

**The National Writing Project**

**CLIENT SATISFACTION AND  
PROGRAM IMPACT**

**Results from a Satisfaction Survey and Follow-  
up Survey of Participants at 2004 Invitational  
Institutes**

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## The National Writing Project

### CLIENT SATISFACTION AND PROGRAM IMPACT

#### Results from a Satisfaction Survey and Follow-up Survey of Participants at 2004 Invitational Institutes

#### SUMMARY

Teachers who participated in invitational institutes of the National Writing Project (NWP) during summer 2004 responded to two surveys: a Client Satisfaction Survey immediately following the institutes, and a Follow-up Survey of Program Impact one year later. The two surveys together assess the quality and usefulness of the institutes for participants, the knowledge and skills those participants gained, changes they made in their classroom practice as a result of the institutes, and the benefits they believe their students are gaining from their having participated in the institutes.

The results indicate that NWP institutes promote teacher learning and lead to increased use of effective classroom practices:

- ◆ More than 97% of participants in the NWP's Summer 2004 invitational institutes gave positive assessments of the value and usefulness of the NWP programs. Teachers reported benefiting in multiple ways from the institutes. This high rating is consistent with those of the past five years, indicating that NWP institutes are of reliably high quality over time.
- ◆ A substantial majority of NWP participants (between 90 and 98%) report that in the school year following the institutes, they increased their use of teaching practices that support students' writing development within a classroom community of writers. As a result of the summer institutes, teachers more often discuss students' writing with them, focus more on developing their students' skill in choosing topics and in addressing different audiences and purposes, and give their students more practice in planning and revising their writing.
- ◆ The great majority of the NWP 2004 institute participants (97%) think their students benefit from what they have gained from the Writing Project. Moreover, NWP participants believe that what they as teachers gain from the institutes ultimately benefits their students in all areas of the curriculum, not just in the writing classroom *per se*. Again, these results have been consistent for six consecutive years.
- ◆ At all grade levels, a majority of NWP participants employ classroom practices that are statistically correlated with higher achievement levels on the 2002 NAEP Writing and Reading Assessments in grades 4, 8, and 12. Further, as a result of the NWP, most NWP institute participants report that they are changing their classroom practices toward effective use of these practices.

## I. INTRODUCTION

This report presents results of a study completed in fall 2005 by Inverness Research Associates on behalf of the National Writing Project (NWP). The study was designed to satisfy a U.S. Department of Education (USDOE) requirement that programs assess participants' satisfaction with their professional development experiences, and also assess the impact of professional development programs on participants' subsequent classroom practices.

Participants in the study were teachers attending summer 2004 Invitational Institutes held at 176<sup>1</sup> sites of the NWP. These institutes are the core programs by which each NWP site works with teachers (kindergarten through college level) who will serve as the "teacher-consultants" providing leadership for the site and extensive professional development service to the schools and districts within the local regions of sites. NWP teacher-consultants coordinate and deliver between 6,500 and 7,000 professional development programs in schools annually across the nation.<sup>2</sup>

Inverness Research Associates administered two surveys to these participants. The first was a Client Satisfaction Survey collected at the end of the summer institutes in 2004 (June through August). This survey asks participants to rate the quality and potential value of the institute for their teaching. 2,839 of a total 3,090 participants (92%) responded to this survey. 2004 was the sixth consecutive year that we administered this instrument. Below we report results from the past six<sup>3</sup> years (2000-2005) in order to show trends in participant responses. Participants' ratings are consistent – and consistently high – from year to year, which gives us considerable confidence in the validity of the results.

For the second survey, the Follow-up Survey, we asked summer 2004 participants one year later (Spring 2005) to assess the impact of the summer 2004 institute on their classroom teaching practices. 1,086 participants (38%) responded to the follow-up survey. 2005 was the sixth year that this instrument was administered. The survey has three sections, two of which include exactly the same items as in prior years. For these sections, this year's results are quite similar to prior years' results, again giving us confidence in their validity. In consultation with the National Writing Project, which has launched a NWP Reading Initiative and a NWP Technology Initiative, we added new questions about the impact of participant experience in the Writing Project as it relates to the teaching of reading and uses of technology. For the section on specific teaching practices, we have kept many of the same questions regarding practices that are statistically correlated with higher achievement levels on the NAEP 2002 writing assessment, and have added some that show correlations with the NAEP 2003 reading assessment.

Immediately below, we present the Client Satisfaction Survey results for the 2004 group, along with the results for all other years for which we have the same information (i.e., 2000-2003, and 2005). Following this brief section, the report focuses on the results of the Follow-up Survey for participants in 2004 summer institutes.

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<sup>1</sup> Of the 181 NWP sites in 2004, 176 submitted Client Satisfaction Survey data.

<sup>2</sup> From Inverness Research data gathered annually. In 2003-04, sites offered 6,871 programs.

<sup>3</sup> We include results of the summer 2005 Satisfaction Survey. The 2005 participants will be given the Follow-Up Survey in spring 2006.

## II. RESULTS OF CLIENT SATISFACTION SURVEY

The “target indicator” of client satisfaction established by the USDOE is 75%. Each year that we have administered this survey, participant ratings have far exceeded this target. Across all questions, at least 95% of teachers gave positive assessments of the value and usefulness of these programs. Results for the past six years are shown below.

**TABLE 1.**  
**Results of Client Satisfaction Survey: Summer Institutes 2000 – 2005**

	2005		2004		2003		2002		2001		2000	
	# partic	% Excellent	# partic	% Excellent	# partic	% Excellent	# partic	% Excellent	# partic	% Excellent	# partic	% Excellent
<b>1. How would you rate the overall quality of this NWP institute?</b>	2,859	98.5%	2,831	99.1%	2,789	99.3%	2,731	98.4%	2,616	98.4%	2,672	97.9%
	# partic	% Better	# partic	% Better	# partic	% Better	# partic	% Better	# partic	% Better	# partic	% Better
<b>2. On average, how would you compare the quality and value of this institute to other (non-nwp) professional development activities you have participated in recently?</b>	2,737	96.8%	2,758	97.4%	2,600	97.9%	2,483	96.1%	2,406	96.0%	2,449	94.9%
	# partic	% A great deal	# partic	% A great deal	# partic	% A great deal	# partic	% A great deal	# partic	% A great deal	# partic	% A great deal
<b>3. How much has the institute contributed to your understanding of how to teach writing effectively?</b>	2,855	97.3%	2,831	97.3%	2,790	98.1%	2,734	95.8%	2,614	96.6%	2,674	95.1%
<b>4. To what degree do you feel that you will be able to use and apply what you have learned in this institute to your own classroom and your own students?</b>	2,855	97.3%	2,832	97.7%	2,789	97.5%	2,736	96.5%	2,614	96.8%	2,677	95.3%
<b>5. To what degree do you believe that the experience you have had in this institute will translate into improved writing skills for your students?</b>	2,855	97.2%	2,831	97.6%	2,784	98.0%	2,730	96.1%	2,613	97.1%	2,669	94.9%

Percentage totals for each question represent participants who gave ratings of “4” or “5” on five-point scales where “1” represents a very negative rating, “3” is a neutral rating, and “5” indicates a very positive rating.

### III. RESULTS OF FOLLOW-UP SURVEY OF IMPACT OF SUMMER INSTITUTES ON CLASSROOM PRACTICE

In Spring 2005, Inverness Research Associates conducted a follow-up survey to determine the impact of the summer 2004 institute one year later. This survey examined four areas:

- A. The Overall Value of NWP Summer Institutes for Teachers
- B. Influences of NWP Institutes on Teachers' Use of Specific Classroom Practices
- C. Contributions of NWP Institutes to Teaching Reading and Using Technology
- D. Perceived Benefits to Participants' Students Because of NWP Institutes

#### Response rate

Of the 3,090 participants at the 2004 Summer Institute, 2,839 completed Satisfaction Surveys. We contacted this group by email in May 2005 and provided a direct link to our online follow-up survey. We received a total of 1,086 Follow-up Surveys, for an overall response rate of 38%.<sup>4</sup> Respondents represented 176 sites. Since the distribution of survey respondents by grade level is similar proportionately to that of the Institute participants, we have no reason to believe the results reported are non-representative of the population of institute participants.

**TABLE 2.**  
**Response Rate on the Spring 2005 Follow-up Survey**

<b>Grade level taught</b>	<b>N of responses</b>	<b>N of emails sent</b>	<b>Response rate</b>	<b>% of all responses</b>
<b>Elementary School (K-5)</b>	<b>392</b>	<b>982</b>	<b>40%</b>	<b>36.1%</b>
6 - 8	270	645	42%	24.9%
9 - 12	351	861	41%	32.3%
<b>Middle and High School</b>				
<b>Total</b>	<b>621</b>	<b>1506</b>	<b>40%</b>	<b>57.2%</b>
<u>Post 12</u>	<b>73</b>	<b>146</b>	<b>50%</b>	<b>6.7%</b>
<i>Unknown or Other GL*</i>		<b>205</b>		
<b>Total -- All Grades</b>	<b>1,086</b>	<b>2,839</b>	<b>38%</b>	<b>100%</b>

\* These participants did not report a grade level on the Summer Institute surveys, or their teaching did not fit within the K-5, 6-8, 9-12, or College categories.

Below we present results for each of the four sections of the survey. For each section, we first present results across all grades, K-college, and then we present results by grade level.

<sup>4</sup> This has been quite consistent; last year's response rate was 39%.  
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**A. The Overall Value of NWP Summer Institutes for Teachers**

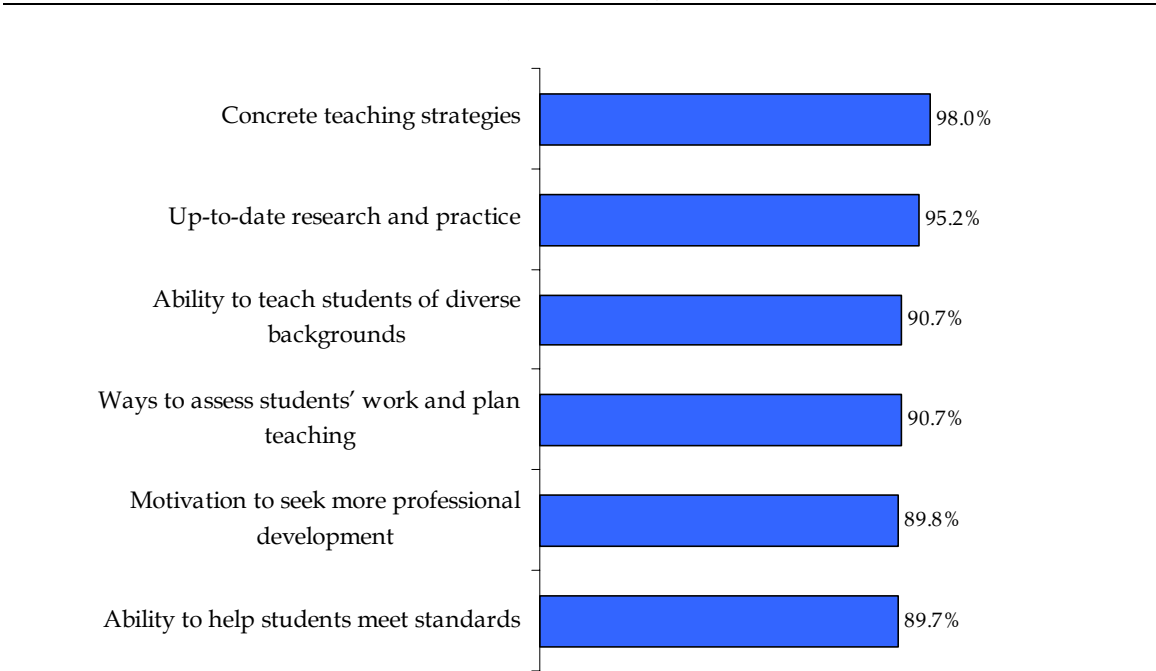
In a set of six questions on the survey, we asked teachers to assess the extent to which they gained a variety of benefits from the institutes. Results below are for all questions.

**Results for all grades**

- ◆ **In very high proportions, teachers reported that they are benefiting in multiple ways from the summer institutes. Teachers’ ratings suggest that the NWP supports research-based practice and fosters ongoing teacher learning and improvement. Further, NWP institutes are helping teachers to be more responsive both to their students and to standards.**

Ninety-eight percent of the teachers said they gained concrete teaching strategies from the institute; 95% said the institute brought them more up-to-date on the latest research and practice, and 91% said the experience has enabled them to teach students with a wider range of backgrounds and skill levels, and has given them ways to assess students’ work in a manner that informs their teaching. 90% agreed that the institute has motivated them to seek further professional training, and that they are better able to help students reach standards.

**FIGURE 1.  
Benefits of Summer Institutes for Teachers  
(All Grades)**



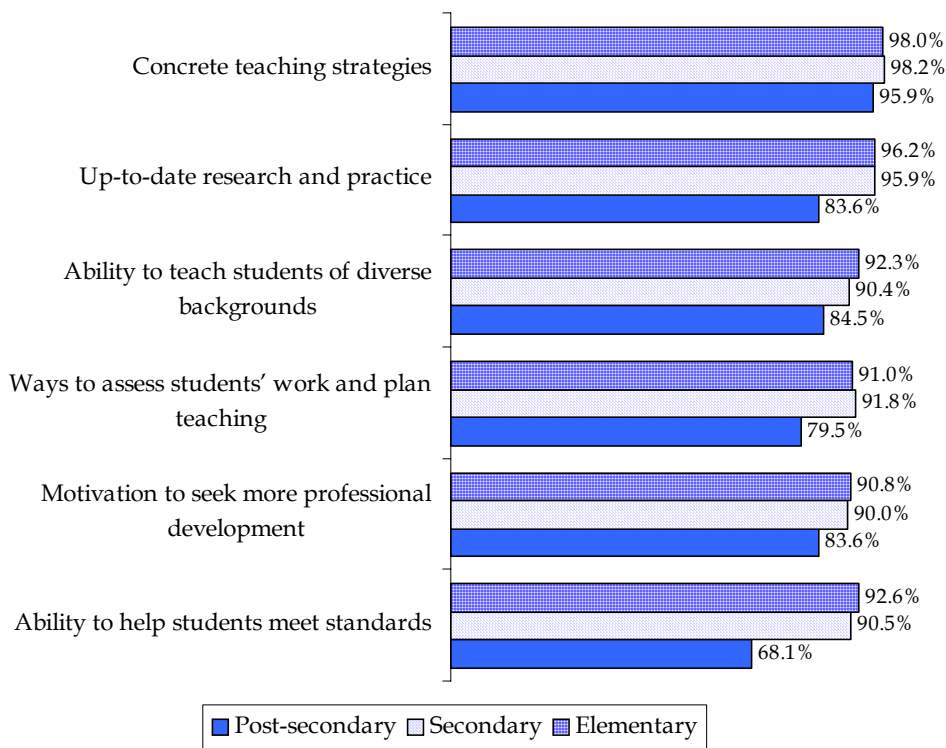
*Percentages represent teachers who marked 4 or 5 on a 5-point scale where 1 = “disagree strongly” and 5 = “agree strongly.”*

**Grade level comparisons**

- ◆ **Teachers at all K-12 levels reported benefits at almost identical levels, with 90-98% saying they gain knowledge and skills of value. The ratings of college-level teachers, while slightly more variable, are also quite high. This pattern of results has been consistent for the six years that we have conducted this study.**

This finding has educational significance because of the still quite common assumption that teachers from multiple grade levels (even primary with upper elementary, or middle with secondary) prefer not to be combined for professional development. However, teachers at all grade levels, K-16, attend the NWP summer institutes together. Their high ratings of quality and value underscore the NWP tenet that teachers of all grade levels can share responsibility for supporting students’ writing development, and underscores as well the power of the NWP model that can benefit such a wide range of teachers.

**FIGURE 2.**  
**Benefits to Teachers**  
**(Comparisons by Grade Levels Taught)<sup>5</sup>**



*Percentages represent teachers who marked 4 or 5 on a 5-point scale where 1 = “disagree strongly” and 5 = “agree strongly.”*

<sup>5</sup> For this graph and those that follow in this section, the grade level “elementary” refers to grades K-5 and “secondary” refers to grades 6-12.



## **B. Influences of NWP Institutes on Teachers' Use of Specific Classroom Practices**

We asked teachers how much, if at all, they had increased their use of a range of teaching practices as a result of their Writing Project involvement. This year for the first time, we asked teachers about some practices for teaching reading; we selected reading practices that are connected to writing and are also correlated with higher achievement on NAEP reading or writing assessments<sup>6</sup>.

### **Summary results for all grades**

- ◆ **The majority of participants report that they have increased their use of multiple teaching practices that teach students the processes of writing and support students' development within a classroom community of writers. For example, teachers more often discuss their students' writing with them, develop their students' skill in addressing different audiences and purposes, and give students practice in planning and revising their writing.**
- ◆ **From one-third to two-thirds of WP participants engage in practices for teaching reading at the recommended frequency and of these, one-third or more said that they use the practice more often now on account of the Writing Project.**

More than 4 in 5 NWP participants (85%) talk to their students about their writing more often because of their participation in the NWP, and 81% help students define audiences and purposes for their writing. Nearly three-quarters of participants (74%) more often ask students to plan their writing before they write, and over two-thirds (69%) have them make changes to their stories or reports to fix mistakes and improve them. All of these practices support students' development of writing skills and dispositions within an active community of writers.

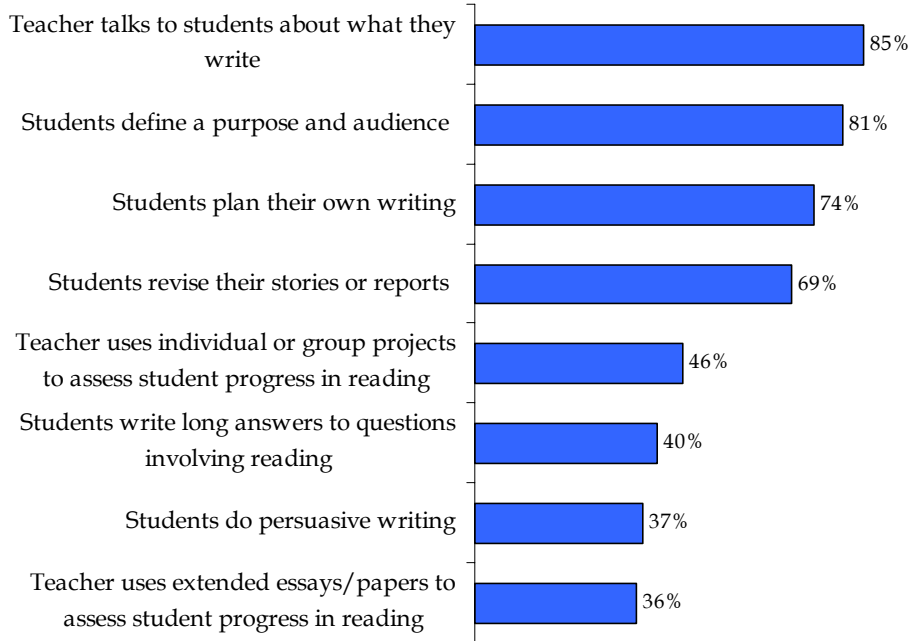
Additionally, some WP participants are more often using specific classroom practices for the teaching of reading at frequencies that are correlated with higher scores on the NAEP Reading Assessment. From 3 - 5 out of 10 participants more often use individual or group projects and presentations to assess student progress in reading, have their students write long answers to questions involving reading, spend part of their writing instruction time on having students do persuasive essays, and use extended essays and papers to assess student progress in reading. The following graph displays these results.<sup>7</sup>

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<sup>6</sup> In Section IV below, which details connections to the NAEP assessments, we specify which practices are linked to which assessment.

<sup>7</sup> Over one-fourth of participants also reported that they had changed their practice in regard to having students use a computer to make changes to their stories or reports (28%), and asking students to look for information on the Internet to include in their stories or reports. For all 10 practices, see the NAEP correlations detailed in Section IV.

**FIGURE 3.**  
**Classroom Practices that Teachers Use More Often Because of the Summer Institute**  
**(All Grades)**



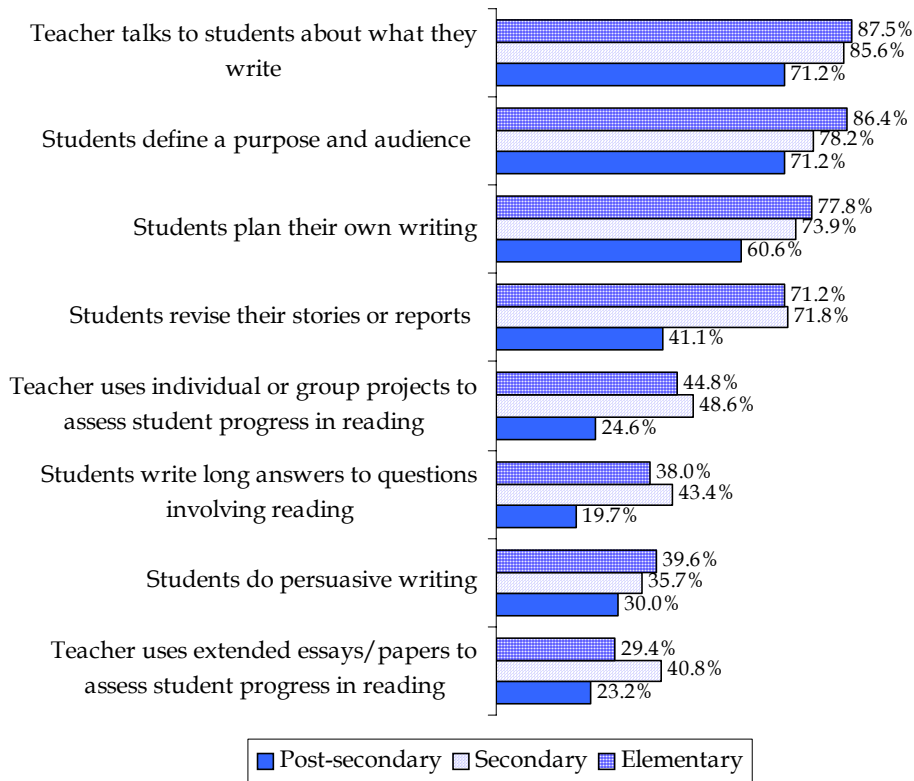
*Percentages represent teachers who indicate that they engage in this practice "more often" this year because of the Writing Project.*

**Grade level comparisons**

- ◆ **As a result of the Writing Project, from one-third to over four-fifths of WP participants who teach in elementary and secondary schools have increased their use of classroom practices that promote the development of student writing. The percentages of teachers who have said that their practices have changed are similar for both elementary and secondary level teachers. Overall, K-12 teachers are somewhat more likely to have changed their teaching practices than post-secondary teachers, particularly in regard to practices that have an impact on reading. Nonetheless, the Writing Project has influenced practices of college level educators as well.**

The graph below displays these results.

**FIGURE 4.**  
**Classroom Practices that Teachers Use More Often because of the Summer Institute**  
**(Comparisons by Grade Levels Taught)**



*Percentages represent teachers who indicate that they engage in this practice "more often" this year because of the Writing Project.*

**C. Contributions of NWP Institutes on Teaching Reading and Using Technology**

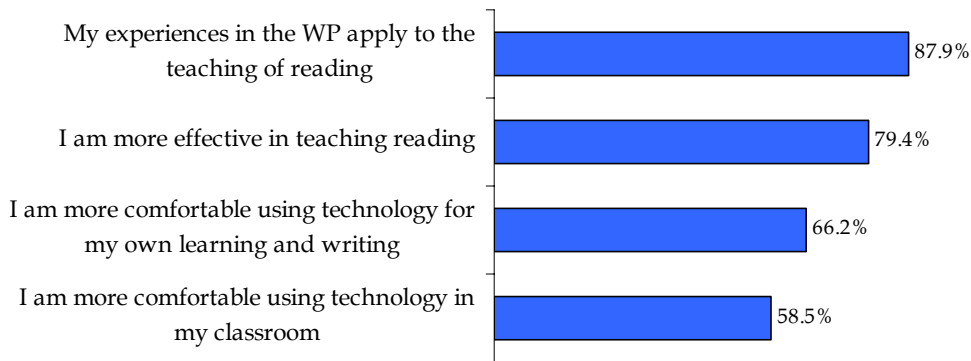
We asked teachers to report on the impact of their experience in NWP Institutes on the teaching of reading and uses of technology. Survey results for these items are shown below. We added these questions in consultation with the NWP. The NWP has formed national Initiatives in Reading and in Technology, and these results provide some general insight into the extent to which sites’ core program – the Institute – provides some professional development related to these areas.

**Results for all grades**

- ◆ **Nearly 9 out of 10 participants (88%) said that what they experienced in the Writing Project applies to the teaching of reading; and nearly 4 out of 5 of all participants (79%) believe they are more effective in teaching reading because of the Writing Project. Two-thirds of all participants (66%) are more comfortable using technology for their own learning and writing; and nearly 3 in 5 (59%) are more comfortable using technology in their classroom as a result of the Writing Project.**

These results suggest that NWP participants recognize important connections between the teaching of writing and reading and regard computer use as important to teaching. They also suggest that NWP programs – while focusing on writing – also address these related areas in ways that are useful for most teachers.

**FIGURE 5.  
Impact of the Writing Project on Reading and Technology  
(All Grades)**

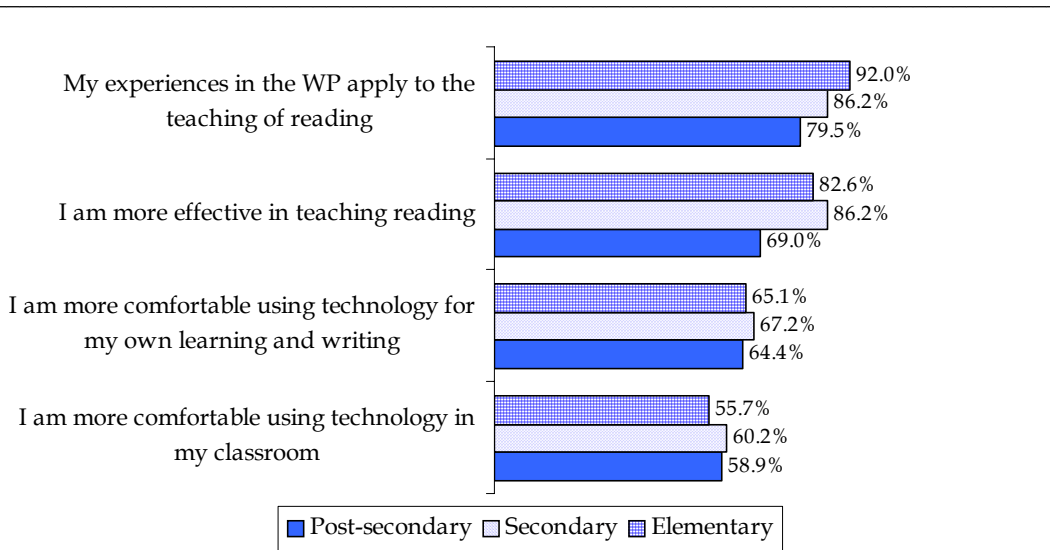


*Percentages represent teachers who marked 4 or 5 on a 5-point scale where 1 = “disagree strongly” and 5 = “agree strongly.”*

**Grade level comparisons**

- ◆ A similar proportion of teachers at each grade level have reported they are more comfortable using technology both for themselves and in their classrooms as a result of the Writing Project. A somewhat higher proportion of K-12 teachers say they are more effective in teaching reading than their post-secondary colleagues.

**FIGURE 6.**  
**Impact of the Writing Project on Reading and Technology**  
**(Comparisons by Grade Levels Taught)**



*Percentages represent teachers who marked 4 or 5 on a 5-point scale where 1 = “disagree strongly” and 5 = “agree strongly.”*

**D. Perceived Benefits to Participants’ Students Because of NWP Institutes**

We asked teachers to assess the extent to which what they learned in the Writing Project ultimately benefits their students. Results shown below are for all six items.

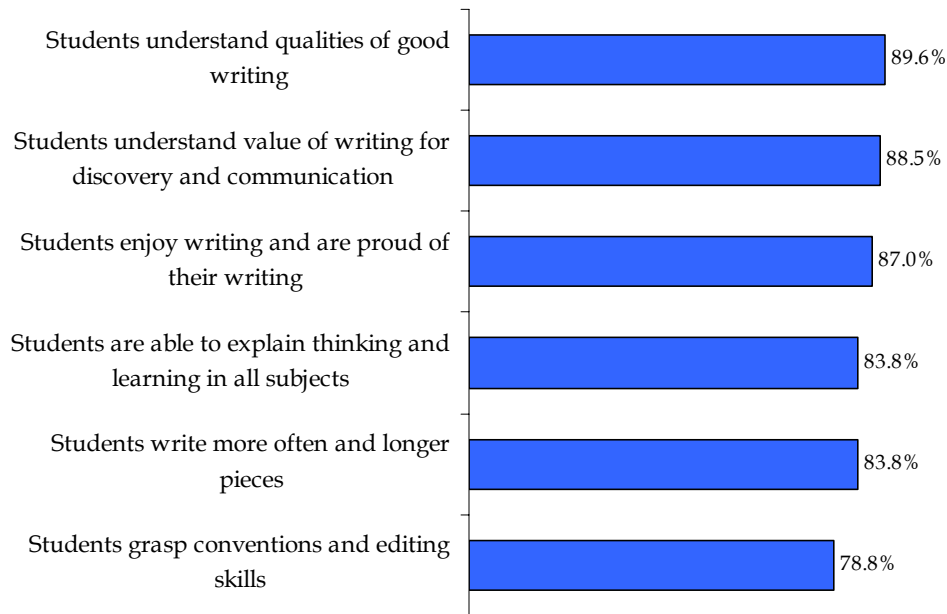
**Results for all grades**

- ◆ **The great majority of Institute participants think that their students are benefiting from what they, as teachers, have gained from the Writing Project. Moreover, teachers believe that the benefits to students extend beyond the writing classroom to all areas of the curriculum.**

Across all grade spans, teachers report that, because of their participation in the Writing Project, their students better understand the qualities of good writing (90%); better understand the value of writing for both discovery and communication (89%); and enjoy writing more and are more proud of what they write (87%).

Moreover, 84% of the teachers report that their students are better able to explain their thinking through writing in all subjects; 84% also report that their students write more often and write longer pieces; and 79% report that their students have better editing skills and a better grasp of the conventions of correctness. The graph below displays these results.

**FIGURE 7.  
Benefits of Writing Project Involvement for Participants’ Students  
(All Grades)**



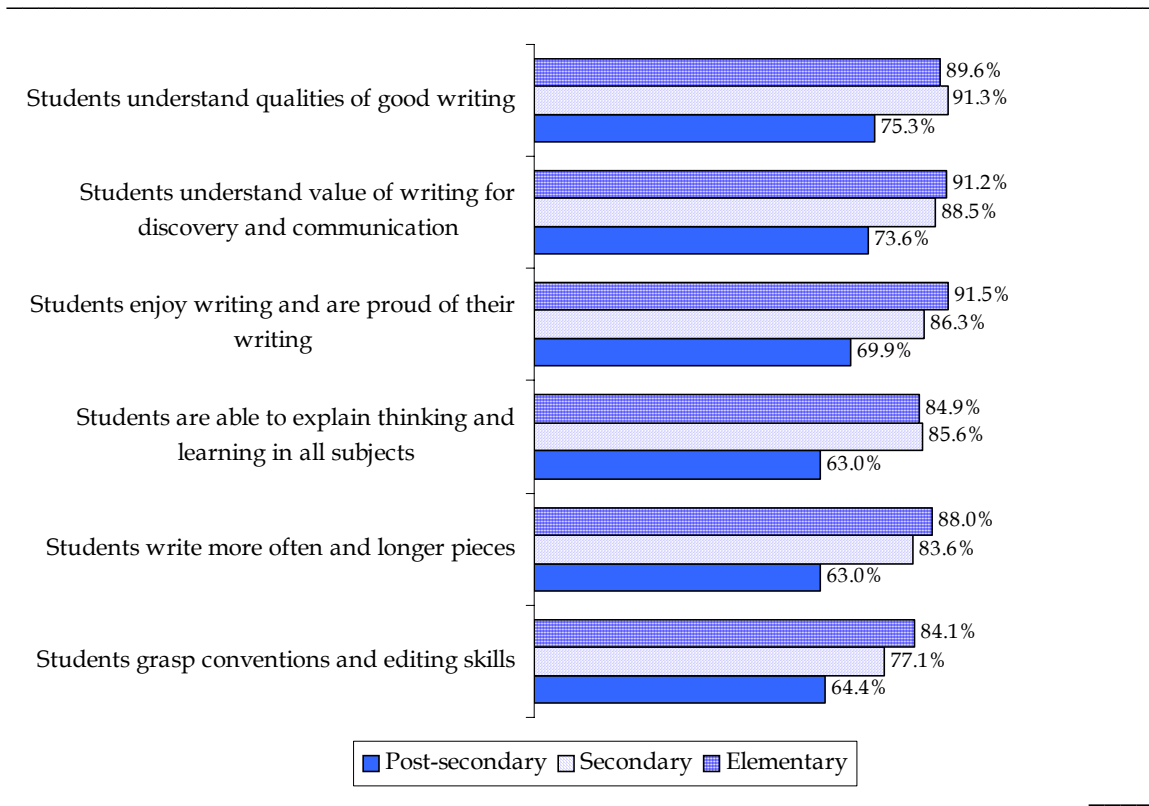
*Percentages represent teachers who marked 4 or 5 on a 5-point scale where 1 = “disagree strongly” and 5 = “agree strongly.”*

**Grade level comparisons**

- ◆ **There is very little difference between elementary and secondary teachers’ perspectives on benefits to their students. Up to one-fourth more elementary and secondary teachers report benefits to student than their post-secondary colleagues; nonetheless, a substantial majority of post-secondary teachers believe their students benefit.**

The following graph shows these results.

**FIGURE 8.**  
**Benefits of Writing Project Involvement for Participants’ Students**  
**(Comparisons by Grade Levels Taught)**



*Percentages represent teachers who marked 4 or 5 on a 5-point scale where 1 = “disagree strongly” and 5 = “agree strongly.”*

## IV. NWP IMPACT ON CLASSROOM PRACTICES ASSOCIATED WITH HIGHER STUDENT ACHIEVEMENT IN WRITING AND READING

This section reports findings related to the frequency with which NWP teachers in the elementary, middle, and high school grades use selected classroom practices identified on student and teacher questionnaires conducted as part of the National Assessment of Educational Progress (NAEP) writing or reading assessments<sup>8</sup>. These practices, when used with the right frequency, were statistically correlated with higher achievement levels on the grades 4, 8, and 12 assessments. This section also reports the impact of the NWP institutes on teachers' use of these practices.

To identify these practices, Inverness Research used the NAEP data website, which allows item-by-item analysis of questions asked on the teacher and student questionnaires (<http://nces.ed.gov/nationsreportcard/naepdata>). NAEP items from 2003, 2002, and 1998 were considered for inclusion on the NWP follow-up survey if they met two criteria: 1) they have a direct relationship to writing or reading instruction and 2) there is a statistically significant correlation<sup>9</sup> between responses on the questionnaire and higher student performance on the writing or reading assessments. NWP staff selected ten items from the lengthy list that we derived from the NAEP website using these criteria. Half of the questions were taken from the NAEP student questionnaires, while the other half were asked on the NAEP teacher questionnaire (which is administered at grades 4 and 8, but not grade 12).

The ten classroom practices are listed below in the order in which they appear in our analysis of findings.

### *Practices related to writing instruction*

1. Teachers talk to students about their writing.
2. Teachers have students plan their writing.
3. Students make changes to their stories, papers, or reports.
4. Teacher has students define a purpose and an audience when they write.

### *Practices connecting reading and writing instruction*

5. Students write long answers to questions on tests or assignments that involve reading.
6. Teacher uses individual or group projects or presentations to assess student progress in reading.
7. Teacher uses extended essays or papers on assigned topics to assess student progress in reading.
8. Teacher has students spend time doing persuasive writing.

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<sup>8</sup> In past years we have included only items from the NAEP writing questionnaires. We added selected questions about reading because of the NWP's inclusion of reading as a programmatic emphasis in some of its newly developed programming.

<sup>9</sup> We explain below how NAEP reports significant differences in test scores.



*Practices related to uses of technology in writing*

- 9. Students look for information on the Internet to include in their stories, papers, or reports.
- 10. Students use a computer to make changes to their stories, papers, or reports.

**How NAEP reports on significant differences in scores<sup>10</sup>**

To see how one value compares with the others, read across the row for that value. The displayed symbols indicate whether that value is significantly higher, lower or equal to the value associated with that column. In some case the significance test may have not been possible for statistical reasons.

For example, the table below would be interpreted as the following:

“Students who often engage in the specified activity scored significantly higher on the NAEP assessment than all other students. Students who sometimes engaged in this activity scored significantly higher than students who rarely engage in this activity.”

	Never	Rarely	Sometimes	Often
Never		=	=	<
Rarely	=		<	<
Sometimes	=	>		<
Often	>	>	>	

- No test was performed
- < Significantly lower
- > Significantly higher
- = No significant difference
- \*\*\* Sample size is insufficient to permit a reliable estimate of the statistic.

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<sup>10</sup> This section is drawn directly from the NAEP website:  
[nces.ed.gov/nationsreportcard/naepdata](http://nces.ed.gov/nationsreportcard/naepdata)  
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### **Results for all grade levels**

On the whole, the results indicate that NWP institutes both promote classroom practices that contribute to higher achievement and also foster positive change in teachers' use of those practices:

- ◆ **At elementary, middle, and high school grade levels, a majority of NWP participants employ these 10 classroom practices at frequencies that are correlated with higher achievement on the NAEP assessments.<sup>11</sup> Six of these practices are related to positive correlations on the NAEP Writing Assessment; the other four on the NAEP Reading Assessment.**
  
- ◆ **For the four practices that show significant differences in student test scores on the NAEP Reading Assessment, from nearly one-third to two-thirds of WP participants are changing their classroom practices in the direction of optimal frequency of use.<sup>12</sup>**

### **Item-by-item results for all grade levels**

These results are reported on the table that appears on the following 10 pages. In the left-hand column, we summarize the NAEP findings on frequencies that are correlated with higher achievement for each of the ten classroom practices. In the three right-hand columns, we report how frequently NWP teachers use each practice, and the impact of the NWP institutes on these practices. For some practices, not all grade levels were included in the NAEP questionnaires. We include NWP results anyway for information purposes.

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<sup>11</sup> The number of elementary level teachers (grades 3-5) who responded to the follow-up survey was 266.

<sup>12</sup> For each practice we specify which frequency of use (often, sometimes, etc.) is correlated with higher achievement on the NAEP Reading or Writing Assessment.

**Item-by-item results for all grade levels**

**TABLE 3.  
Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<b>1. Teachers talk to students about their writing.</b>	<p><b>87%</b> of NWP teachers say they always talk to their students about their writing; an additional <b>13%</b> say they sometimes do this. <b>90%</b> say they do this more frequently than before because of the Writing Project.</p>	<p><b>78%</b> of NWP teachers say they always talk to their students about their writing; an additional <b>22%</b> sometimes do this.</p> <p><b>86%</b> say they do this more frequently than before because of the Writing Project.</p>	<p><b>77%</b> of NWP teachers say they always talk to their students about their writing; an additional <b>23%</b> say they sometimes do this.</p> <p><b>85%</b> say they do this more frequently than before because of the Writing Project.</p>
<p>At the 4<sup>th</sup> and 12<sup>th</sup> grade levels on the 2002 NAEP Writing Assessment, students whose teachers always or sometimes talked with them about their writing scored higher than those students whose teachers never talked with them about their writing.</p>			
<p>8<sup>th</sup> grade students whose teachers always talked to them about their writing scored higher than those whose teachers only sometimes did.</p>			
<p><i>The NAEP response for this question was student reported.</i></p>			

**TABLE 3.**  
**Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<b>2. Teachers have students plan their writing.</b>			
On the 2002 NAEP Writing Assessment, 4 <sup>th</sup> grade students whose teachers often had them plan their writing scored significantly higher than those students who were never or only sometimes involved in planning. Additionally, 4 <sup>th</sup> graders who sometimes planned their writing scored higher than those who rarely did.	78% of NWP teachers say they often have their students plan their writing; an additional 20% say they sometimes do this.	82% of NWP teachers say they often have their students plan their writing.	83% of NWP teachers say they often have their students plan their writing.
At the 8 <sup>th</sup> grade level, students whose teachers often had them plan their writing scored significantly higher than those students who were never or only sometimes involved in planning.	77% of participants say they do this more frequently as a result of the Writing Project.	72% of participants say they do this more frequently as a result of the Writing Project.	75% of participants say they do this more frequently as a result of the Writing Project.
This question was not asked on the NAEP Assessment at the 12 <sup>th</sup> grade level.			
<i>The NAEP response for this question was teacher reported.</i>			

**TABLE 3.  
Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<b>3. Students make changes to their stories, papers, or reports.</b>			
At all grade levels on the 2002 NAEP Writing Assessment, students who almost always made changes scored higher than those who never or only sometimes engaged in this practice.	<b>73%</b> of NWP teachers say they almost always have their students make changes to their stories or reports to fix mistakes and improve them.	<b>79%</b> of NWP teachers say they almost always have their students make changes to their stories or reports to fix mistakes and improve them.	<b>79%</b> of NWP teachers say they almost always have their students make changes to their stories or reports to fix mistakes and improve them.
Students who never or hardly ever made changes scored lowest of all.	<b>72%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>70%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>73%</b> of participants say they do this more frequently as a result of the Writing Project.

*The NAEP response for this question was student reported.*

**TABLE 3.  
Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<p><b>4. Teacher has students define a purpose and an audience when they write.</b></p> <p>At both 4<sup>th</sup> and 8<sup>th</sup> grade levels on the 2002 NAEP Writing Assessment, students whose teachers often asked them to define a purpose and an audience for their writing had higher scores than those who were rarely or only sometimes asked.</p> <p>This question was not asked on the NAEP Assessment at the 12<sup>th</sup> grade level.</p> <p><i>The NAEP response for this question was teacher reported.</i></p>	<p><b>73%</b> of NWP teachers report that they often ask students to define a purpose and audience when they write about something.</p> <p><b>87%</b> of participants say they do this more frequently as a result of the Writing Project.</p>	<p><b>72%</b> of NWP teachers report that they often ask students to define a purpose and audience when they write about something.</p> <p><b>79%</b> of participants say they do this more frequently as a result of the Writing Project.</p>	<p><b>64%</b> of NWP teachers report that they often ask students to define a purpose and audience when they write about something.</p> <p><b>78%</b> of participants say they do this more frequently as a result of the Writing Project.</p>

**TABLE 3.  
Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<b>5. Students write long answers to questions on tests or assignments that involve reading.</b>			
At all grade levels on <u>both</u> the 2002 NAEP Writing and the 2003 NAEP Reading Assessment, students who wrote long answers at least once or twice a year scored higher than those who never or hardly ever did.	<b>94%</b> of NWP teachers say they have had students write long answers to questions on tests or assignments that involved reading at least once or twice a year or more often; of these, <b>34%</b> say they do this once or twice a month.	<b>97%</b> of NWP teachers say they have had students write long answers to questions on tests or assignments that involved reading at least once or twice a year or more often; of these, <b>48%</b> say they do this once or twice a month.	<b>97%</b> of NWP teachers say they have had students write long answers to questions on tests or assignments that involved reading at least a few times a year or more often; of these, <b>88%</b> say they do this at least once or twice a month or at least once or twice a week.
At the 4 <sup>th</sup> and 8 <sup>th</sup> grade levels, students who wrote long answers once or twice a month scored highest of all.			
At the 12 <sup>th</sup> grade level, there were no differences in scores between students who wrote long answers once or twice a month and those who did at least once a week.	<b>42%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>43%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>44%</b> of participants say they do this more frequently as a result of the Writing Project.
<i>The NAEP response for this question was student reported.</i>			

**TABLE 3.**  
**Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<b>6. Teacher uses individual or group projects or presentations to assess student progress in reading.</b>			
On the 2003 NAEP Reading Assessment, 4 <sup>th</sup> grade students of teachers who used individual or group projects or presentations to assess their students' progress in reading once or twice a year scored higher than those who never or hardly ever did and higher than those who did once or twice a week. Furthermore, students of teachers who used this practice once or twice a month scored highest of all.	<b>71%</b> of NWP teachers say they use individual or group projects or presentations to assess their students' reading progress once or twice a year or once or twice a month; of these, <b>50%</b> say they do this once or twice a month.	<b>77%</b> of NWP teachers say they use individual or group projects or presentations to assess their students' reading progress once or twice a year or once or twice a month; of these, <b>54%</b> say they do this once or twice a month.	<b>75%</b> of NWP teachers say they use individual or group projects or presentations to assess their students' reading progress once or twice a year or once or twice a month; of these, <b>54%</b> say they do this once or twice a month.
There was not a significant difference for 8 <sup>th</sup> grade students.			
This question was not asked on the NAEP Assessment at the 12 <sup>th</sup> grade level.	<b>49%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>47%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>50%</b> of participants say they do this more frequently as a result of the Writing Project.

*The NAEP response for this question was teacher reported.*



**TABLE 3.  
Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<p><b>7. Teacher uses extended essays or papers on assigned topics to assess student progress in reading.</b></p>	<p><b>65%</b> of NWP teachers say they use extended essays or papers to assess their students' reading progress once or twice a year or once or twice a month; of these, <b>27%</b> say they do this once or twice a year.</p>	<p><b>59%</b> of NWP teachers say they use extended essays or papers to assess their students' reading progress at least once or twice a month. <b>43%</b> of participants say they do this more frequently as a result of the Writing Project.</p>	<p><b>58%</b> of NWP teachers say they use extended essays or papers to assess their students' reading progress at least once or twice a month. <b>40%</b> of participants say they do this more frequently as a result of the Writing Project.</p>
<p>On the 2003 NAEP Reading Assessment, 4<sup>th</sup> grade students of teachers who used extended essays or papers to assess their students' progress in reading once or twice a year or once or twice a month scored higher than those who never or hardly ever did or those who did more often. Students of teachers who practiced this once or twice a year scored highest of all.</p> <p>For 8<sup>th</sup> graders, students of teachers who practiced this once or twice a month scored higher than those who practiced this more or less often.</p> <p>This question was not asked on the NAEP Assessment at the 12<sup>th</sup> grade level.</p>	<p><b>35%</b> of participants say they do this more frequently as a result of the Writing Project.</p>		
<p><i>The NAEP response for this question was teacher reported.</i></p>			

**TABLE 3.**  
**Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<b>8. Teacher has students spend time doing persuasive writing (eg., letters, reviews).</b>			
<p>At the 4<sup>th</sup> grade level on the 1998 NAEP Reading Assessment, students of teachers who focus on persuasive writing for at least one-third of their writing instruction time scored higher than those who do this more often. At this grade level there is no significant difference between students whose teachers spent at least one-third of their time on this activity compared to those who spent little or no time.</p>	<p><b>66%</b> of NWP teachers spend at least one-third of their writing instruction time on having students do persuasive writing.</p>	<p><b>64%</b> of NWP teachers spend at least one-third of their writing instruction time on having students do persuasive writing.</p>	<p><b>58%</b> of NWP teachers spend at least one-third of their writing instruction time on having students do persuasive writing.</p>
<p>At the 8<sup>th</sup> grade level students whose teacher focused on persuasive writing for at least one-third of their writing instruction time scored higher than those who spent little or no time, or those who spent more time on this genre of writing.</p>	<p><b>41%</b> of NWP participants do this more frequently as a result of their participation in the NWP institute.</p>	<p><b>35%</b> of NWP participants do this more frequently as a result of their participation in the NWP institute.</p>	<p><b>36%</b> of NWP participants do this more frequently as a result of their participation in the NWP institute.</p>
<p>This question was not asked on the NAEP Reading Assessment at the 12<sup>th</sup> grade level.</p>			
<p>On the 2002 NAEP Writing Assessment, students at all grades who wrote persuasive essays at least a few times a year or once or twice a month scored higher than those who never or hardly ever did or those who did this at least once a week. <i>(The scale was different on the Writing Assessment).</i></p>			

**TABLE 3.  
Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<b>9. Students look for information on the Internet to include in their stories, papers, or reports.</b>			
At all grade levels on the 2002 NAEP Writing Assessment, students who sometimes or almost always use the Internet for research scored higher than students who never or hardly ever did.	<b>93%</b> of NWP teachers say they sometimes or almost always ask students to look for information on the Internet to include in their stories or reports.	<b>88%</b> of NWP teachers say they sometimes or almost always ask students to look for information on the Internet to include in their stories or reports; of these, <b>31%</b> report that they almost always do this.	<b>93%</b> of NWP teachers say they sometimes or almost always ask students to look for information on the Internet to include in their stories or reports; of these, <b>25%</b> report that they almost always do this.
Moreover, 8 <sup>th</sup> and 12 <sup>th</sup> graders who almost always use the Internet for research score higher than their peers who only sometimes use it.	<b>34%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>30%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>25%</b> of participants say they do this more frequently as a result of the Writing Project.
<i>The NAEP response for this question was student reported.</i>			

**TABLE 3.**  
**Findings for Each Classroom Practice Associated with Higher Student Achievement**

NAEP findings on contribution of classroom practices to student achievement	Practices of NWP teachers		
	Elementary school (grades 3-5)	Middle school (grades 6-8)	High school (grades 9-12)
<b>10. Students use a computer to make changes to their stories, papers, or reports.</b>			
At the 4 <sup>th</sup> grade level on the 2002 NAEP Writing Assessment, students who almost always use computers to make changes to their papers scored higher than students who never or hardly ever did or those who only sometimes use them.	<b>21%</b> of NWP teachers say they almost always have their students use a computer to make changes to their stories or reports.	<b>91%</b> of NWP teachers say they sometimes or almost always have their students use a computer to make changes to their stories or reports; of these, <b>46%</b> say they almost always do this.	<b>91%</b> of NWP teachers say they sometimes or almost always have their students use a computer to make changes to their stories or reports; of these, <b>51%</b> say they almost always do this, the optimal frequency.
At the 8 <sup>th</sup> and 12 <sup>th</sup> grade levels, students who sometimes or almost always use computers scored higher than those who never or hardly ever did. Those who almost always did scored highest of all.	<b>31%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>30%</b> of participants say they do this more frequently as a result of the Writing Project.	<b>31%</b> of participants say they do this more frequently as a result of the Writing Project.
<i>The NAEP response for this question was student reported.</i>			

## V. CONCLUSION

When teachers rated the quality and value of the summer 2004 NWP invitational institutes on the Satisfaction Survey, more than 97% said that the program was high in quality and that what they learned would be valuable. This high rating is consistent with those of the past five years, indicating that NWP institutes are of reliably high quality over time.

One year later on a follow-up survey, high proportions of those teachers reported that they indeed gained valuable knowledge and skills from the institute and, further, that they have changed their classroom practices as a result. These findings indicate that NWP institutes support teachers in emphasizing classroom practices that give students control over the processes and skills of writing, as well as practices that enable students to use writing to learn and communicate in all curriculum areas. Moreover, high proportions of teachers reported that these changes in their practices are benefiting their students in both their skills and their attitudes about writing. Again, these results have been consistent over five years<sup>13</sup>.

Comparisons with findings for grades 4, 8 and 12 from the NAEP Writing and Reading Assessments indicate that NWP institutes promote classroom practices that are correlated with higher achievement in both writing and reading on the Nation's Report Card. NWP institutes thus appear to help teachers address their students' multiple literacy needs.

In sum, this study suggests that NWP institutes offer professional development programs to teachers that are high in quality and influential in positive ways in teachers' classrooms.

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<sup>13</sup> Reports from earlier years' follow-up surveys are available online at [inverness-research.org](http://inverness-research.org) and the National Writing Project.

## SURVEY FORMS

National Writing Project Invitational Institute Survey of Participant Satisfaction for Summer 2005 (one page)

*This set of questions has been asked every year for six years (2000-2005). It is administered in paper form at the end of the institutes.*

Ten-minute follow-up questionnaire for teachers who attended a Writing Project Summer 2004 Invitational Institute (four pages)

*This is the spring 2004 version discussed in this report. It is administered on line.*



## Ten-minute follow-up questionnaire for teachers who attended a Writing Project Summer 2004 Invitational Institute

**1. Please identify the Writing Project that sponsored the institute you attended:**

Name of WP: \_\_\_\_\_  
 City \_\_\_\_\_  
 State \_\_\_\_\_

**2. Please check the grade level grouping that most closely describes the grade level you teach (choose only one):**

- K-2
- 3-5
- 6-8
- 9-12
- College or University

**3. The value and impact of the Writing Project (WP) for you**

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

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

*And now we ask you to respond to several statements about the impact of your experience in the WP as it relates to reading and technology:*

	Disagree strongly	Disagree	Neutral	Agree	Agree strongly
What I have experienced in the WP applies to the teaching of reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of the WP, I am more effective in teaching reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of the WP, I am more comfortable using technology for my own learning and writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of the WP, I am more comfortable using technology in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

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. *[The response options vary slightly for different questions. This is because these questions have appeared on various administrations of the NAEP; for research purposes our questions must be identical to the NAEP questions.]*

	How often do you use each of the following teaching practices in your classroom this year?				How, if at all, has your practice changed as a result of your Writing Project involvement?		
	Never	Rarely	Sometimes	Often	Because of the WP, this happens less often	The WP has not contributed to a change	Because of the WP, this happens more often
How often do you have your students define their purpose and audience when they write about something?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you have students plan their writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Little or no time	At least 1/3 of time	2/3 of the time	Almost all of the time	Because of the WP, this happens less often	The WP has not contributed to a change	Because of the WP, this happens more often
About what proportion of your writing instruction time is focused on having students do persuasive writing (e.g., letters, reviews)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Sometimes	Always	Because of the WP, this happens less often	The WP has not contributed to a change	Because of the WP, this happens more often
When you have students write, how often do you talk to them about what they are writing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The impact of the Writing Project on your teaching practice this year, **continued**

	How often do you use each of the following teaching practices in your classroom this year?			How, if at all, has your practice changed as a result of your Writing Project involvement?		
	Never or hardly ever	Sometimes	Almost always	Because of the WP, this happens less often	The WP has not contributed to a change	Because of the WP, this happens more often
How often do you have students make changes to their stories or reports to fix mistakes and improve them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you have students use a computer to make changes to their story or report (for example, spell-check, cut and paste)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you ask students to look for information on the Internet to include in their stories or reports?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	1-2 times a year	1-2 times a month	At least once a week	Because of the WP, this happens less often	The WP has not contributed to a change	Because of the WP, this happens more often
	How often have you had students write long answers to questions on tests or assignments that involved reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you use extended essays/papers on assigned topics to assess student progress in reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do you use individual or group projects or presentations to assess student progress in reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Benefits of your Writing Project involvement for your students**

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

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

	Disagree strongly	Disagree	Can't say/mixed	Agree	Agree strongly
...enjoy writing more and are more proud of what they write.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...better understand the value of writing for discovery and for communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...write more often and write longer pieces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...are better able to explain in writing what they are thinking and learning in the subjects I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have a better understanding of the qualities of good writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...have a better grasp of writing conventions and editing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. What do you think is the most important thing you learned in the summer institute?**

Please enter the email address where you received this invitation. Be assured that all responses will be held in confidence, aggregated and reported anonymously and that we will not use your email address for any other purpose than for this survey.

Email \_\_\_\_\_

Thank you very much!

Contact Allison Murray, Inverness Research Associates, at [aimurray@inverness-research.org](mailto:aimurray@inverness-research.org), (510) 528-0905 with any concerns.