



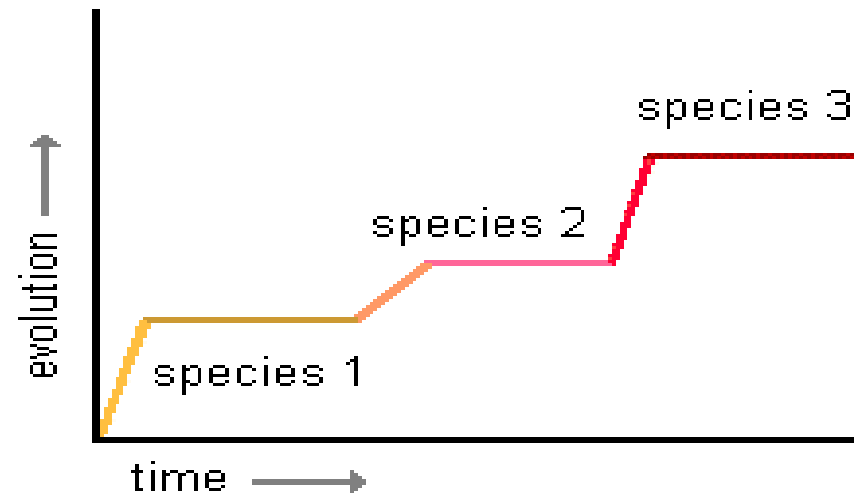
The Power of the NWP as it Continues to Evolve

An Evaluator's Perspective

NWP Spring Meeting 2014
Mark St. John and Laura Stokes

2011-12 marked the beginning of the NWP's Third Evolution

- NWP's First Phase—
Patchwork of startup/growth grants in the 1970's and 80's
- Second Phase—
Stable federal support in the 90's and 2000's
- Third Phase—
Multiple large grants in the new competitive era

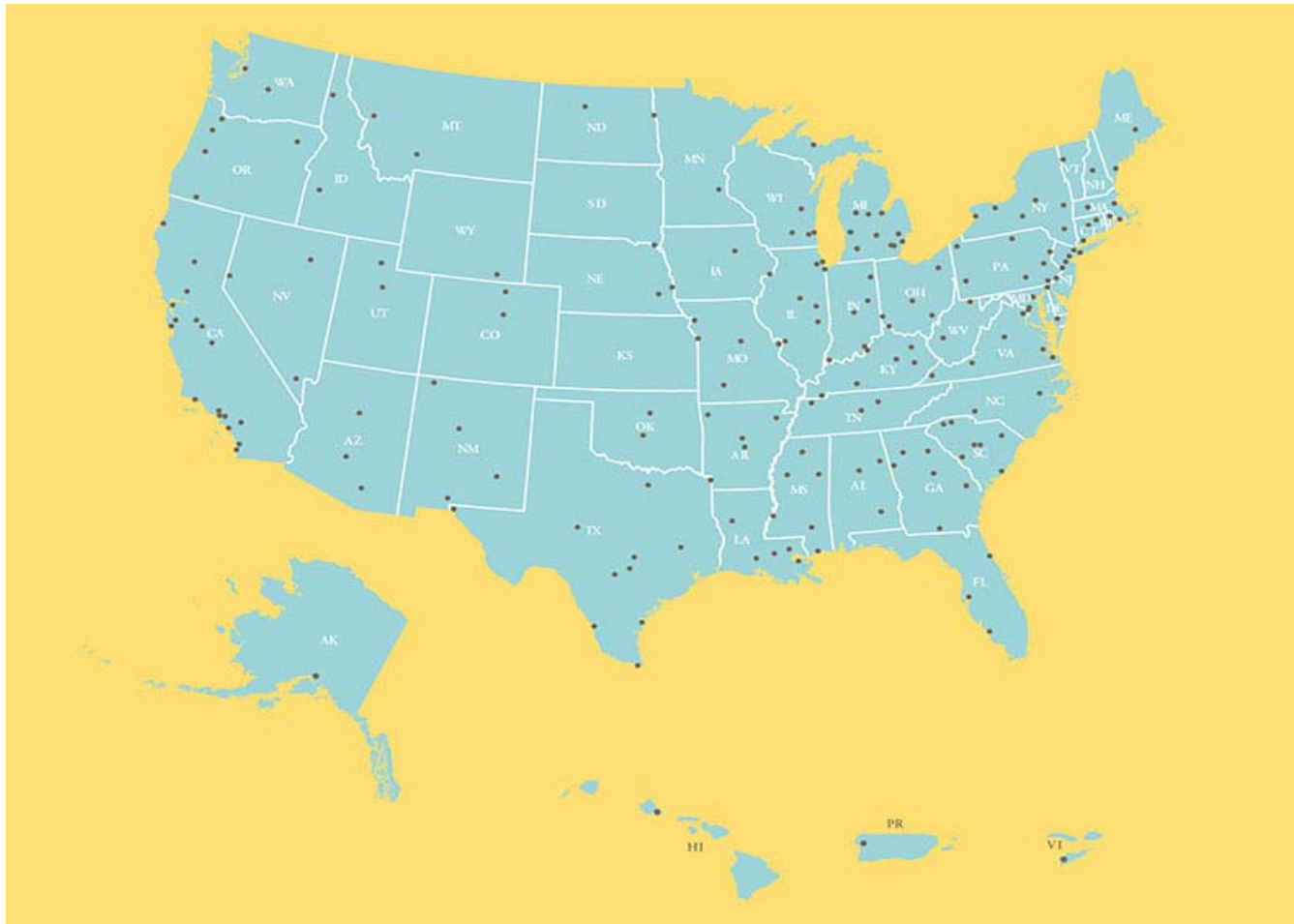


Punctuated equilibrium: “Long periods of stability and short episodes of change” due to “major environmental changes.”

Understanding the power of the NWP in this third phase

1. Appreciating what the NWP has built, and is building upon
2. Understanding what makes the NWP strong as it continues to evolve
3. Identifying assets the NWP draws upon moving forward

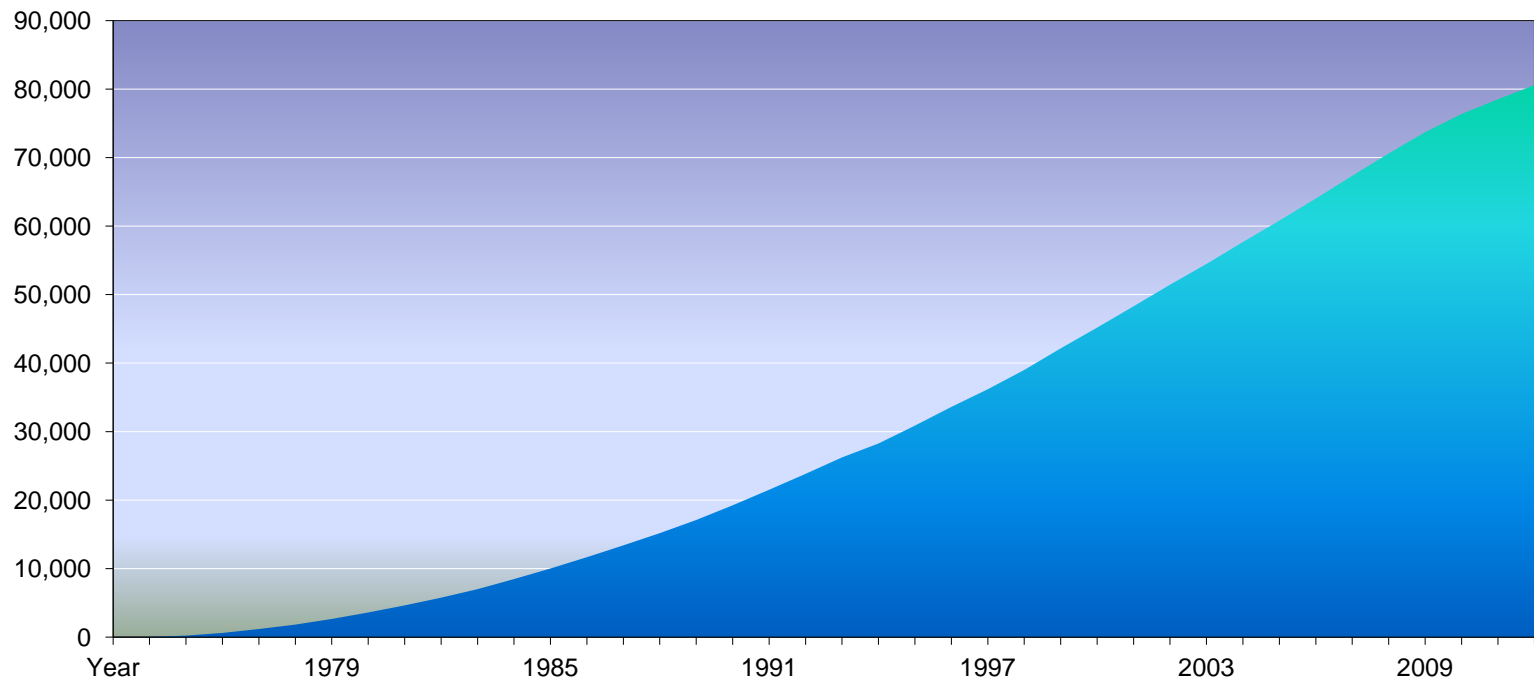
1. Appreciating what the NWP has built, and is building upon



Cumulative leadership development

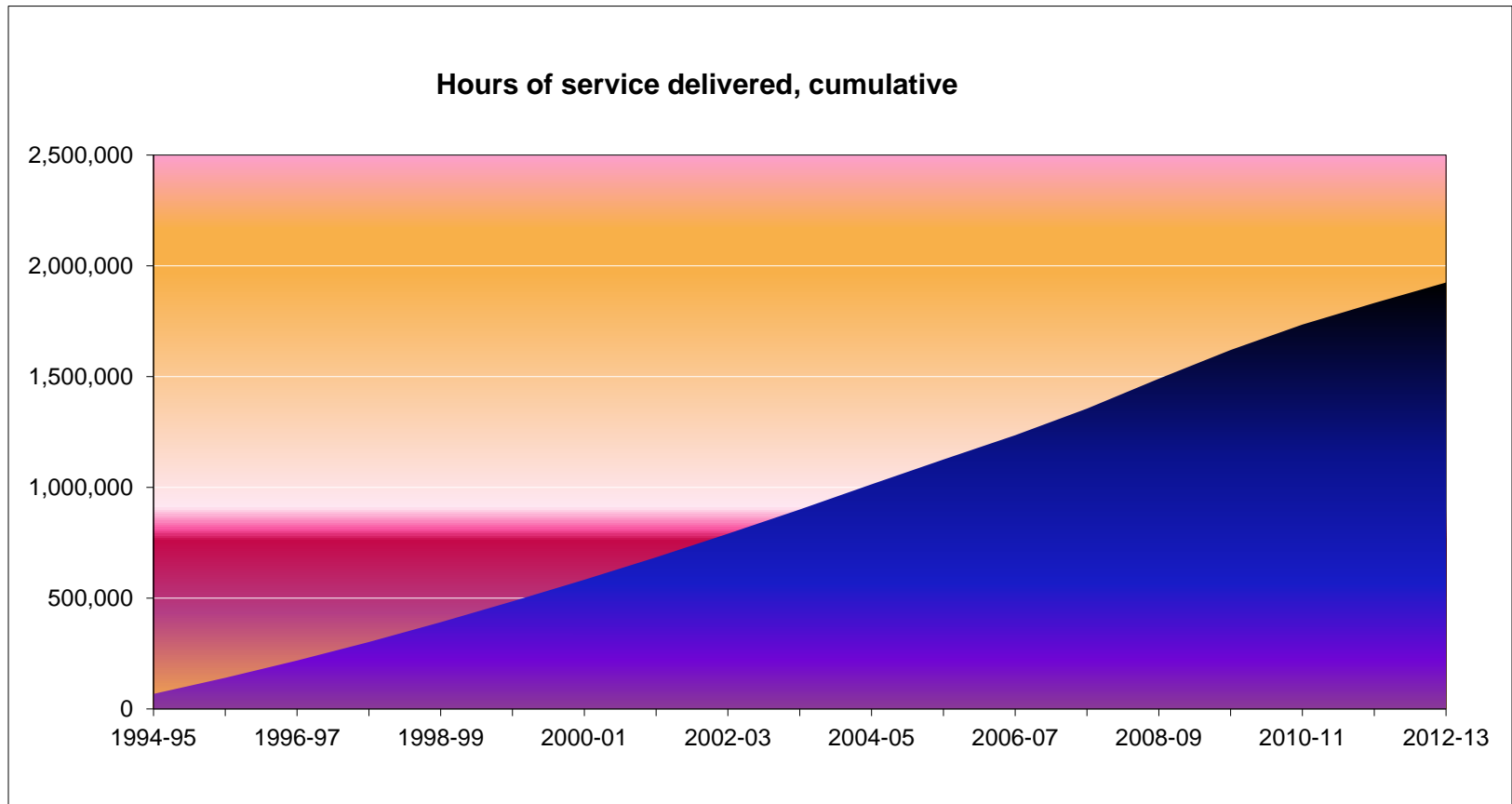
Over 80 thousand teachers have participated in Summer Invitational Institutes since 1974

Teachers attending NWP Invitational Institutes, 1974 - 2013, cumulative



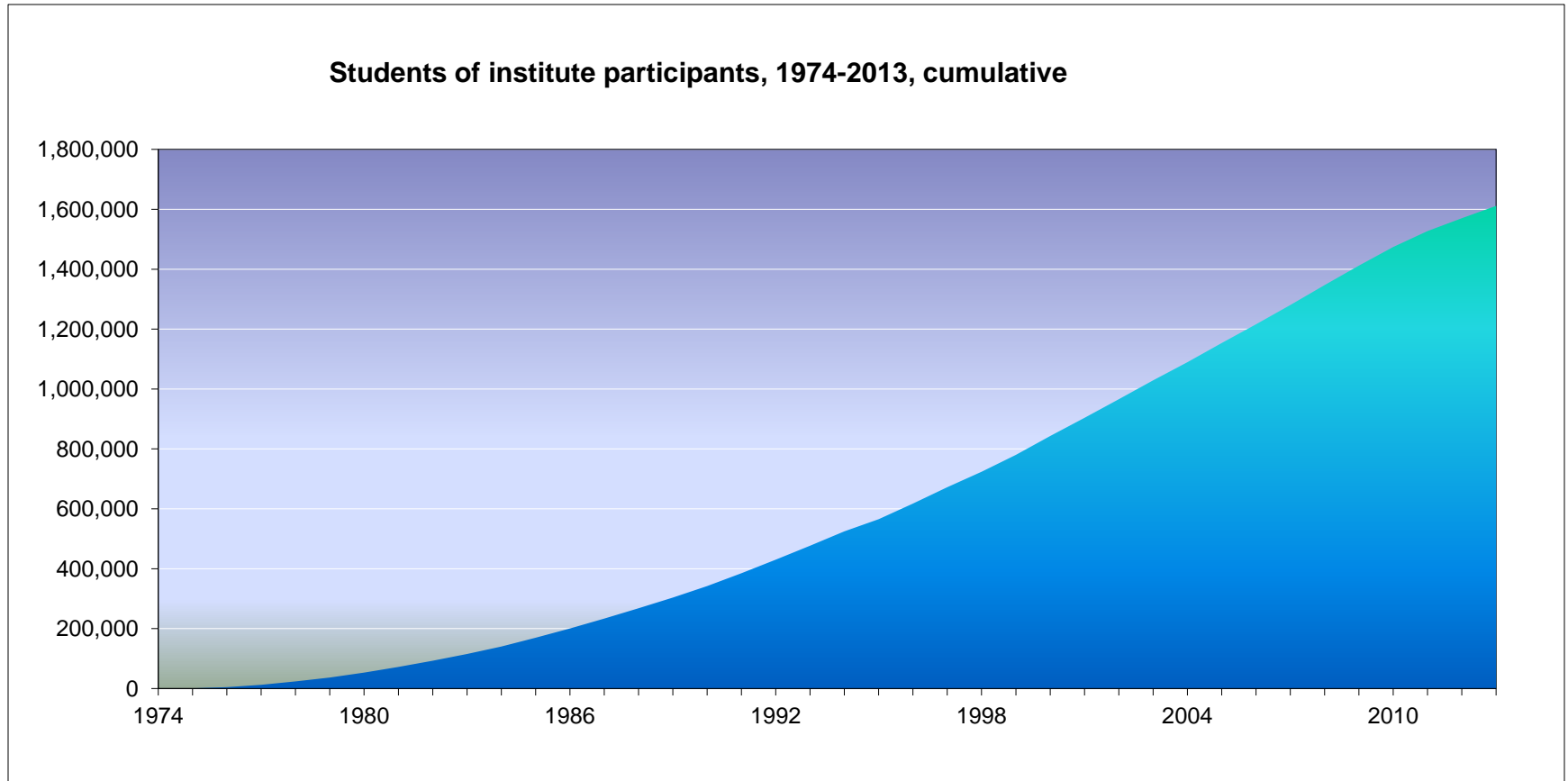
Scale of cumulative program-hours

Over 1.9 million hours in institutes, inservice, continuity, and community since 1994



Scale of reach to students

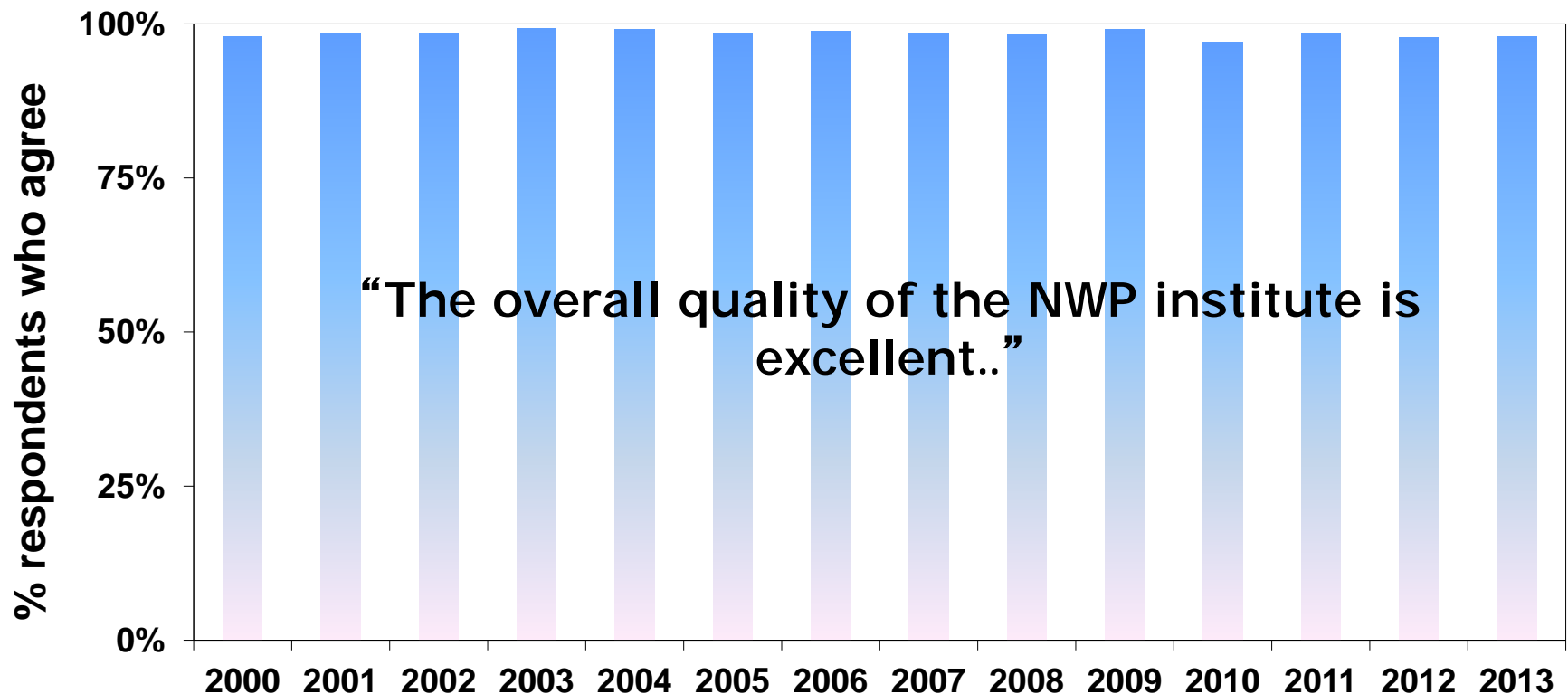
Cumulatively, over 1.6 million students have been taught by Institute participants since 1974



Every year, Institute participants teach about 120,000 students

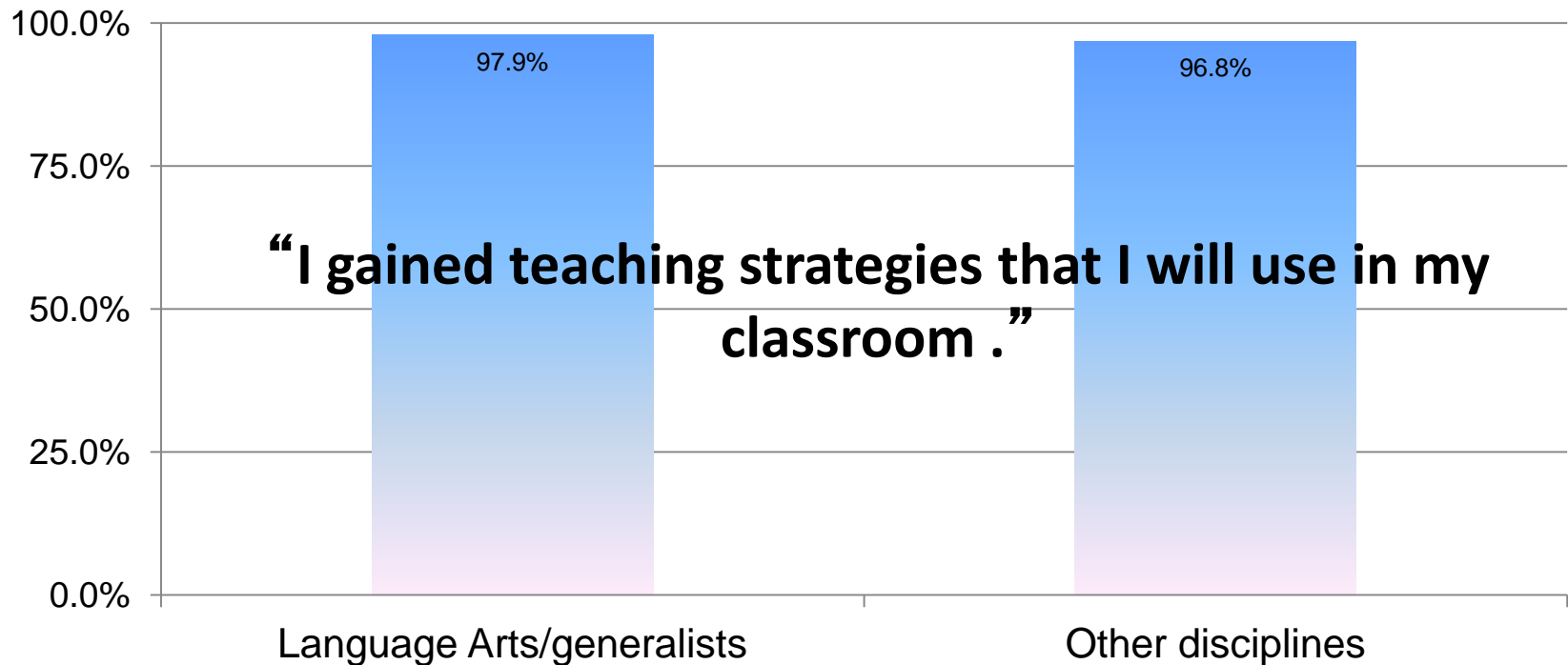
As the scale increases the quality stays the same—high!

For the past 14 years of data collection for invitational institute programs, ratings have stayed in the high 90th percentiles on satisfaction surveys.



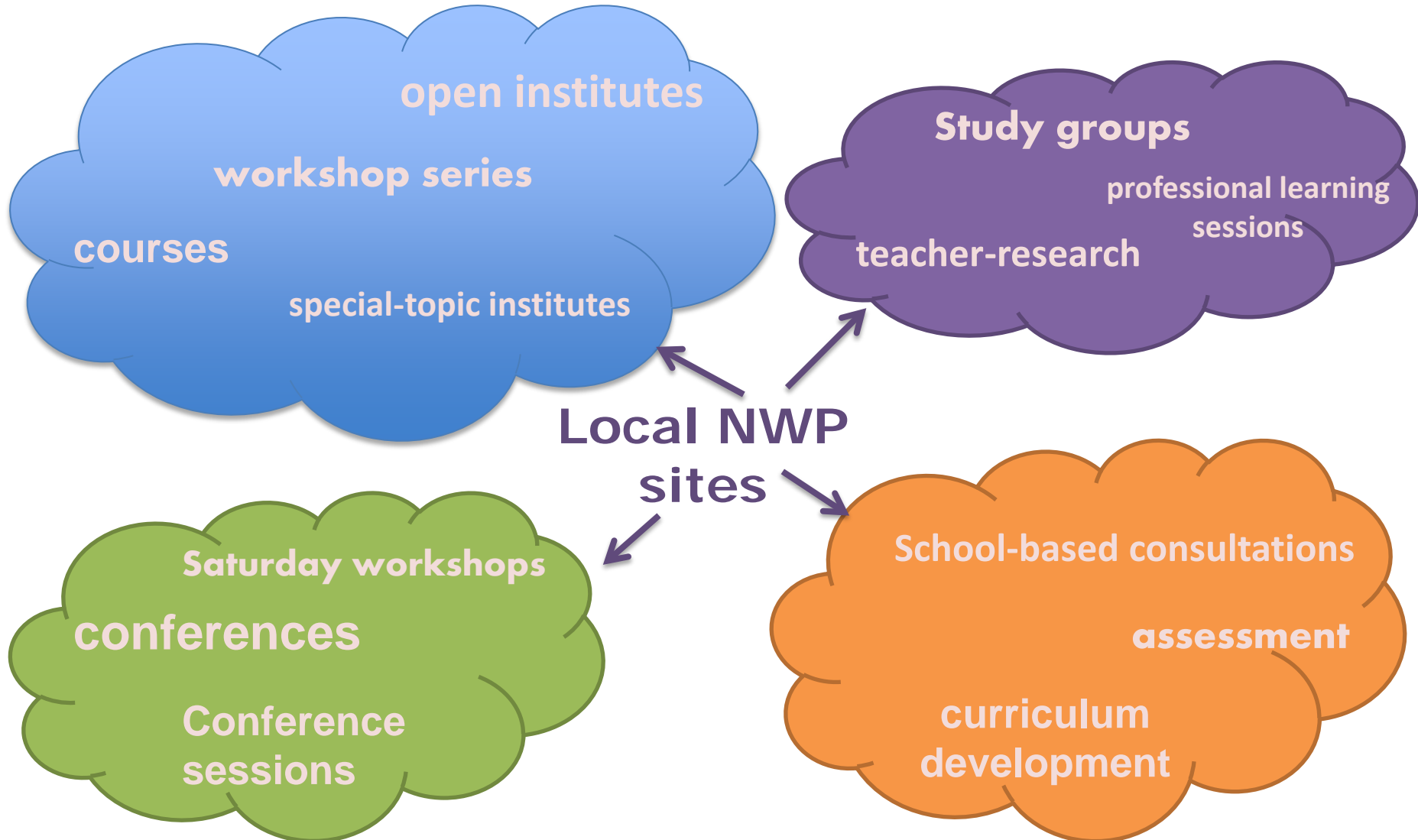
NWP institutes are equally effective for teachers of all content areas

This 2013 comparison is consistent with survey data over 12 years



(Source: NWP Survey of summer institute participants 2013)

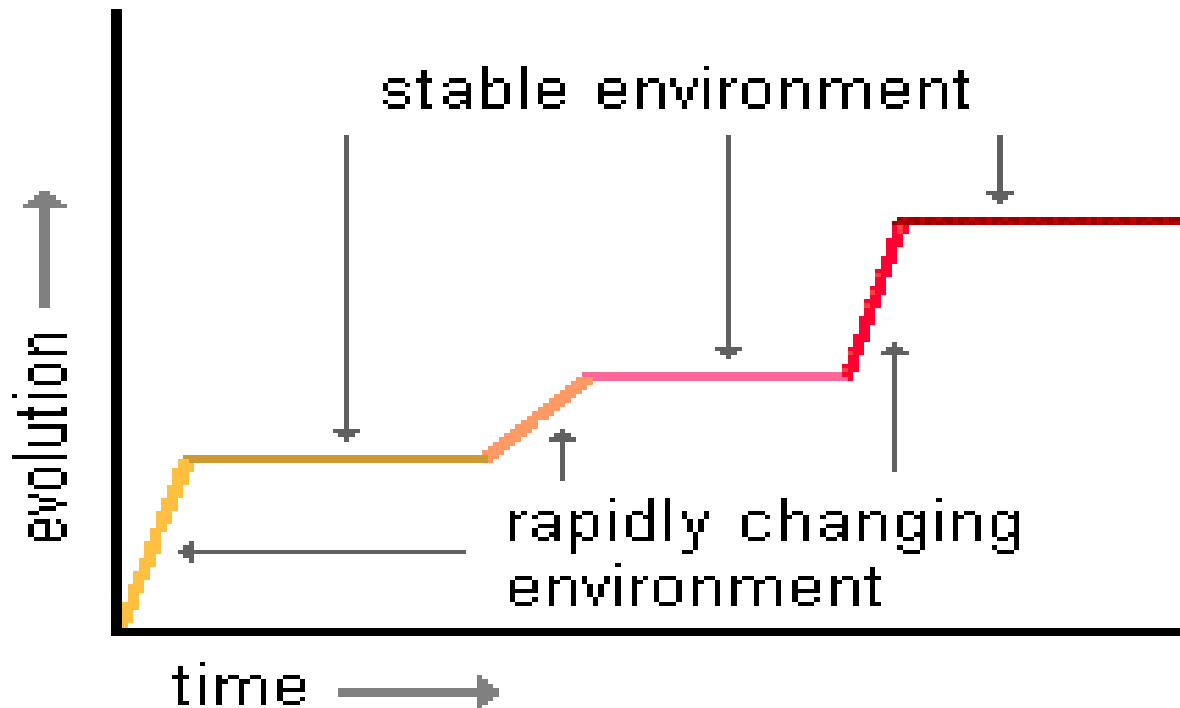
NWP sites offer variety and depth of service customized for local teachers



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

- In 2011 and 2012, 66% of active public school teachers who participated in an ISI worked in Title I schools.
- In 2013, the proportion of ISI teachers and administrator participants from Title I schools rose to 69%.
- With SEED (Supporting Effective Educator Development) funding:
 - Writing Project sites are providing 30 or more hours of professional development to teachers from 50 high-need schools during 2013-14
- With funding from i3 (Investing in Innovation):
 - 12 Writing Project sites in 10 states are providing 90 hours of professional development in 22 high-need rural districts in 2013-14 and 2014-15, ultimately reaching over 12,500 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.

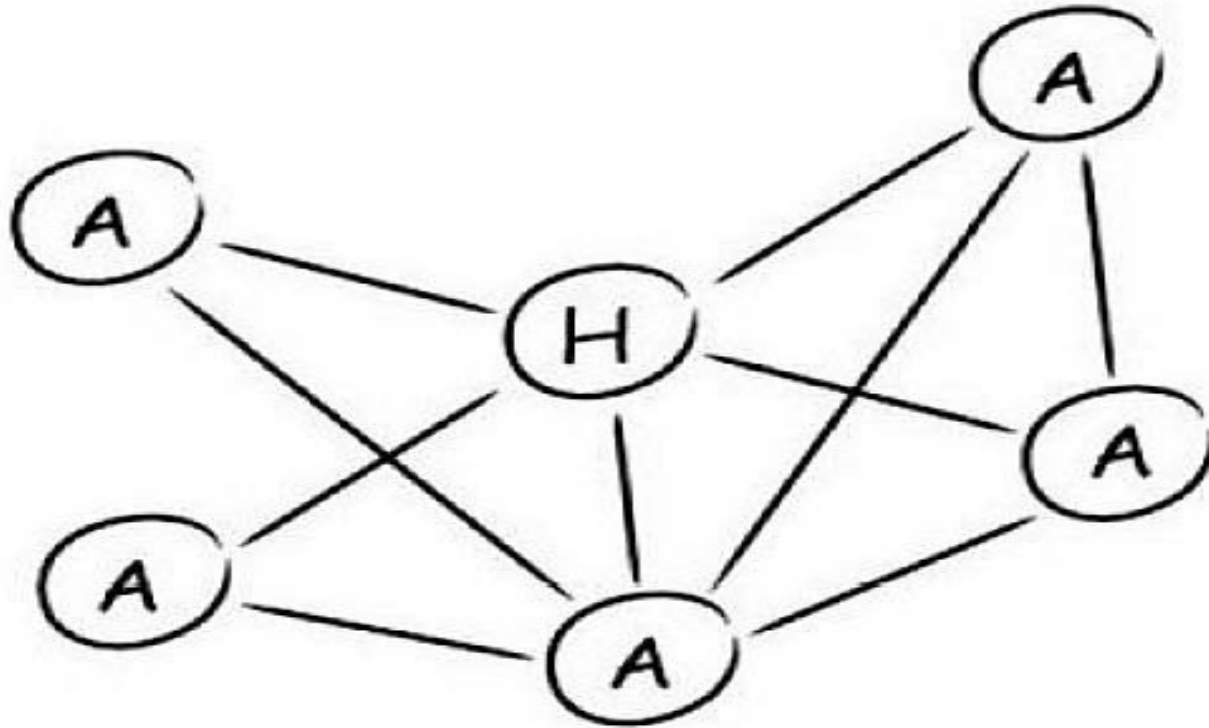
Rather, it is a network of organizations and also of people:

- 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

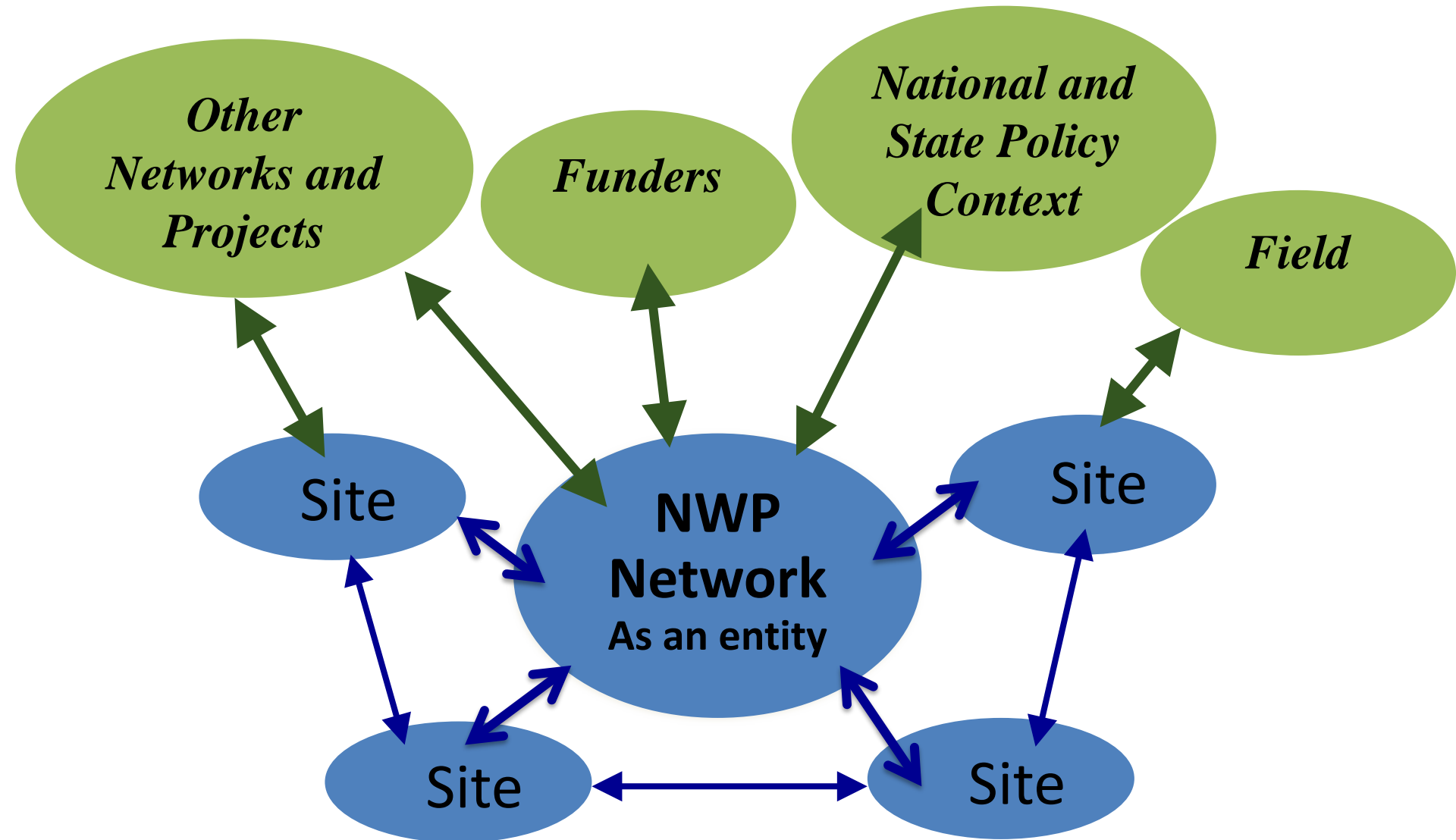
Basic building blocks are **hubs** and **affiliates**.
What makes it work are the **links**.



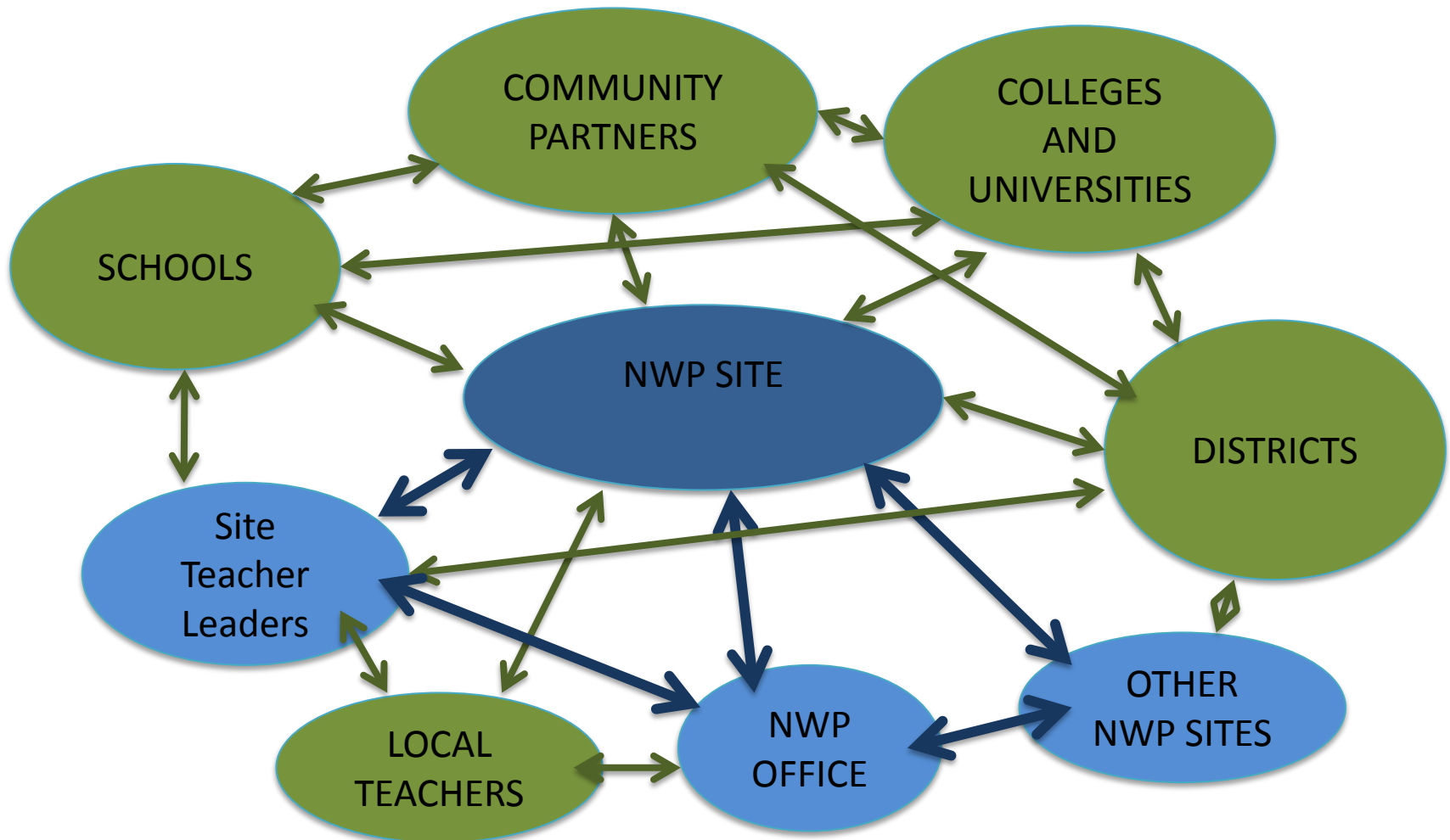
From Ken Everett: *Designing the Networked Organization*

Internally strong networks build stronger external linkages

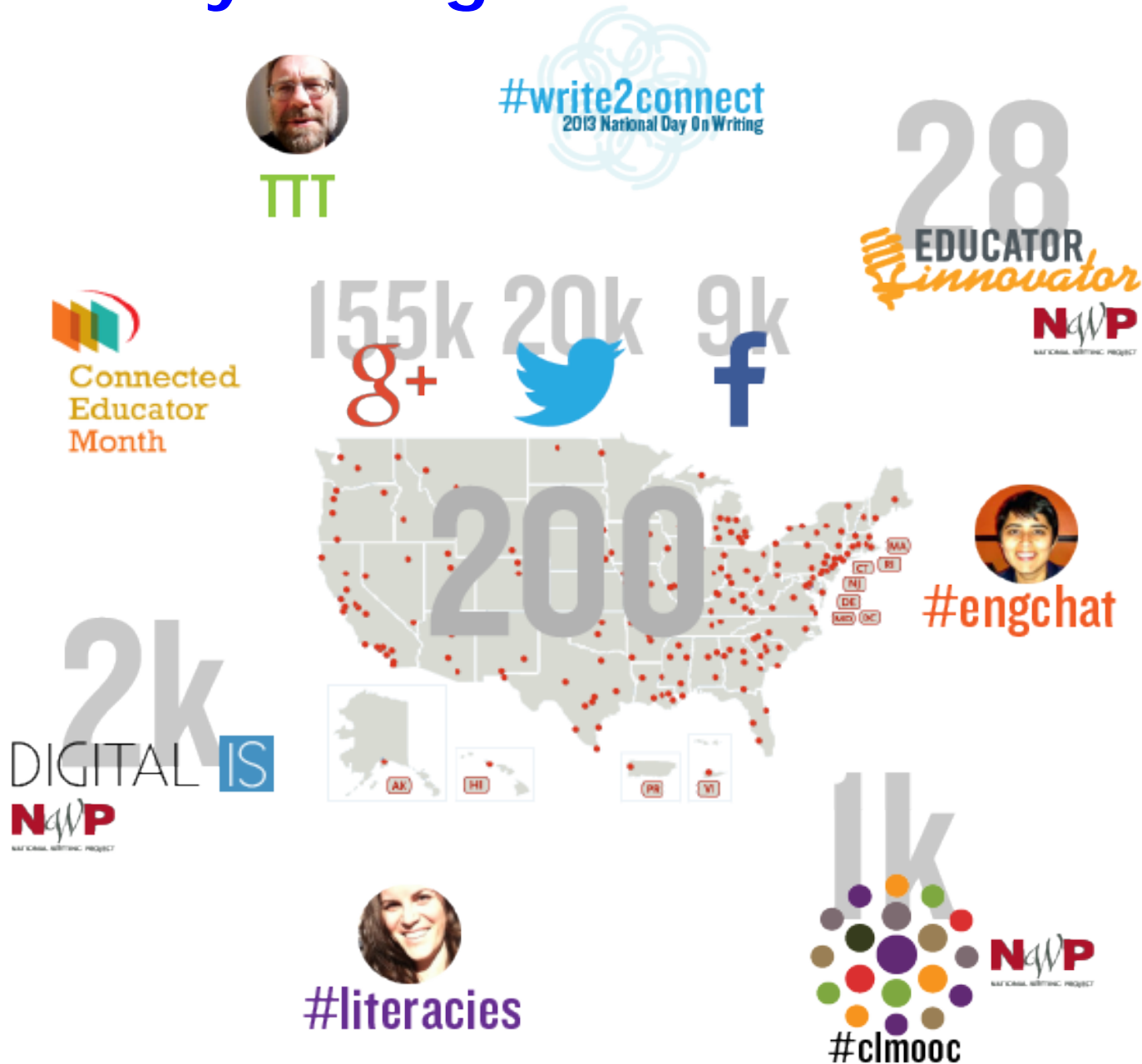
"United we stand"



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



Multi-way linkages build NWP strength



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



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

Assets that can be used to build the future:

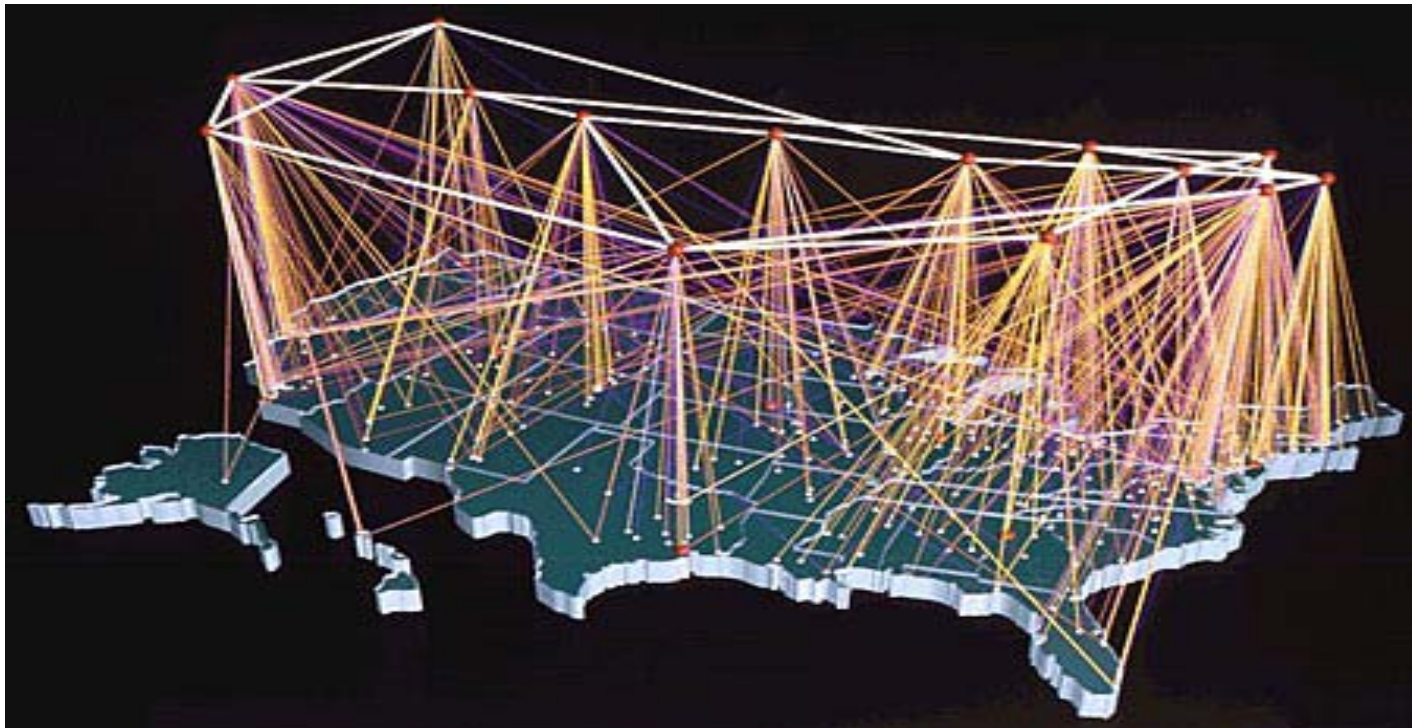
- **Human capital**—amount and diversity of leadership and expertise in classrooms, schools, districts, NWP sites, the NWP network
- **Knowledge capital**—practical knowledge, research knowledge, capability to disseminate
- **Design capital**—multiple generative structures that support development of 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 organizations that *wish* they were able to operate as true 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**



In its Third Evolution, the NWP continues to thrive in a newly competitive environment



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



GOOD INVESTMENTS

- Are safe
- Provide predictable returns
- Are cumulative and grow over time
- Create opportunities for future growth
- Are nourishing to those who do the work
- Are held over a long period of time

Who oversees who?

Comparative Approval Rating of the NWP and Congress

