

**Survey of Participants at California Writing Project Partnerships
Spring 2003
(For teachers in grades 6 - 12)**

School (*full name*): _____

Your Writing Project site: _____ Today's date: _____

Please be assured that all information that you provide in this survey will be aggregated by Inverness Research and reported to the CWP as summaries. Thus your responses are entirely confidential and will not be identifiable by individual.

I. Your background

A. What is your gender? Female Male

B. What is your racial background or ethnicity: (*Optional; check all that apply.*)

- | | |
|--|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> Pacific Islander/Filipino |
| <input type="checkbox"/> Amer. Indian/Alas. Native | <input type="checkbox"/> White |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Other: describe: _____ |
| <input type="checkbox"/> Latina/o/Hispanic | |

C. Which grade level(s) do you teach this year? (*Circle all that apply.*)

K 1 2 3 4 5 6 7 8 9 10 11 12 College

D. What is your primary role?

teacher administrator pre-service (student teacher) other: describe: _____

E. How many years of teaching experience have you had altogether?

< 3 years 3-5 years 6-10 years 11-15 years > 15 years

F. Primary discipline in which you specialize or which you feel is your strongest area: (*Check only one.*)

- | | | |
|---|---|--|
| <input type="checkbox"/> Arts and/or music | <input type="checkbox"/> Foreign language(s) | <input type="checkbox"/> History and/or social studies |
| <input type="checkbox"/> Language arts | <input type="checkbox"/> Math | <input type="checkbox"/> Science |
| <input type="checkbox"/> Generalist/all elementary subjects | <input type="checkbox"/> Other (please specify) _____ | |

G. Are you a bilingual/English Learner teacher for all or part of your schedule? (*Check if yes.*)

H. Which credential do you hold? Emergency Pre-intern Intern Full Credential

II. Your experience with your school’s partnership with the Writing Project

A. How long have you been involved with your school’s partnership with the Writing Project?
(Check all that apply.)

2002-03 2001-02 2000-01 1999-2000 1998-99 1997-98 or earlier

B. Which of the following activities have you participated in as part of your school’s partnership with the Writing Project? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> School improvement/planning team | <input type="checkbox"/> Summer/intersession institute |
| <input type="checkbox"/> Demo teaching or classroom coaching | <input type="checkbox"/> Site-sponsored conference |
| <input type="checkbox"/> Workshop(s) on writing | <input type="checkbox"/> Extension or university course |
| <input type="checkbox"/> Study group, teacher research, seminar | <input type="checkbox"/> Online workshops or course |
| <input type="checkbox"/> Young writers programs | <input type="checkbox"/> Participation in NWP event or network |
| <input type="checkbox"/> College preparatory/academic writing activities | <input type="checkbox"/> Other (describe _____) |
| <input type="checkbox"/> Writing assessment at school or district | <input type="checkbox"/> Other (describe _____) |
| <input type="checkbox"/> Grant proposal writing working with site's assistance | <input type="checkbox"/> Other (describe _____) |

III. Your other experience with the Writing Project site

A. Have you been involved with the Writing Project aside from your school’s partnership?

- No (Check, and skip to Section IV.)
- Yes, I first got involved prior to the school partnership
(What year did you get involved? _____)
- Yes, I have become involved since the school partnership began

B. If you checked “yes,” which kind(s) of Writing Project program were you involved with?

- Summer invitational institute at the Writing Project site
- Other program(s) at the Writing Project site
- Inservice series at your school

C. Are you a Teacher Consultant for the Writing Project? No Yes

IV. The value and impact of the Writing Project for you

A. Please use the scale below to indicate the extent to which you agree or disagree with each of the following statements.

1	2	3	4	5
Disagree strongly	Disagree	Neutral/mixed	Agree	Agree strongly

- _____ The WP has given me concrete teaching strategies that I use in my classroom.
- _____ The WP has enabled me to teach a wider range of students more effectively (e.g., students of different skill levels, language backgrounds, etc.)
- _____ The WP helped me to examine student work to assess students' progress and to plan my teaching.
- _____ Thanks to the WP I am more up-to-date on the latest research and practice in the teaching of writing.
- _____ Thanks to the WP I am more up-to-date on the latest research and practice in the teaching of reading.
- _____ Because of the WP, I am more effective in helping students meet district and state academic standards.
- _____ My participation in the WP caused me to seek further information or training.

V. The impact of the Writing Project on your teaching practice this year

A. Please use the scales below to indicate how often you use the following teaching practices in your classroom this year and the influence of the Writing Project (WP) on your use of these practices this year compared to prior years you taught.

Although it may appear that there is some redundancy in the specific practices listed, the wording of each question is deliberate and each item is necessary to the survey. Please bear with us and answer each item.

	How often do you use each of the following teaching practices in your classroom this year? <i>(Circle one per row)</i>				How, if at all, has your practice changed as a result of your Writing Project involvement? <i>(Circle one per row)</i>		
	<i>Never</i>	<i>1-2 times a month</i>	<i>1-2 times a week</i>	<i>Every day</i>	<i>Because of the WP, this happens less often</i>	<i>The WP has not contributed to a change</i>	<i>Because of the WP, this happens more often</i>
1. How often do you ask students to answer questions in writing?	1	2	3	4	1	2	3
2. How often do students work on spelling, punctuation and grammar?	1	2	3	4	1	2	3
3. How often do students write in a log or journal?	1	2	3	4	1	2	3
4. How often do students use computers to write a draft or final version of a story or report?	1	2	3	4	1	2	3
5. How often do you or your students save their work in a folder or portfolio?	1	2	3	4	1	2	3
6. How often do you or your students define a purpose and audience for their writing?	1	2	3	4	1	2	3
7. How often do you ask students to write long responses to questions on tests and assignments that involved reading?	1	2	3	4	1	2	3
8. How often do your students talk about their reading with their family or friends?	1	2	3	4	1	2	3

	How often do you use each of the following teaching practices in your classroom this year? <i>(Circle one per row)</i>				How, if at all, has your practice changed as a result of your Writing Project involvement? <i>(Circle one per row)</i>		
	<i>Never</i>	<i>1-2 times a month</i>	<i>1-2 times a week</i>	<i>Every day</i>	<i>Because of the WP, this happens less often</i>	<i>The WP has not contributed to a change</i>	<i>Because of the WP, this happens more often</i>
9. How often do you ask students to explain their understanding and discuss interpretations of their reading?	1	2	3	4	1	2	3
10. How often do you have students <u>read</u> essays, reports, and other texts that are expository, nonfiction, or persuasive?	1	2	3	4	1	2	3
11. How often do you give nonfiction, expository, persuasive, argumentative <u>writing assignments</u> (summaries, reports, essays, editorials, analyses of texts, etc.)?	1	2	3	4	1	2	3
12. How often do you ask students to do <u>informal writing</u> to clarify and develop their <u>analytic thinking</u> ?	1	2	3	4	1	2	3
13. How often do you involve students in discussions, debates, reports, and other <u>oral language activities</u> that emphasize analytic thinking, logic and development of ideas?	1	2	3	4	1	2	3
14. How often do you focus on students' development of effective and varied <u>sentence structures</u> ?	1	2	3	4	1	2	3
15. How often do you give students practice with <u>timed writing</u> ?	1	2	3	4	1	2	3

	How often do you use each of the following teaching practices in your classroom this year? <i>(Circle one per row)</i>				How, if at all, has your practice changed as a result of your Writing Project involvement? <i>(Circle one per row)</i>		
	<i>Never</i>	<i>1-2 times a month</i>	<i>1-2 times a week</i>	<i>Every day</i>	<i>Because of the WP, this happens less often</i>	<i>The WP has not contributed to a change</i>	<i>Because of the WP, this happens more often</i>
16. How often do you <u>make use of college writing standards</u> (such as Subject A or other college rubrics, or student models of college academic writing)?	1	2	3	4	1	2	3

B. Please continue, using the scales below to indicate how often you use the following teaching practices in your classroom this year and the influence of the Writing Project (WP) on your use of these practices this year compared to prior years you taught.

	How often do you use each of the following teaching practices in your classroom this year? <i>(Circle one per row)</i>			How, if at all, has your practice changed as a result of your Writing Project involvement? <i>(Circle one per row)</i>		
	<i>Never</i>	<i>Sometimes</i>	<i>Often</i>	<i>Because of the WP, this happens less often</i>	<i>The WP has not contributed to a change</i>	<i>Because of the WP, this happens more often</i>
1. How often do students choose their own writing topic?	1	2	3	1	2	3
2. How often do students plan their writing?	1	2	3	1	2	3
3. How often do students produce more than one draft?	1	2	3	1	2	3
4. How often do students discuss writing with each other?	1	2	3	1	2	3
5. How often do students discuss their writing with their family?	1	2	3	1	2	3
6. How often do you talk to your students about what they are writing?	1	2	3	1	2	3

VI. Benefits to your students

A. Use the scale below to indicate the extent to which you agree or disagree with each of the following statements.

1	2	3	4	5
Disagree strongly	Disagree	Can't say/mixed	Agree	Agree strongly

Compared to students in my class(es) before I participated in the Writing Project, my students this year:

- _____ enjoy writing more and are more proud of what they write.
- _____ better understand the value of writing for discovery and for communication.
- _____ write more often and write longer pieces.
- _____ are better able to explain in writing what they are thinking and learning in the subjects I teach.
- _____ have a better understanding of the qualities of good writing.
- _____ have a better grasp of writing conventions and editing skills.

B. For each of the types of students listed below, how does the proportion of students benefiting from what you learned through the Writing Project partnership compare with the proportion of these students overall at your school? *(Check one in each row.)*

	I am using what I've learned with <u>fewer</u> of these students than are in our general school population	I am using what I've learned with about the <u>same proportion</u> of these students as are in our general school population	I am using what I've learned with <u>more</u> of these students than are in our general school population	<i>Can't say</i>
ELL students	_____	_____	_____	_____
Lower performing students	_____	_____	_____	_____
Students of color	_____	_____	_____	_____
Students eligible for free lunch (AFDC)	_____	_____	_____	_____

VII. SUMMARY

A. Compared to non-Writing Project professional development in which you have participated, how would you rate the quality and usefulness of the professional development that you have received as a result of your school’s partnership with the Writing Project? *(Circle one.)*

1	2	3	4	5
Quality and usefulness are much lower than other professional development I have experienced		Quality and usefulness are about the same as other professional development I have experienced		Quality and usefulness are much higher than other professional development I have experienced

B. What do you think is the most important thing you have gained as a result of your involvement in your school’s partnership with the Writing Project?

C. Other comments (optional; use the back of the sheet, if needed):

THANK YOU!