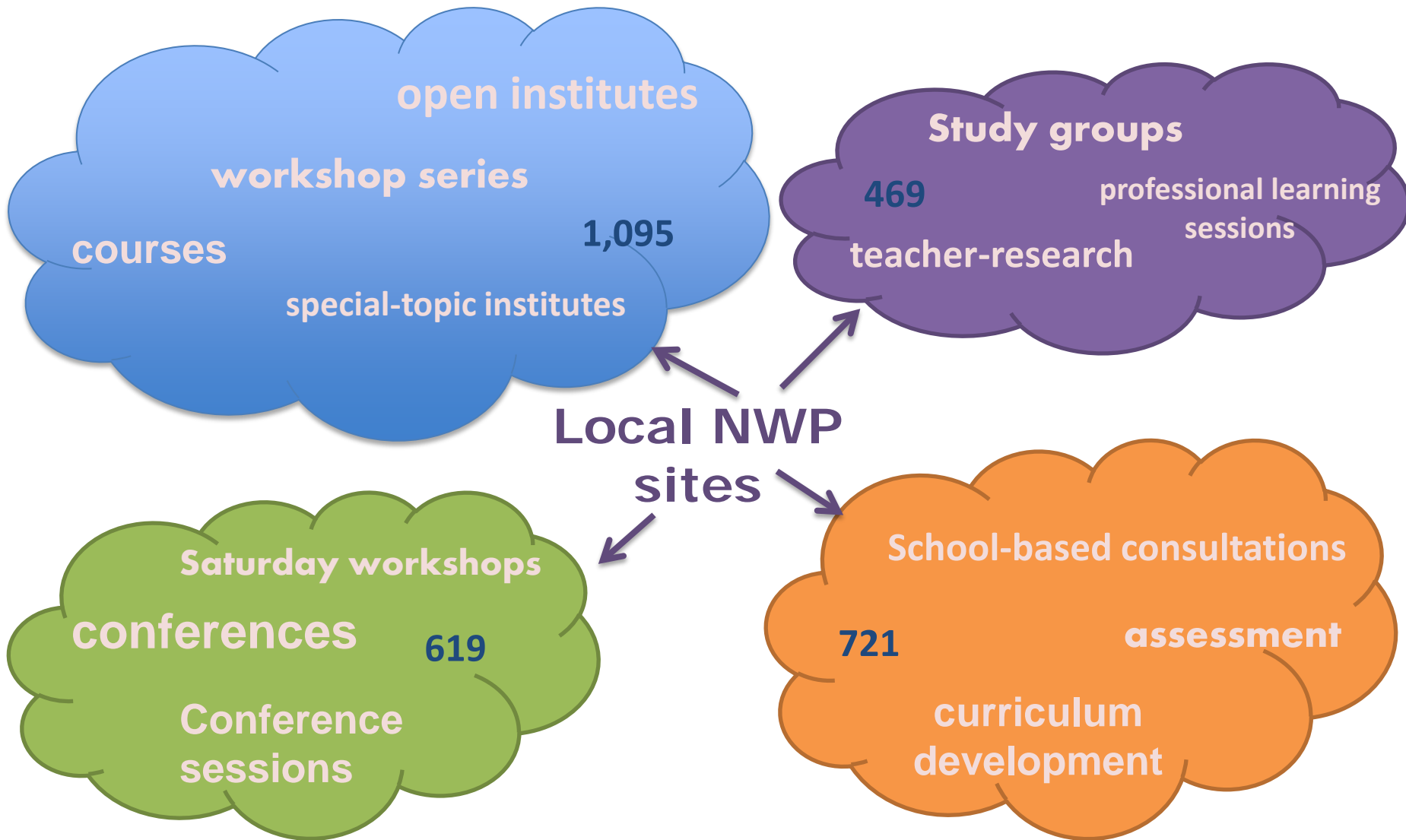
NWP institutes are equally effective for teachers of all content areas

This 2011 comparison is consistent with survey data over 10 years



(Source: Survey of summer institute participants 2011)

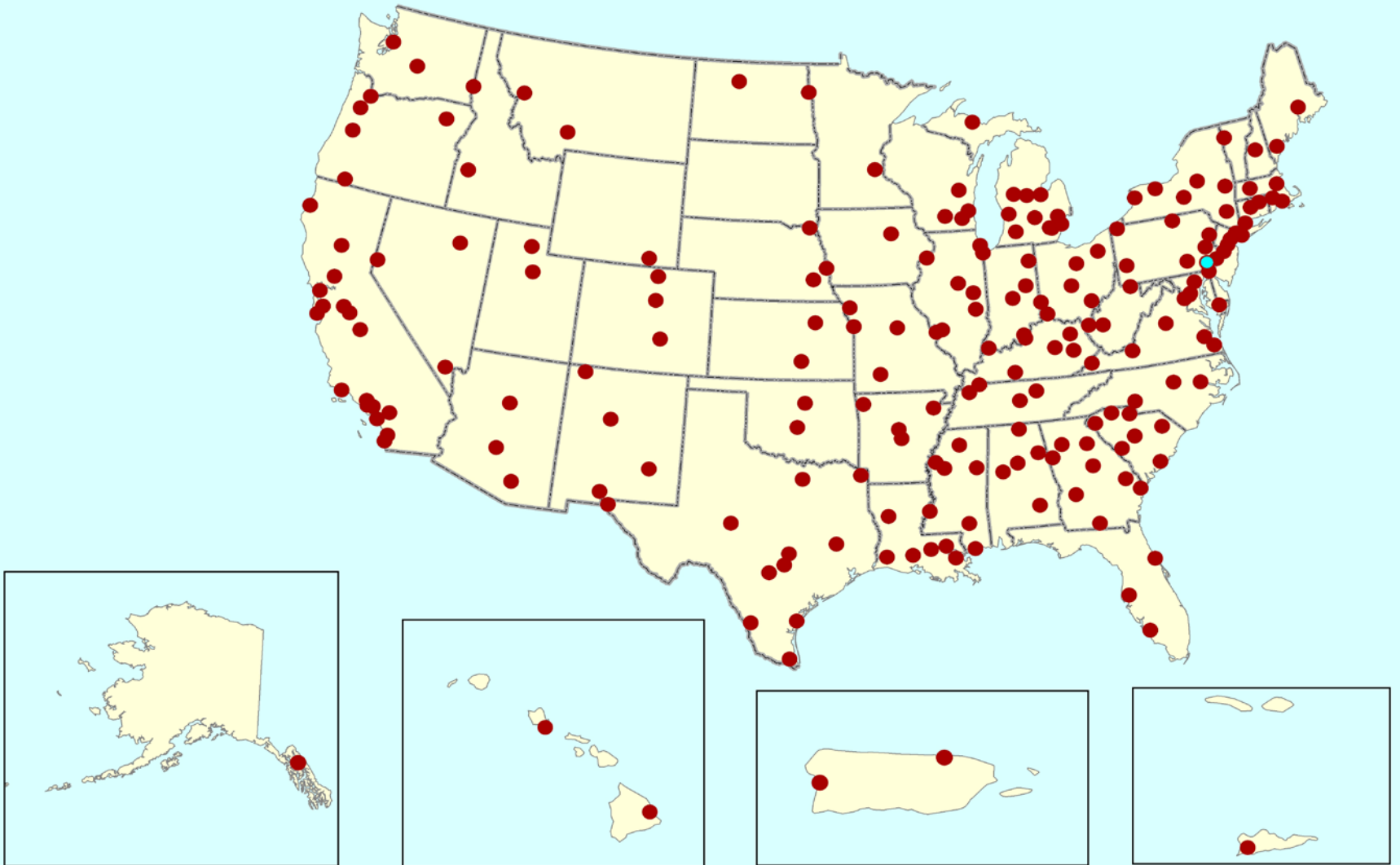
NWP sites offer variety and depth of service customized for local teachers



NWP sites have a track record of serving high-needs schools

- More than 60% of schools receiving inservice programs of 30-60 hours are Title I schools
 - 62% in 2009-10, 66% in 2008-09
- In 2009 and 2010, 63% of SI participants were from schools with large proportions of high-need students.

2. Understanding what makes the NWP strong and capable of evolutionary leap



The NWP is a networked organization

The NWP is neither a franchise nor simply a grant-making entity.

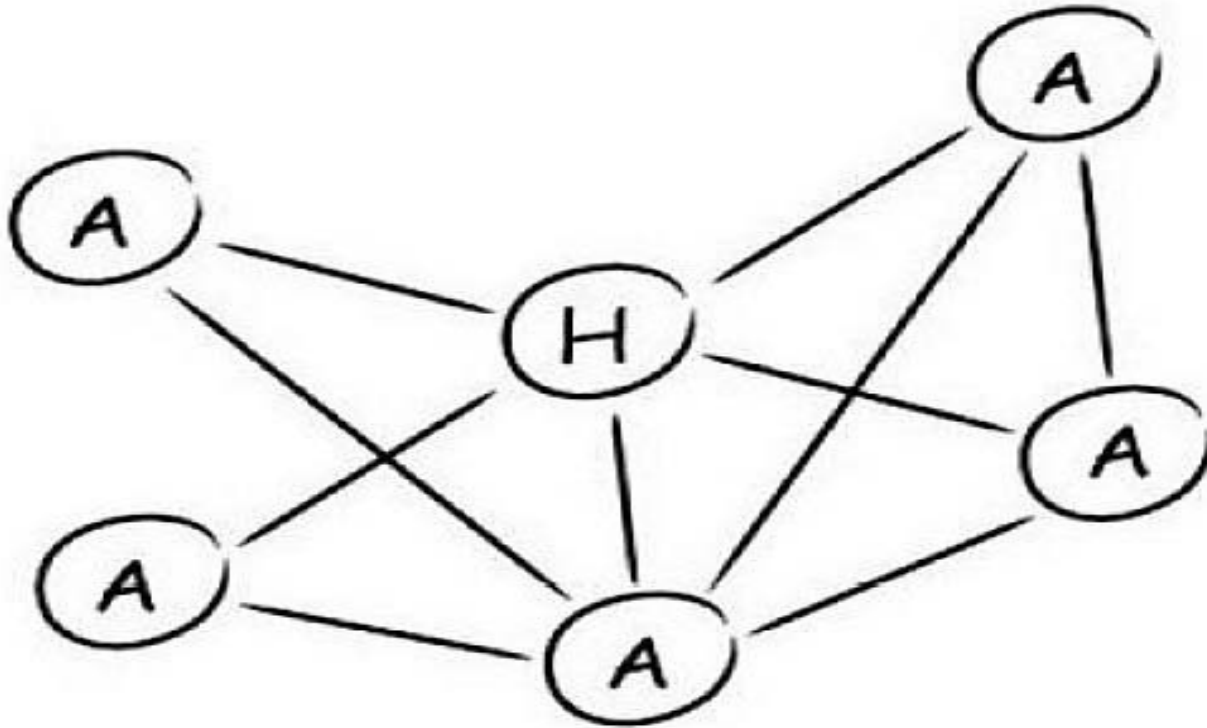
Rather, it is a network of organizations and also of people:

- Unified by shared mission, values, and generative structures
- Generating shared knowledge and shared experiences
- Encouraging local entrepreneurialism and spread of innovation
- Encouraging individual growth and trajectories of leadership through career

Networks are organizational structures that support and reward what humans deeply value: both autonomy and interdependence

The “networked organization” is a popular idea—but difficult to make real

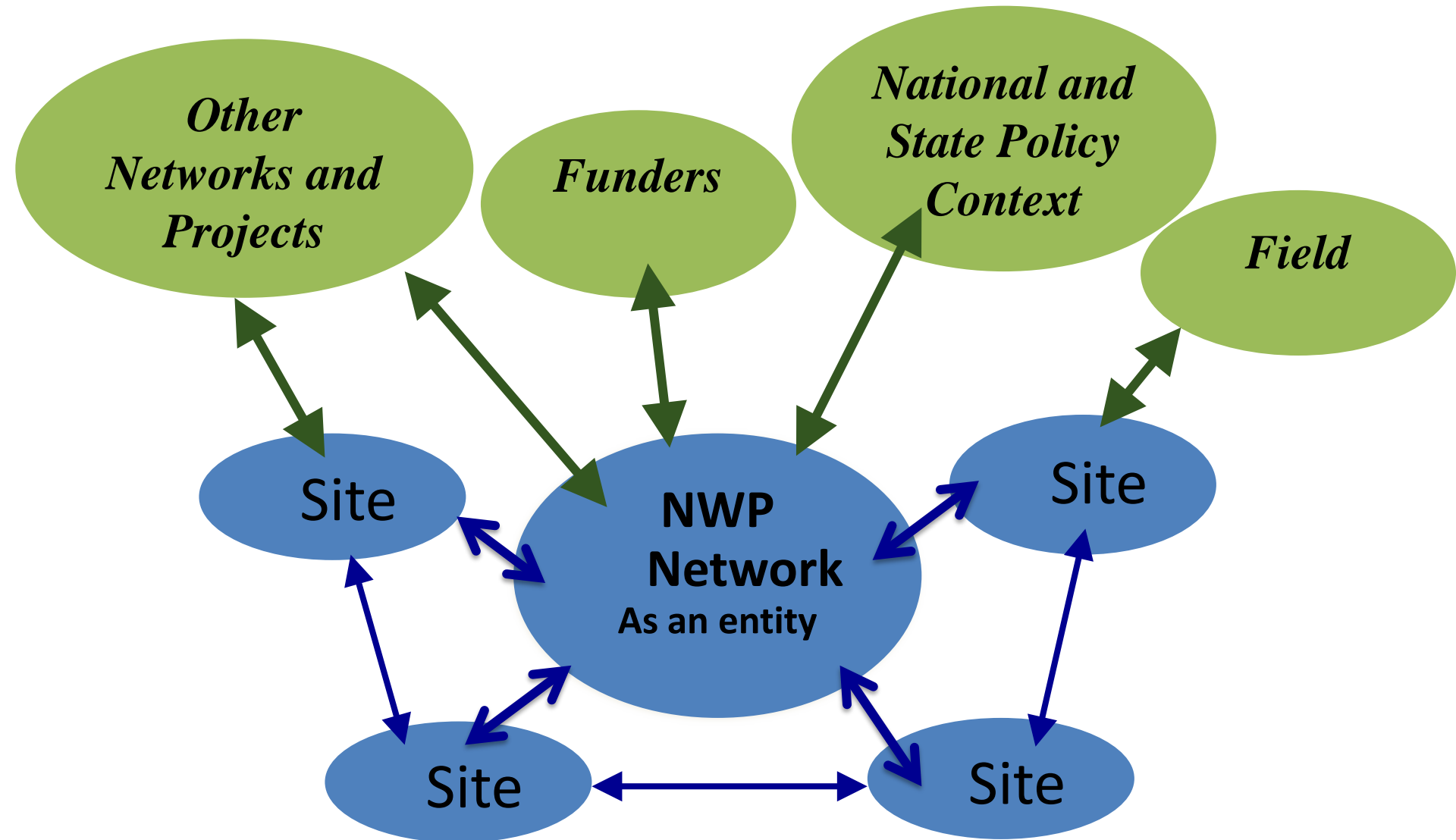
Basic building blocks are **hubs** and **affiliates**.
What makes it work are the **links**.



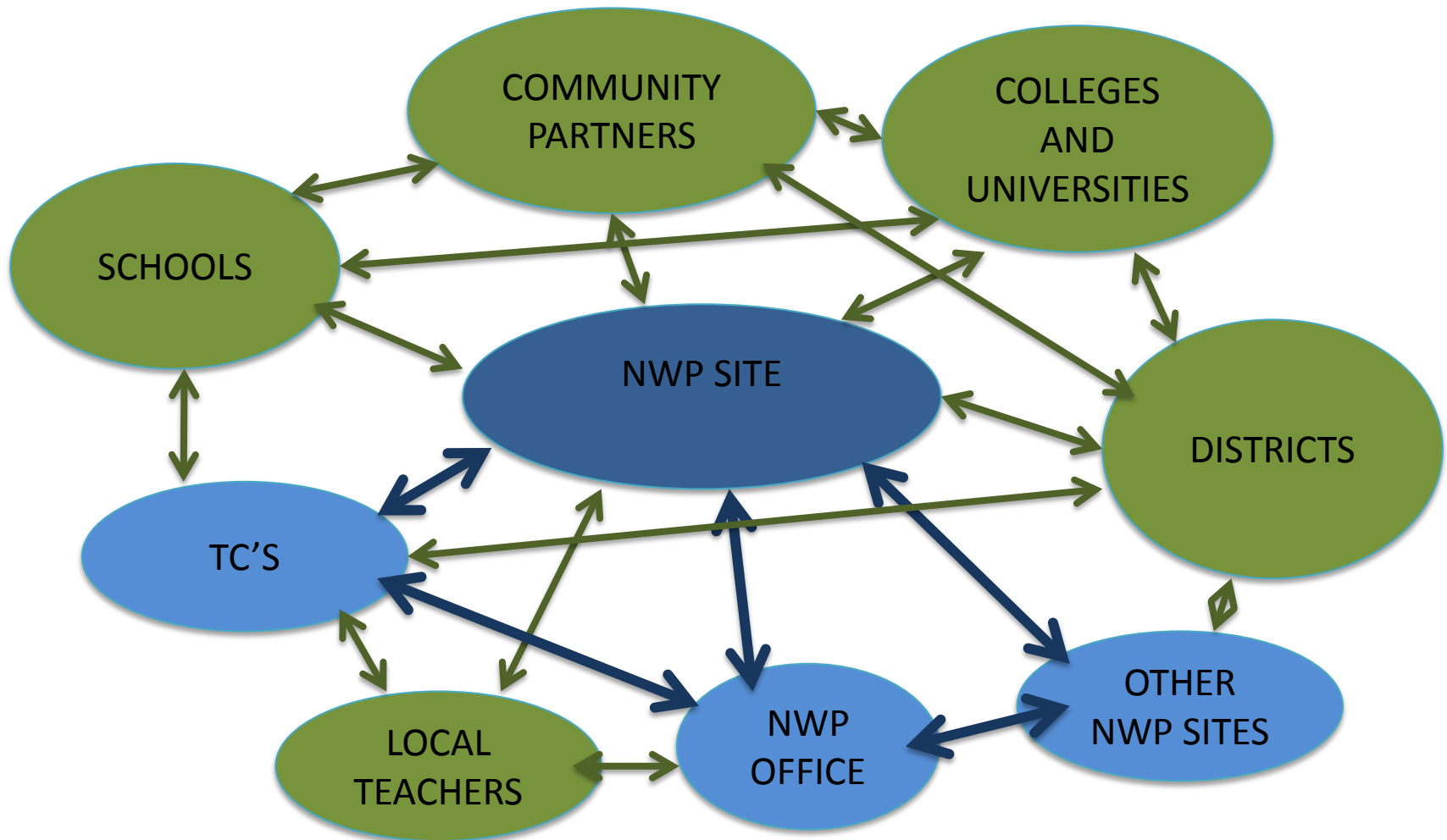
From Ken Everett: *Designing the Networked Organization*

Internally strong networks build stronger external linkages

"United we stand"



Each site is a teacher-centered network—a hub for creating linkages among individuals and organizations



Multi-way linkages build NWP strength

Relationships

Shared values, goals



Resources

Books, journals, articles, site practices

INITIATIVES IN ACTION

[Changing the Face of Leadership: Redesigning the Summer Institute to Invite Diversity](#)

The Greater Kansas City Writing Project...

Digital resources

Content, meeting places



Quality

- Annual review
- Technical assistance
- Annual surveys

Meetings

- Annual Meeting
- Special focus Networks
- Spring meeting



Research

[Writing Project Professional Development Continues to Yield Gains in Student Writing Achievement](#)

NWP's latest research results demonstrate that professional development programs designed and delivered by NWP sites...[More >](#)

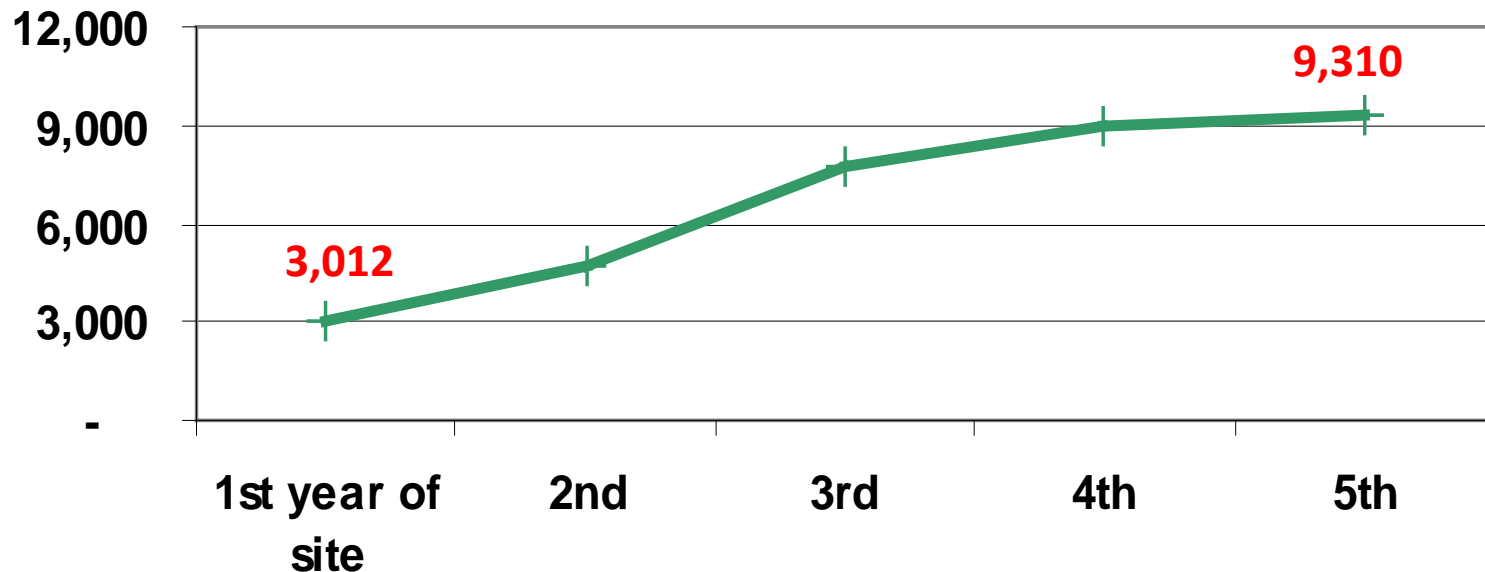
[Variation of Writing Instructional Practices \(Despite Pressures to Standardize\)](#)

Suzie Null, a teacher-consultant with the Bisti Writing Project in New Mexico, finds that middle school teachers [More >](#)

[More NWP research reports >](#)

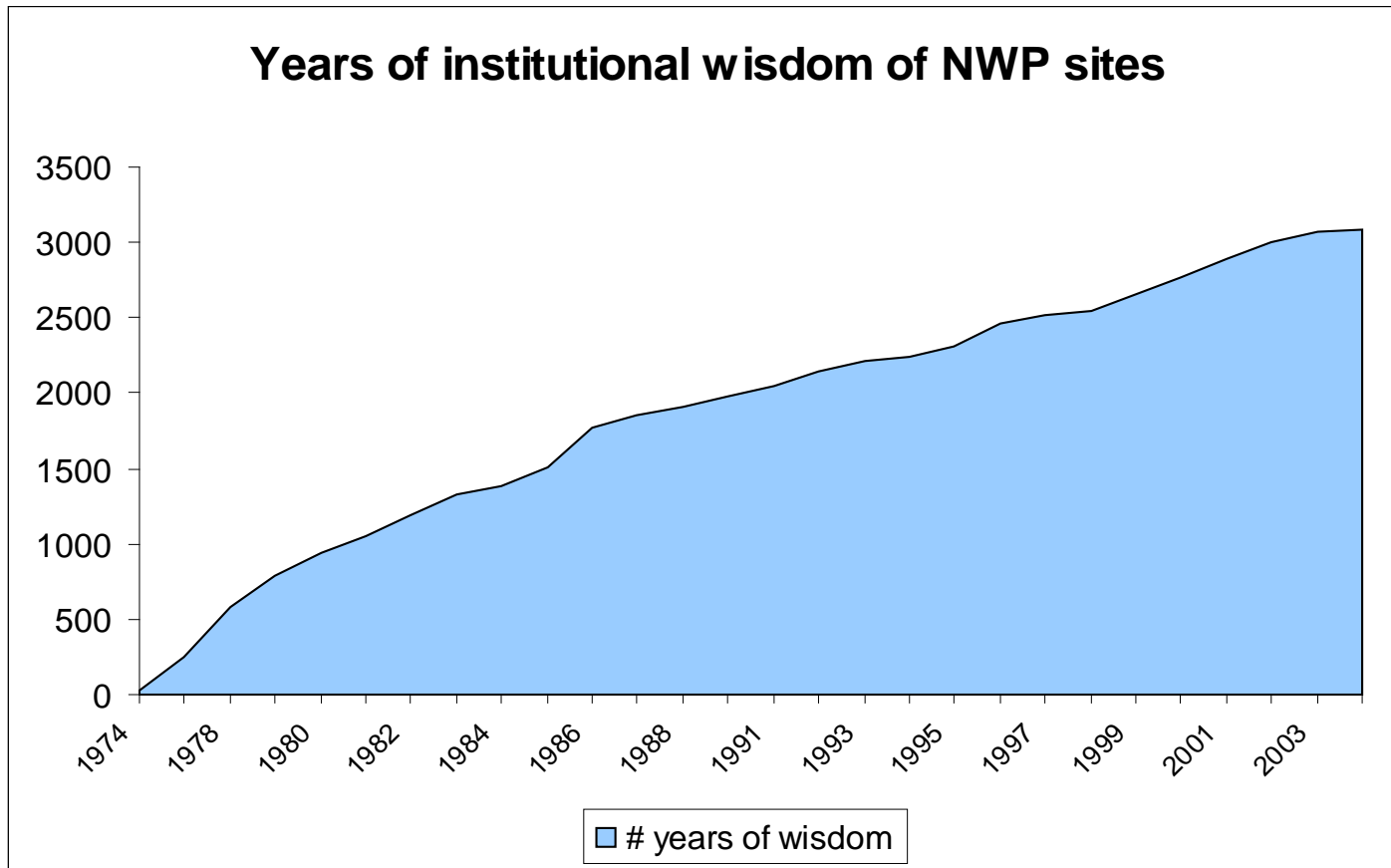
Membership in and support from NWP network strengthen sites' start-up and maturation

A study of new site cohorts in the early 2000's showed they triple in contact hours in their first 5 years, on average



3. Identifying assets the NWP builds upon as it moves forward

The NWP network has accumulated 3,126 “site-years” of experience!



This accumulated history of linked work has generated multiple forms of capital

Assets that can be used to build the future:

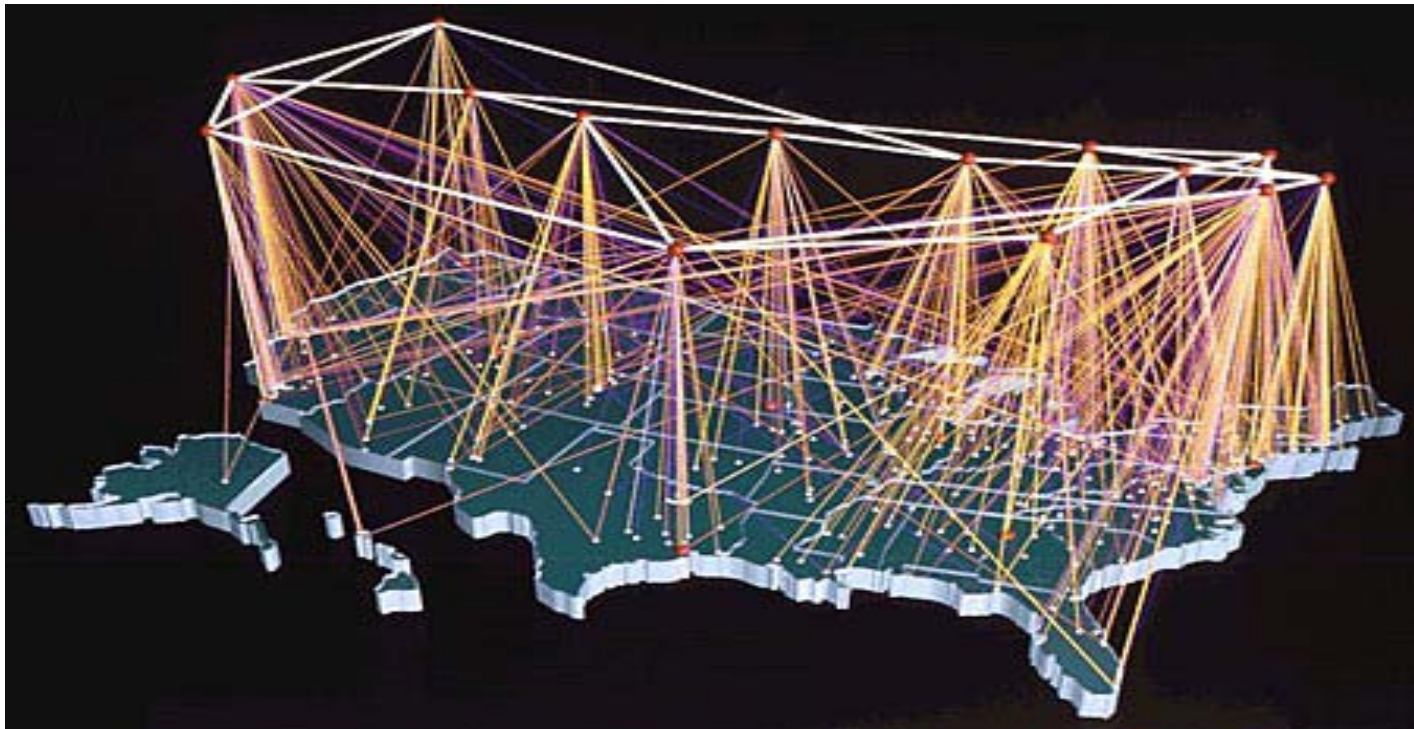
- **Human capital**—amount and diversity of leadership and expertise in classrooms, schools, districts, NWP sites, the NWP network
- **Knowledge capital**—practical knowledge, research knowledge, capability to disseminate
- **Design capital**—generative structures that support development of teachers, leaders, organizations, partnerships, the network

More assets to draw from

- **Social capital**—multi-layered personal and professional relationships, local and national
- **Institutional capital**—sites' school-university partnerships, site-community partnerships, NWP partnerships with national organizations
- **Political capital**—collective visibility and voice, reputation and track record

Based on our study of the NWP and other projects that wish they were networks:

**Careful stewardship of the network—
local sites, national office, links among them all—
is as much the key to NWP's future as to its past**



2012 brings renewal of opportunity for the nation's longest-standing professional network of teachers



The largest organism in the world is the Aspen grove, sharing a single root system that nourishes the whole while generating new growth.



It takes a village to make slides...

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