

# **Teachers' Assessments Of Professional Development Quality, Value, And Benefits:**

Results From Seven Annual Surveys Of  
Participants In National Writing Project  
Summer Institutes

Laura Stokes, Ph.D.  
Mark St. John, Ph.D.

With assistance from  
Kathleen Dickey  
Ellen Meyer, Ph.D.  
Allison Murray  
Mary Regan  
Laurie Senauke

March 2008  
INVERNESS RESEARCH

# Table of Contents

---

<b>EXECUTIVE SUMMARY .....</b>	<b>i</b>
<b>I. THE NEED FOR HIGH QUALITY PROFESSIONAL DEVELOPMENT IN THE TEACHING OF WRITING.....</b>	<b>1</b>
THE IMPORTANCE OF WRITING IN THE NATION’S SCHOOLS.....	1
STRENGTHENING TEACHING THROUGH HIGH-QUALITY PROFESSIONAL DEVELOPMENT .....	1
THE NATIONAL WRITING PROJECT AS A PROFESSIONAL DEVELOPMENT RESOURCE.....	2
<b>II. SURVEYS OF TEACHERS’ JUDGMENTS ABOUT NWP PROFESSIONAL DEVELOPMENT QUALITY AND BENEFITS .....</b>	<b>2</b>
PERSPECTIVES OF OVER 22,000 TEACHERS.....	2
BACKGROUND OF THE STUDY .....	3
The National Writing Project.....	3
ANNUAL SURVEYS OF INSTITUTE PARTICIPANTS .....	4
Purposes .....	4
Design and administration.....	5
<b>III. FINDINGS FROM THE SURVEYS.....</b>	<b>6</b>
A. A PROFILE OF INSTITUTE PARTICIPANTS .....	6
B. TEACHERS’ ASSESSMENTS OF THE QUALITY AND VALUE OF THE INSTITUTE .....	8
C. TEACHERS’ ASSESSMENTS OF THE BENEFITS OF THE INSTITUTES.....	9
Benefits of the institute for teaching.....	9
Differences by teacher ethnicity, grade level, years of experience, subject areas.....	12
Difference by ethnic background.....	12
Difference by grade level.....	14
Difference by years of teaching experience.....	16
Difference by subject area.....	18
Benefits extending to the teaching of reading and uses of technology.....	20
Differences in benefits related to teaching reading by teacher ethnicity, grade level, years of experience, and subject area.....	22
Differences in benefits related to technology by teacher ethnicity, grade level, years of experience, and subject area.....	25
D. BENEFITS TO INSTITUTE PARTICIPANTS’ STUDENTS.....	27
Differences in benefits to students by teacher ethnicity, grade level, years of experience, subject areas.....	30
Difference by teacher ethnicity.....	30
Difference by grade level.....	32
Difference by years of teaching experience.....	34
Difference by subject area.....	35
E. TEACHERS’ USE OF CLASSROOM PRACTICES ASSOCIATED WITH HIGHER ACHIEVEMENT ON NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS .....	37
Frequency of teachers’ use of classroom practices associated with higher achievement .....	38
The influence of the NWP on promoting practices associated with higher achievement.....	39
<b>IV. THE NATIONAL WRITING PROJECT AS A VALUABLE NATIONAL RESOURCE FOR EDUCATION .....</b>	<b>40</b>
<b>REFERENCES .....</b>	<b>43</b>

# Teachers' Assessments Of Professional Development Quality, Value, And Benefits: Results From Seven Annual Surveys Of Participants In National Writing Project Summer Institutes

## Executive Summary

---

The National Writing Project (NWP) is the nation's premier professional development network dedicated to improving the teaching of writing. The NWP network comprises nearly 200 local sites in all 50 states, Puerto Rico, and the Virgin Islands. This report presents the results of a seven-year survey study in which participating teachers judged the quality of NWP professional development institutes and assessed the benefits they, and ultimately their students, gained from participation.

### **The nation needs high quality professional development in writing**

Education and business leaders, as well as the general public, all agree that writing skills are important to student success during and beyond their schooling, and that better writing instruction is a critical need in the nation's education system (National Commission on Writing, 2003, 2004, 2006; Belden Russonello & Stewart, 2007). There is also accepted research evidence that effective teachers are the greatest contributor to student achievement (Haycock, 1998). Aside from the need to recruit and retain high quality new teachers, there is a need to improve the teaching of writing through high quality professional development.

### **The NWP model depends upon the development of effective teacher leadership**

The NWP offers over 7,000 professional development programs a year in the nation's schools, reaching over 92,000 individual teachers and serving over 135,000 total participants. To develop the capacity to offer this scale of programming, the 200 sites of the NWP support the development of classroom teachers as professional leaders. The entry point into a NWP site's teacher leadership cadre is a program called the invitational summer institute. Annually, over 3,000 teachers participate in NWP summer institutes. Among the responsibilities of institute participants is to continue studying the teaching of writing and expanding their professional repertoires of effective practices in their

classrooms. Also among their responsibilities is to hone their professional judgment about effective practices and the benefits of high quality instruction for their students. Local NWP sites draw from this ever-expanding pool of leading practitioners—called teacher-consultants in the NWP—to offer a wide range of professional development programs in schools and districts in their service areas.

### **NWP summer institutes must be of high quality to contribute to teachers' development as leaders**

The NWP model depends upon teacher leaders who can provide high quality professional development programs in schools. In the NWP model, effective teacher leadership is grounded in and derives from effective classroom practice. A critical contributor to the ability of NWP sites to support teacher-consultants is the quality of the summer institute model and program. Key attributes of the summer institute, therefore, are its quality and value as professional development for teachers with leadership potential, its ability to help teachers continue strengthening their practice and professional judgment, and ultimately its ability to help produce benefits for students.

This seven-year survey study addresses these attributes. It examines institute participants' judgments about the quality of NWP institutes and the benefits of the institutes for their teaching and professional growth. It also examines teachers' judgments about the benefits of their NWP participation for their students' learning. Further, it includes teachers' reports on their use of classroom practices that are statistically correlated with higher achievement on the 1998 and 2002 writing assessments of the National Assessment of Educational Progress (NAEP), also known as the nation's report card, as well as teachers' assessments of the NWP institutes' influence on those practices. By asking for teachers' judgments about the general benefits for their students deriving from the NWP, as well as their use of classroom practices that are linked to higher achievement on a standard measure, we have two windows onto the connections that teachers make between high quality professional development, classroom practice, and student learning. Ultimately, studying these attributes of the summer institute enables us to assess the prospects for these leading teachers' development of capacity to provide high quality professional development in NWP programs in schools.

### **The judgments of over 22,000 teachers in NWP institutes**

Teachers in NWP institutes were surveyed twice: once at the end of the summer institute and once toward the end of the subsequent school year, about 8 months after their participation<sup>1</sup>. Findings reported here are from surveys of seven cohorts of NWP institute participants, from summer 2000 and school year 2002-03, through summer 2006 and

---

<sup>1</sup> The full report explains the survey development. The survey forms appear in Appendices A and B.

school-year 2006-07, a total of 22,287 teachers. Our analysis takes a longitudinal perspective, asking whether institute quality varies or is consistent over time for different cohorts. Additionally, we compare the judgments of teachers with different characteristics—ethnic backgrounds, years of teaching experience, school levels, and subject area responsibilities—asking whether they have the same or different perspectives about the quality of the institutes and the contributions of the institutes to their classroom practice and their students’ learning.

## Summary Findings

---

### A. THE REPRESENTATIVE DIVERSITY OF THE NWP’S TEACHER LEADERSHIP POOL

Finding 1. NWP institutes attract and select teachers so as to build a leadership pool that represents the diversity of the teaching profession: A range of ethnic backgrounds that reflect those in the teaching force; all grade levels, K-16; the full range of teaching experience, from new teachers to veterans; and multiple subject areas, including and beyond the language arts. [pages 6-7]<sup>2</sup>

The 22,287 teachers included in this seven-year study have the following characteristics:

- **Ethnic background.** The pool of institute participants is slightly more ethnically diverse than the national teaching force, comprising 81% white teachers and 19% teachers of color.
- **Grade level.** The NWP, unlike other professional development programs, includes the full K-16 grade range. Within the K-12 range, institute participants are roughly equally drawn from elementary, middle, and high school grade levels; about 6% of institute participants teach at the college/university level.
- **Subject matter.** About 4 in 5 participants are language arts teachers or generalists who have primary responsibility for teaching writing and literacy. The other 1 in 5 participants teach in other subjects (science, math, and so on) or in special contexts where the overall development of literacy is important and where writing serves as an important mode of learning.
- **Teaching experience.** More than half of institute participants are veterans who bring considerable experience into their NWP sites. Over the seven-year period of the study, more than half of participants had been teaching 6 years or longer when they participated (20% had been teaching more than 15 years). Just less than half (45%) were entering the NWP professional community early in their careers, having been teaching 5 years or less when they participated.

---

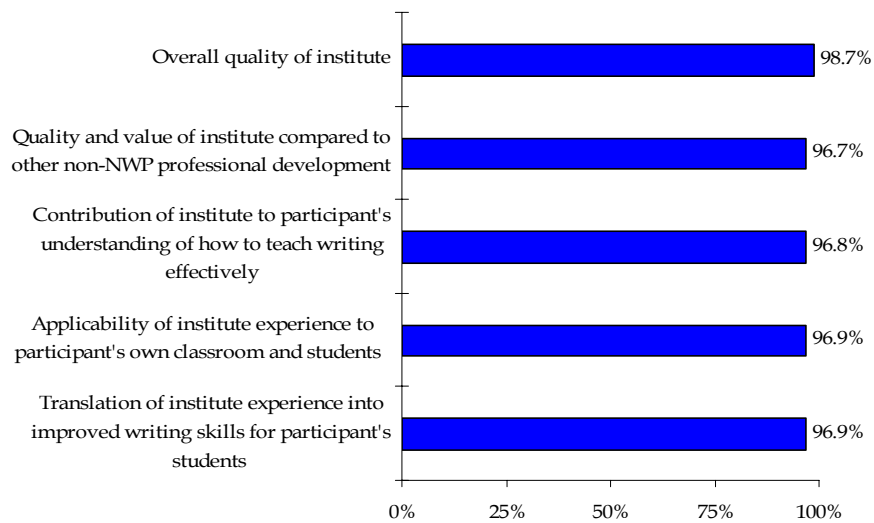
<sup>2</sup> Page ranges indicate where more detail appears in the full report. All data tables are in Appendix D.

**B. TEACHERS’ CONSISTENTLY POSITIVE ASSESSMENTS OF THE QUALITY AND VALUE OF THE SUMMER INSTITUTE**

Finding 2. On the summer institute survey, at least 96% of participants over the seven years made positive assessments of the NWP institute’s overall quality, its quality compared to non-NWP professional development, its contribution to their understanding of how to teach writing, its applicability to their classroom practice, and its prospects for translating into better writing for their students. The NWP institute model produces reliably positive experiences for teachers across sites and over time. [page 8.]

These strikingly positive results verify that NWP institutes are a good match for participants’ high-level professional expectations.

**Figure 1-ES.  
Summer institute survey: Seven-year overall ratings of institute quality and value**



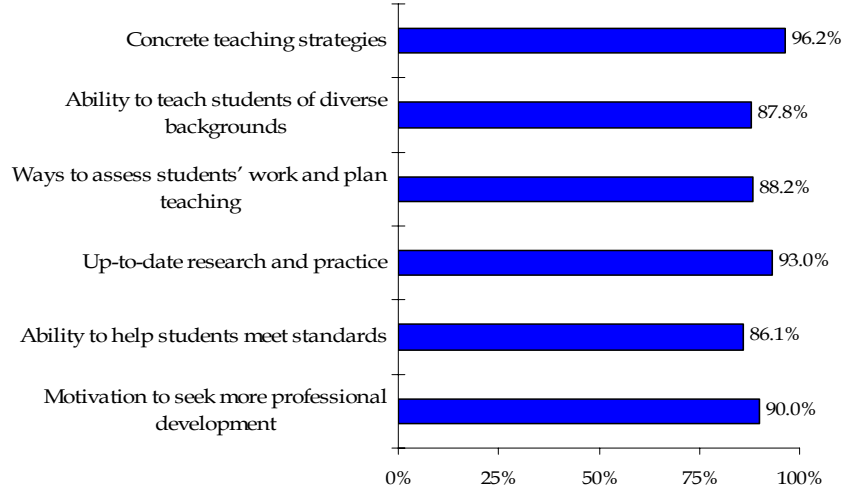
**C. BENEFITS OF THE INSTITUTE TO TEACHERS BACK IN THE CLASSROOM**

Finding 3. Eight months after the institutes, a very great majority of respondents find that their experience in the NWP has expanded their repertoires of classroom practice, enhanced their professional knowledge, and strengthened their ability to serve their students. [pages 9-11]

Teachers responded to a follow-up survey during the spring after their participation, on which they assessed the institute’s benefits to themselves as teachers. Over seven years, the very great majority of respondents found the institute to be beneficial in multiple ways that are important to their evolution as professional leaders. There were statistically significant differences across the full seven-year span for most benefits; however, these

differences appeared as a pattern of fluctuations of quite small magnitude, rather than suggesting any consistent upward or downward trends.<sup>3</sup>

**Figure 2-ES.**  
**Follow-up survey: Seven-year overall assessment of benefits to teachers**



**Finding 4** Beyond helping teachers improve the teaching of writing, the institutes also helped most teachers address the broader literacy concerns of teaching reading and using technology. [pages 20-21]

In 2004, because of new NWP initiatives in these areas, we added questions about reading instruction and computer use to the follow-up survey. Over the three years, 77% of teachers said that what they learned in NWP institute helped them become more effective in teaching reading, 66% said the institute helped them gain comfort in using computers for their own professional work, and 60% said the NWP institute helped them become more comfortable using computers for teaching.

**D. NWP INSTITUTES' CONTRIBUTION TO THE IMPROVEMENT OF STUDENT WRITING**

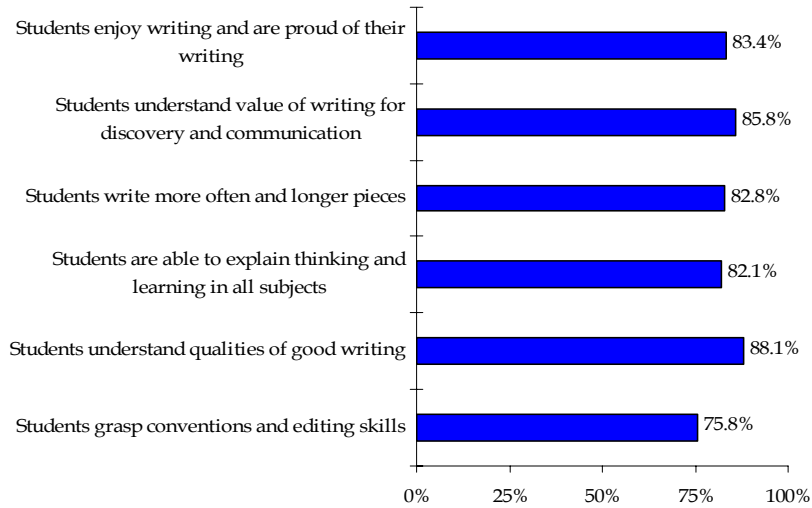
**Finding 5** The great majority of teachers observe improvements in their students' attitudes, knowledge, productivity, and skills as writers because of what they, the teachers, gained from the NWP institutes. [pages 27-29]

On the follow-up survey 8 months into the school year, we asked teachers assess the extent to which their current students were more effective as writers than their former students because of what they, the teachers, had gained from the institute. For five of the six benefits, there was enough variation across the span of seven years to be statistically significant, but the pattern was of small fluctuations rather than a trend. The graph below

<sup>3</sup> The full report includes displays of differences; Appendix D includes all data tables.

shows that a great majority of teachers observed multiple benefits for their current students because of the NWP.

**Figure 3-ES.**  
**Follow-up survey: Seven -year overall assessment of benefits to students because of teachers' participation in the NWP**



**Finding 6.** In the year following the institute, a substantial majority of NWP teachers report that they are using six specific classroom practices at the same frequencies that are correlated statistically to higher scores on the 2002 NAEP writing assessment. Teachers' reports suggest that many of them were using these practices before the institute and that the institute reinforced or increased their use. [pages 37-39]

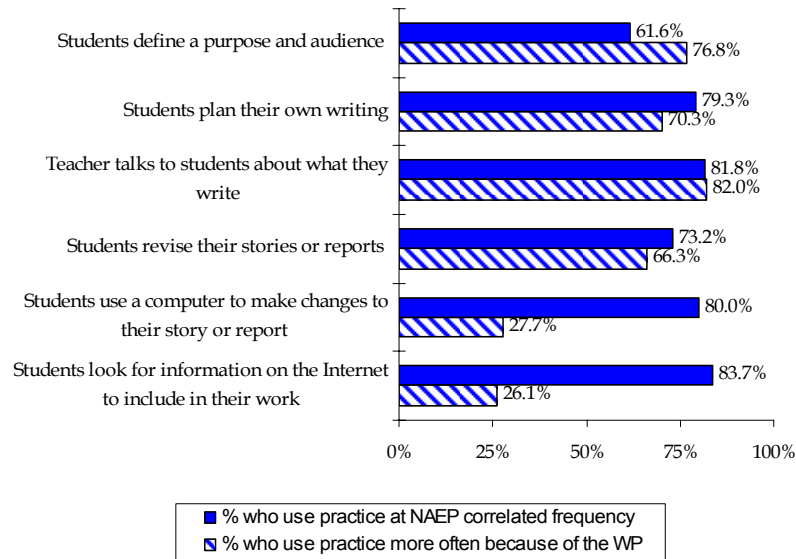
The follow-up survey asked teachers to report how often they use several specific classroom practices. The survey instrument does not reveal that these practices were drawn from NAEP surveys nor that they are statistically correlated with higher NAEP achievement when they are used often. The survey also asked teachers about whether the NWP influenced them to use these practices less often, more often, or had no influence.

The results suggest that before the institute, most teachers were already having students plan and revise their writing, and were already having their students use computers for their writing. The NWP promoted even more use of planning and revising strategies. The NWP influence on more frequent computer use was comparatively weaker than on other practices, though this may have occurred because even "some" use of computers correlates with higher achievement, and teachers were already using computers at least sometimes. The institute had a strong positive influence on how often teachers talked with their students about their writing. The institute influenced most teachers to have students define an audience and purpose for their writing more than they did before, but about 2 in 5 teachers are not yet using this strategy at the degree of frequency ("often") that is linked to higher achievement on the NAEP.



In the graph below, the top bar indicates the proportion of respondents who reported using the practice at the same level of frequency that is correlated with higher achievement; the bottom bar shows the percentage who said the NWP influenced them to use this practice more often.

**Figure 4-ES.**  
**Follow-up Survey: Four-year<sup>4</sup> results for the frequency of teachers' use of classroom practices associated with higher NAEP writing achievement, and the impact of the institute on increasing teachers' use of those practices**



**E. THE GENERAL CONSISTENCY OF TEACHERS' ASSESSMENTS ACROSS DIVERSE BACKGROUNDS**

**Finding 7.** Across the seven years, teachers made similarly positive assessments of the benefits of the institute for themselves and ultimately for their students, regardless of their ethnic background, years of teaching experience, subject area, and grade level. Within the dominant pattern of consistency across groups, there were some small fluctuations and occasionally a slight trend for one subgroup group to differ from another. [pages 12-18, 22-26, 30-36]

Teachers of all backgrounds made quite similar judgments about the benefits of NWP institutes to themselves as teachers and ultimately for their students. Lack of difference across groups was the strongly predominant trend. There were minor fluctuations in teachers' ratings across the years but they were small in magnitude and did not reflect upward or downward trends. There were occasional differences across some respondent groups for some benefits. For example, there is a very slight trend toward greater

<sup>4</sup> Because of changes in survey questions following the NAEP 2002 assessment, we have four years (rather than seven) of consistent data on this set of questions.

benefits to K-12 teachers and their students than to college teachers, and elementary and middle school teachers are very slightly more likely than upper grades teachers to find the institutes applicable to the teaching of reading.

The occasional differences that appear for one item or another are reassuring in that they suggest that teachers were making considered judgments about the value of the institute for their distinct teaching context and professional trajectory. The overall pattern of consistency reflects an institute model that is reliably strong and well implemented across the NWP network year in and year out.

## **The National Writing Project As A Valuable National Resource For Education**

---

Teachers who participate in NWP institutes comprise the leadership pool that NWP sites draw upon to deliver professional development programs to teachers in their local service areas. Further, NWP institute participants become mainstays in the education system: Research has shown that 98% stay in education until they retire, and 70% stay in the classroom throughout their careers. Of those who leave the classroom, 83% work in leadership positions at the school level. Moreover, 72% continue to work or volunteer in education after their retirement (LeMahieu, et al., 2008). The leadership of NWP teacher-consultants is not transitory; rather, it is a long-term resource for the improvement of teaching. It is vital, therefore, that the summer institute model and experience be effective because it is the entry point to NWP sites' development of teacher-leadership.

Findings from this survey make a strong case that the summer institute serves its purpose very well:

First, the institutes attract a wide range of teachers, and these teachers benefit from the institute regardless of differences in their backgrounds and contexts. This finding is significant because the NWP wants the leadership pool to reflect the diversity of needs and teaching contexts of teachers in the schools—teachers who will be participants in NWP programs led one day by these institute graduates.

Second, what teachers gain from the institutes is multi-faceted. They gain concrete strategies they can use right away, and beyond that, they gain up-to-date research and the motivation to continue professional learning. These results indicate that the institutes act as powerful launching pads for long-term professional growth. Importantly, in-depth qualitative research on the relationship between summer institutes and teacher classroom practice verifies and elaborates on this survey finding (Lieberman and Wood, 2003).

Third, NWP teachers are using teaching practices in their classrooms that are broadly accepted as effective and that contribute to student achievement. And while the institutes are reinforcing and promoting such practices, it is also the case that many participants were using them at least to some extent when they entered the program. That is, these teachers are not novices beginning to adopt effective practices; rather, the institutes build teacher leadership on a foundation of teaching experience. Teacher-leadership anchored in effective practice is the essence of the NWP model.

Fourth, the institutes provide a valuable experience and multiple benefits to teachers every year. This level of productivity reflects a mature NWP network that has accumulated very high capacity: It produces high quality programming reliably, and does so at a national scale. The NWP is a sizable engine generating a steady stream of teacher leadership into the nation's education system year in and year out.

### **Reflection from a broader perspective**

These seven annual surveys are one strand in an ongoing history of evaluation and research on the National Writing Project conducted by ourselves and other researchers<sup>5</sup>. In our nearly 25 years in the business of education evaluation, we have studied dozens of federal, state, and local projects that focus on the professional development of teachers in writing, mathematics, science, and other subjects, including some that bring K-12 and higher education institutions together or emphasize the development of teacher leadership.<sup>6</sup> When we consider the results of research on the NWP in light of research on other projects, we see that the NWP is unique not only in its scale, its longevity, and its adherence to principles that are respectful of teachers and the complexity of their work, but very importantly, the NWP is unique in its organizational capacity to produce, year after year, high quality professional development programs. The NWP functions as a robust infrastructure for the improvement of the teaching profession and, as such, we see it is a valuable and vital national resource.

The NWP will continue to face challenges as it seeks to expand its reach to even more teachers, to grow professional development programs that are increasingly helpful to teachers in the age of digital literacy and worldwide communication, and in all ways to continue striving to serve teachers of students who are disadvantaged by poor access to

---

<sup>5</sup> Other NWP evaluations assess improvement on samples of student writing, as well studying classroom practices. The Academy for Educational Development completed a three-year study of the NWP in 2002 that included a writing assessment. The NWP's own Local Site Research Initiative has involved 19 NWP sites since 2003 in comparative studies examining gains on pre- and post-tests. In 2007, the NWP commissioned an independent \$5.5 million, five-year national evaluation focusing on writing improvement in schools that work with NWP sites. For information on these and more, see the Results page at [www.nwp.org](http://www.nwp.org).

<sup>6</sup> See [www.inverness-research.org](http://www.inverness-research.org).

high quality literacy education. The summer institute will remain the well-spring and generator of the teacher leadership that the NWP needs to strengthen the profession and improve student writing. Thus, ongoing measurements of its quality will remain vital to the overall health of the national infrastructure. New surveys of summer institute participants should go beyond classroom teaching and assess the extent to which and the ways in which institutes help participants develop emerging skills and attitudes of professional leadership for their NWP sites and for change agency in their workplaces.

### **Inverness Research**

Inverness Research is a national education research and evaluation group headquartered in Inverness, California, in the San Francisco Bay Area. We study investments that are made in the improvement of education, seeking to document the benefits of those investments at multiple levels, from system capacity to the classroom. For over 12 years we have collected data on NWP programs and participants, as well as conducting studies of NWP initiatives such as Project Outreach, the New Teacher Initiative and the Technology Initiative. The surveys that we report on here represent one facet of our long-term evaluation of the NWP. See [www.inverness-research.org](http://www.inverness-research.org).

# Teachers' Assessments Of Professional Development Quality, Value, And Benefits: Results From Seven Annual Surveys Of Participants In National Writing Project Summer Institutes Full Report

## I. The Need For High Quality Professional Development In The Teaching Of Writing

---

### **The importance of writing in the nation's schools**

“American education will never realize its potential as an engine of opportunity and economic growth until a writing revolution puts language and communication in their proper place in the classroom... Of the three ‘Rs,’ writing is clearly the most neglected.” This is the thesis of *The Neglected R: The Need for a Writing Revolution* (2003), the first report of the National Commission on Writing in America's Schools and Colleges. The Commission was created in response to concerns within the education, business, and policy communities about U.S. students' level of writing achievement. Subsequent reports have focused on the importance of writing for advancement in the workplace (2004) and on how the education system can expand and improve student writing (2006). All of these reinforce the idea that the need for better writing curriculum and the responsibility for improving writing extend across all subject areas.

### **Strengthening teaching through high-quality professional development**

Effective classroom teachers are the most important contributors to student achievement. This assumption about teacher quality has become a touchstone of the national conversation about education improvement. A good many educators have based their life's work on this assumption, and research has produced strong evidence of it (Haycock, 1998, drawing from Sanders, 1996, and Archer, 1998)<sup>7</sup>. The No Child Left Behind Act, while being criticized for generating a too-heavy focus on testing, places a strong emphasis on teacher quality. There has long been agreement in the research community that

---

<sup>7</sup> Recent references to this research include The Aspen Institute Commission on NCLB (2006), the Center for Teaching Quality; *Education Week* (Darling-Hammond, Jan 10, 2008), and Time Magazine (Wallis, February 13, 2008).

professional development is vital to the improvement of teaching, and further, that teachers need high quality professional development when they enter the profession and throughout their careers (National Commission on Teaching and America's Future, 1996). In *Writing and School Reform* (2006), the Commission notes that "The best hope for improving both writing and schools generally lies in high-quality professional development" (p.9), both for teachers of the language arts and for teachers of other subject areas.

### **The National Writing Project as a professional development resource**

In *Writing and School Reform* (2006), the National Commission names the National Writing Project (NWP) as a national resource for best practices in the teaching of writing. The NWP is a professional development network dedicated to improving writing instruction nation-wide. Founded in 1974 at UC Berkeley, it now numbers 200 local sites in all 50 states, Puerto Rico and the Virgin Islands<sup>8</sup>. The NWP has received federal support since 1991. A number of studies and reports over the past decade and more have recognized the NWP as an exemplary professional development program. In their study of the effectiveness of networks as models for reform, Lieberman and McLaughlin (1992) point to the longevity and strength of the NWP as a professional network, the quality of leadership in the NWP, and the quality of the professional development it provides to teachers. Lieberman and Wood's book-length case study of NWP sites (2003) examines the ways in which NWP summer institutes support teachers' growth as classroom teachers, their leadership for professional development, and their overall professional commitment and stature.

## **II. Surveys Of Teachers' Judgments About NWP Professional Development Quality And Benefits**

---

### **Perspectives of over 22,000 teachers**

This report examines teachers' judgments about the quality, value, and benefits of NWP institutes as professional development. It presents findings from annual surveys of seven cohorts of institute participants from 2000-2006, a total of 22,287 teachers. Teachers who participate in NWP summer institutes comprise the pool from which local NWP sites draw the leaders for their professional development programs. Over 3,000 teachers a year participate in these institutes. Respondents to the surveys gave their judgments about the quality of NWP institutes and the value of the institutes in helping them strengthen their classroom teaching and improve their students' learning. The teachers also reported on their use of classroom practices that are correlated statistically with high levels of student achievement on the National Assessment of Educational Progress (NAEP) writing

---

<sup>8</sup> As of February 2008.

assessments in 1998 and 2002; and the teachers assess the role of the NWP in promoting those practices.

This report takes a longitudinal perspective, looking at trends and patterns over seven years for this pool of institute participants. Additionally, it presents a profile of institute participants' demographic characteristics and their teaching roles and contexts. We examine the extent to which teachers with different characteristics—a range of ethnic backgrounds, years of teaching experience, school levels, and subject area responsibilities—differ in their judgments about the quality and value of the institute and differ in their assessments of the benefits of the institutes for their teaching and ultimately for their students.

## **Background of the study**

### ***THE NATIONAL WRITING PROJECT***

*Scope and scale of NWP teacher leadership capacity.* The 200 sites of the NWP network are housed on university campuses and co-directed by university and K-12 faculty. The national NWP office distributes federal funds to local sites; each site garners matching funds from home universities and miscellaneous local grants, as well as from regional schools on a fee-for-service basis. On an annual basis, the NWP network offers over 7,000 programs serving more than 92,000 individual teachers; nearly half of these teachers participate in multiple programs, reflecting a “turnstile” capacity for the network of over 135,000 participants annually.<sup>9</sup>

All local NWP sites support the development of leading teachers, called teacher-consultants. Sites' cadres of teacher-consultants comprise the leadership capacity that enable them to coordinate and lead the 7,000+ annual programs in schools and districts. Each year, roughly 6,500 teacher-consultants are active nation-wide in designing and delivering NWP-sponsored inservice programs in schools; another several thousand annually work in informal ways as local change agents for school improvement.

*NWP summer institutes as entry points to teacher leadership.* The summer institute—also called the invitational institute—is the core NWP program leading to the development of teacher-consultants. Each NWP site typically offers one invitational institute per year, an intensive program involving 15-20 teachers and running for three to five weeks in the summer. Sites seek out and invite local teachers who can demonstrate accomplished teaching, who are open to continue studying teaching, and who have potential to serve as leaders in their profession. The summer institute builds on this base of professional experience. The institute is designed to foster teachers' individual and collective inquiry into writing as a discipline, into the teaching of writing, and into the uses of writing as a

---

<sup>9</sup> Based on annual data collected by Inverness Research.

mode of learning. Participants work on their own written pieces as members of working groups of writers, they examine the teaching of writing through demonstrations of effective classroom practice and analyses of student work, and they inform themselves about theory and research by reading professional literature.

Following the institute, participants have access to multiple ongoing programs at their NWP sites—called continuity programs—so they can continue strengthening their teaching and build additional leadership skills over time. Participants have opportunities to serve as teacher-consultants in their sites' inservice programs in schools when they have honed their teaching practices to the extent that they are of sufficient quality to share with other teachers.

*Including teachers from a range of contexts.* Summer institute cohorts include teachers from a wide range of backgrounds. Unlike many inservice programs, NWP institutes combine teachers from kindergarten through college/university, working from the principle that responsibility for improving writing instruction resides at all levels. Further, while NWP institutes attract more language arts teachers than others, sites make a deliberate effort to involve teachers of additional subject areas. The logic behind this is that elementary generalists and secondary/college language arts instructors are primarily responsible for the teaching of writing as a discipline; however, teachers of all subjects are responsible for developing student's academic literacy, and further, writing is a mode of thinking and learning that is integral to students' achievement across all subjects. NWP sites also invite teachers to summer institutes who are at different points in their careers, mixing very experienced teachers with newer ones. This decision is based on the idea that teachers who are both strong as practitioners and open to new ideas, regardless of the length of their classroom experience, benefit from learning together and can become valuable members of a NWP site's professional community and leadership cadre. Creating summer institute cohorts with this kind of variation in background means that NWP sites are building leadership cadres that reflect a wealth of teaching experience.

## **Annual surveys of institute participants**

### ***PURPOSES***

In the NWP model, effective teacher leadership is grounded in and derives from effective classroom practice. Among the responsibilities of institute participants is to continue studying the teaching of writing and expanding their repertoires of effective practices. Accordingly, the purpose of the survey study was to seek institute participants' judgments about the quality of the summer institute and their assessments of the benefits gained, both for their own classroom practice and also for their students as a result. We also sought teachers' reports on their use, following the institute, of classroom practices known to improve student writing, and on the role of the institutes in promoting effective practices.



## **DESIGN AND ADMINISTRATION**

The survey study was designed to gather teacher reports and judgments annually at a large scale in a cost- and time-efficient manner. From 2000 to 2006,<sup>10</sup> institute participants were invited to respond to two short surveys, one at the end of the summer institute (referred to as the *summer institute survey*), and one in the spring of the school year following (referred to as the *follow-up survey*), 8 or 9 months after the institute.

*Summer institute survey.* The summer institute survey comprised five statements about key attributes of professional development quality and value. Participants gave ratings on a 1-5 scale. A participant data form accompanied the survey; it asked for teacher characteristics and characteristics of their students during the year they applied for the institute<sup>11</sup>. The summer institute survey was administered on paper at the conclusion of the institute, with the usual safeguard of having respondents seal their survey forms into an envelope addressed to Inverness Research. The overall response rate for these surveys was 88%, a respondent pool of 19,536 teachers.

*Follow-up survey.* The follow-up survey includes three sections. One section asks for teachers' assessment of six benefits to them, as teachers, and another section asks for their assessment of six benefits accruing to their students as a result of the institute. For each, teachers rated their agreement with statements on a 5-point Likert scale. Items in these sections derive from our prior research on NWP programs and our knowledge of writing instruction and professional development, and were developed in consultation with NWP leadership. For these, we report on seven years of data. In the early 2000's the NWP formed two multi-year initiatives, the Reading Initiative and the Technology Initiative, in response to national attention to the problem of adolescent literacy and to interest in the integration of technology into education. In 2004, we added four items to section 1 of the follow-up survey about benefits related to teaching reading and using technology; for those items we report on three years of data, 2004 through 2006.

A third section of the follow-up survey asks teachers about their use of specific classroom practices and the role of the NWP in influencing their use of them. To identify practices to include, we first examined results of the 1998 NAEP writing assessment and developed a list of those practices reported by students or teachers on NAEP surveys that, when used frequently, were statistically correlated with higher student scores on the NAEP writing assessment. From this list, we consulted with the NWP leadership to identify a subset of practices that reflect NWP values and expectations related to teaching writing. On the

---

<sup>10</sup> The summer institute survey was originally designed in 1999 to comply with a USDOE requirement to document "client satisfaction" with a federally funded program. The follow-up survey was introduced in 2001 for the summer 2000 participants. In consultation with the NWP leadership, we devised the follow-up survey so as to gain more information about "impact" of the institute on participants. Annual reports are available at [www.inverness-research.org](http://www.inverness-research.org).

<sup>11</sup> Appendix A includes the summer institute survey and data form.

follow-up survey, we asked teachers to report how frequently they used these practices that year, using the same scales as used in the NAEP surveys. This enabled us to measure the proportion of teachers who report using these classroom practices at the degree of frequency that is correlated with higher NAEP scores. (Teachers were not informed that the items were connected to the NAEP survey.) We also asked teachers whether their participation in the NWP influenced them to increase, decrease, or not change how often they used these practices. This section of the survey thus enables us to posit a logical connection between NWP classroom practices and student achievement.<sup>12</sup> In 2003, we reviewed results of the NAEP 2002 writing assessment; as a result we added new questions about the uses of computers in the teaching of writing and made changes in earlier items where the NAEP scales had changed. For the survey section on classroom practices, we report data from four years, 2003 through 2006.<sup>13</sup>

Initially, the follow-up survey was administered on line, with paper option if requested, to summer institute participants who agreed to respond to the later survey. Since 2004, in the interest of increasing response rate and reducing self-selection bias, we have administered the survey to all institute participants who were teaching the year following the institute. In all, 6,205 teachers responded to the survey, 29% of all institute participants. Response rates increased over time, starting from 22% of the available subset of the 2000 cohort and rising to 42% of all participants in 2006.<sup>14</sup> We have included all responses in our analyses.

### **III. Findings from the Surveys**

---

#### **A. A PROFILE OF INSTITUTE PARTICIPANTS**

Across the seven years of this study, 22,287 teachers participated in summer institutes at local NWP sites. These evolving professional development leaders are drawn from a wide variety of teaching contexts and backgrounds.

NWP sites invite teachers from all grade levels to learn together and enter a K-university professional community. Forty percent of institute participant were teaching in elementary schools when they participated, 23% were in middle schools, 29% were in high schools,

---

<sup>12</sup> Other NWP evaluations directly assess improvement on samples of student writing. The Academy for Educational Development completed a three-year study of the NWP in 2002 that included a writing assessment. The NWP's own Local Site Research Initiative has involved 19 NWP sites since 2003 in comparative studies examining gains on pre- and post-tests. In 2007, the NWP commissioned an independent \$5.5 million, five-year national evaluation focusing on writing improvement in schools that work with NWP sites. For information on these and more, see the Results page at [www.nwp.org](http://www.nwp.org).

<sup>13</sup> The paper version of the 2006 follow-up survey, administered in spring 2007, is attached in Appendix B.

<sup>14</sup> For additional notes, see Appendix C.

and 6% were in higher education (2% in community colleges, 4% in four-year colleges or universities).

Institute participants also teach a range of subjects. Predictably, the greatest proportion—79%—are those who have primary responsibility for the teaching of writing as a discipline: English/language arts/composition specialists (58%) and elementary generalists who teach literacy alongside other subjects (21%). The other 21% participants, typically 3-5 teachers in a summer institute group of 15-20, are teachers of art/music (2%), science (2%), mathematics (3%), social studies (4%), foreign language (1%), special education (3%), or another specialty such as librarian (5%).

NWP teachers come from a wide range of community contexts and teach students from diverse backgrounds. Of the total pool, 22% were teaching in rural schools when they participated, 28% in suburban areas, 23% in small cities, and 27% in large urban cities. Eight percent of the teachers were teaching in bilingual or ESL programs. On average, each teacher taught 92 students in a year, which adds up to nearly 2 million students taught by the participating teachers during the seven annual survey periods. Of these students, 57% were white, 19% were African American, 16% were Hispanic, and 9% were of other groups (4% Asian, 2% American Indian, 1% Pacific Islander, and 2% other). Sixteen percent of the students were English language learners, and 40% received Title I support from their schools.

Institute participants over these seven years were slightly more ethnically diverse than the nation's teaching force: 81% were white and 19% were teachers of color<sup>15</sup> (9% African American, 5% Hispanic, 1% Asian, 1% American Indian, and 2% other).

As might be expected in a program designed to support teacher leadership that is grounded in effective classroom practice, many teachers came to institutes with a good deal of teaching experience behind them: 20% had been teaching more than 15 years when they participated; 12% had been teaching between 11 and 15 years; and another 24% had been teaching between 6 and 10 years. At the same time, 45% of institute participants had been teaching 5 years or less when they participated. Broadly, these proportions reflect the NWP's assumption that teachers with varying amounts of experience are capable of contributing valuable knowledge, experience, and energy to the collective effort to improve teaching. The quite heavy investment in newer teachers also suggests that the NWP has a deliberate strategy of inducting exceptional new teachers into their professional community. One reason the NWP can "afford" to add newer teachers to

---

<sup>15</sup> In 2003-04, the most recent year for which data are available, the nation's public school teachers were 83% white and 17% teachers of color. <http://nces.ed.gov/pubs2007/2007379.pdf>. The diversity of NWP teacher consultants varied over the seven years, ranging between 89% white and 11% teachers of color in 2001, to 80% white and 20% teachers of color in both 2002 and 2004.

their potential leadership pool is that sites are not short-term projects; rather, they are growing and evolving communities of teachers who develop and exercise their leadership capacity steadily over time.

## **B. TEACHERS' ASSESSMENTS OF THE QUALITY AND VALUE OF THE INSTITUTE**

On the short survey at the conclusion of the summer institute, two of the items asked about program quality: 1) the institute's overall quality and 2) its quality compared to non-Writing Project professional development. Three items asked for teachers' judgments about whether the institute would help them improve their practice: 3) would contribute to their understanding of how to teach writing, 4) would be applicable to their classrooms, and 5) would ultimately translate into better writing skills for their students. In the original agreement with the U.S. Department of Education, the target for teacher ratings was set at 75% "positive ratings," i.e., a rating of 4 or 5 on the 5-point scale.

Finding	<p>Every year, at least 95% of teachers gave the NWP institutes positive ratings on each of five measures:</p> <ul style="list-style-type: none"> <li>▪ The institute's overall quality: 99% overall, range of 97%-99% across individual years</li> <li>▪ The institute's quality compared to non-Writing Project professional development: 97% overall, range of 95%-98% across years</li> <li>▪ The institute's contribution to participants' understanding of how to teach writing: 97% overall, 95%-98% across years</li> <li>▪ The institute's applicability to participants' classroom practice: 97% overall, 95%-98% across years</li> <li>▪ The expectation that participation will translate into better writing skills for students: 97% overall, 95%-98% across years.</li> </ul>
---------	--

The results are portrayed in the graph below.<sup>16</sup>

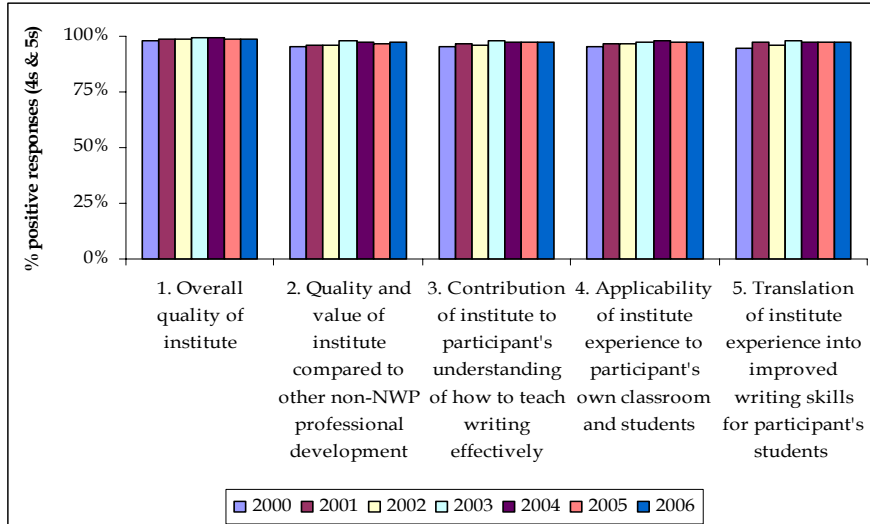
NWP institutes aim to offer a rigorous and high quality experience to teachers who are predisposed to seek high-level professional training. We can infer from the judgments of seven annual cohorts of these teachers that NWP institutes are a good match for their high-level professional expectations.

There might be concern that results this high can signal that respondents are indiscriminately marking items out of a general sense of satisfaction rather than reporting considered judgments. There is, however, reason to give these ratings credence as validly reflecting teachers' judgments. When we analyzed responses by individual sites in 2005 and 2006, we discovered that there were a small number of sites—3-5 each year—where a good many participants give the institutes low or mixed ratings. When we reported these results to the NWP, we discovered further that low or mixed ratings on this survey, when they occur, tend to be from teachers at NWP sites that are struggling to enact the NWP

<sup>16</sup> Appendix D includes all data tables.

model and are subject to required technical assistance from NWP leadership or loss of funding.

**Figure 1.**  
**Summer Institute Survey: Seven Year Ratings of the Quality and Value of the Institute**



**C. TEACHERS’ ASSESSMENTS OF THE BENEFITS OF THE INSTITUTES**

In the remainder of the findings section, we report on results of the follow-up survey, which asks teachers to assess benefits to their teaching and to their students’ learning that result from their participation in the NWP institute. The follow-up survey is administered in May of the school year following the summer institute; teachers are thus registering their judgments after about eight months back in the classroom.

***BENEFITS OF THE INSTITUTE FOR TEACHING***

Teachers responded to six statements about benefits to their teaching, rating their agreement on a Likert scale, with 1 representing strong disagreement and 5 representing strong agreement. In compiling the results, we report ratings of 4 and 5 as “agreement” with the statement.

Two of the statements were about benefits to a repertoire of teaching approaches:

- *The Writing Project has given me concrete teaching strategies that I use in my classroom.*
- *The Writing Project helped me to examine student work to assess students’ progress and to plan my teaching.*

Two statements were about increased efficacy with students:

- *The Writing Project has enabled me to teach a wider range of students more effectively (e.g., students of different skill levels, language backgrounds, etc.).*

*- Because of the Writing Project, I am more effective in helping students meet local and state standards.*

And two were about growth in professional knowledge:

*- Thanks to the Writing Project I am more up-to-date on the latest research and practice in the teaching of writing.*

*- My participation in the Writing Project caused me to seek further information or training.*

Finding	<p>A great majority of respondents found the institute to be beneficial in multiple ways. Cumulatively, across all seven years:</p> <ul style="list-style-type: none"><li>▪ 96% agreed that the institute gave them concrete teaching strategies they use in their classrooms (range of 95%-98% across 7 years)</li><li>▪ 93% agreed that they are more up-to-date on the latest research and practice because of the Writing project (range of 91%-95%)</li><li>▪ 90% agreed that their participation has caused them to seek further information and training (range of 89%-92%, difference not statistically significant)</li><li>▪ 88% agreed that the institute has helped them teach a wider range of students more effectively (range of 83%-91%)</li><li>▪ 88% agreed that their NWP experience has helped them assess student work and plan teaching (range of 85%-91%)</li><li>▪ 86% agreed that they are more effective in helping students meet state and local standards more effectively (range of 83%-90%)</li></ul>
---------	---

For five of the six benefits, there is enough difference across the full 7-year span as to be statistically significant; the magnitude of the differences, however, is often modest as can be seen in the ranges, and there is a pattern of year-to-year fluctuation rather than a discernable upward or downward trend.<sup>17</sup> The dominant pattern is that the very great majority of teachers judge that they have not only gained practical knowledge for the classroom but have also gained access to new research and are motivated to keep learning. This combination of immediate and longer-term benefits suggests that NWP institutes are effectively supporting teachers' ongoing development as professionals.

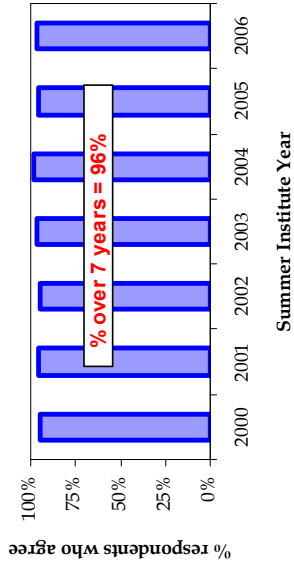
On the following page, results are displayed on graphs that show the percentage of respondents that rated their agreement with each statement as 4 or 5 across all seven years.

---

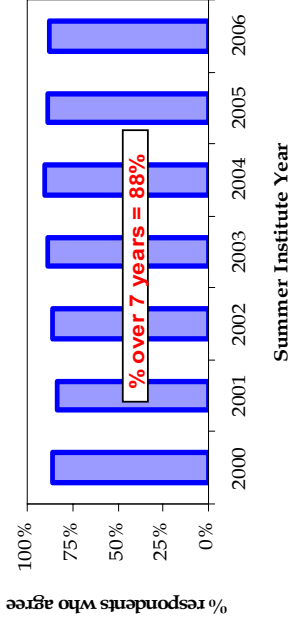
<sup>17</sup> See Appendix D for all data tables.

**Figure 2.**  
**Follow-up Survey: Seven Year Assessments of Benefits to Teachers**

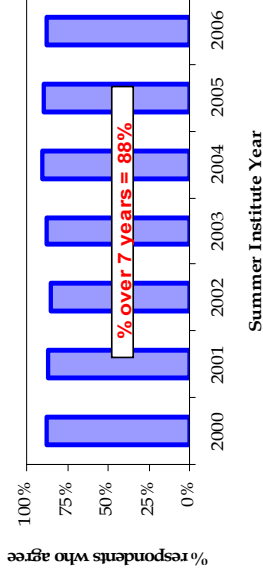
The WP has given me concrete teaching strategies that I use in my classroom



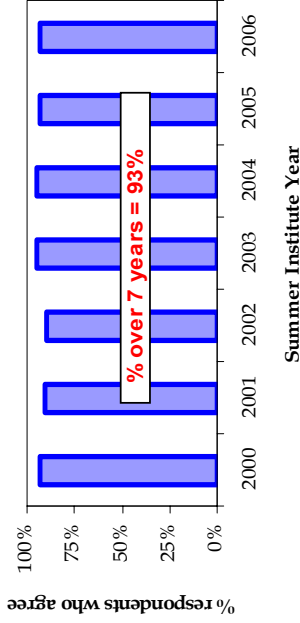
The WP has enabled me to teach a wider range of students more effectively



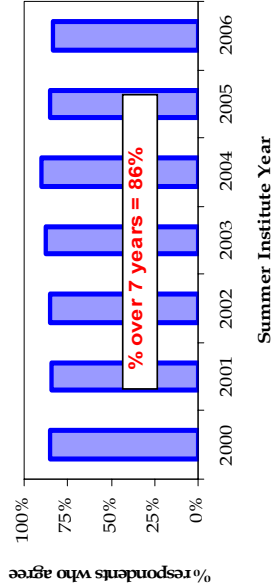
The WP helped me to examine student work to assess students' progress and to plan my teaching.



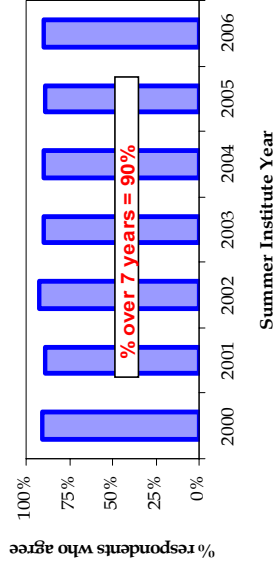
Thanks to the WP I am more up-to-date on the latest research and practice in the teaching of writing.



Because of the WP, I am more effective in helping students meet local and state standards.



My participation in the WP caused me to seek further information or training



***DIFFERENCES BY TEACHER ETHNICITY, GRADE LEVEL, YEARS OF EXPERIENCE, SUBJECT AREAS***

To ascertain whether teachers with different characteristics make different judgments about the benefits of the institute for their teaching, we disaggregated the multi-year results by teacher ethnicity, grade level, years of experience, and subject areas taught.

Summary Finding	Teachers with different ethnic backgrounds, teaching experiences, and teaching contexts experienced the benefits of the institute to very similar degrees. Lack of variation is the predominant trend. Where variation exists, there is a very slight trend toward greater benefits to K-12 teachers than to college teachers. These variations appear occasionally and are modest in magnitude. Together, the findings reflect an institute design that is highly effective for the wide range of teachers who participate.
-----------------	--

***Difference by ethnic background***

We compared the assessments of teachers of color to those of white teachers.

Finding	Teachers of all ethnic backgrounds tend to make similarly positive judgments about the benefits of NWP institutes for their teaching. Differences occur rarely and sporadically.
---------	--

For the 42 set of results—6 questions over 7 years—there were no significant differences 37 times. There was no difference across 7 years for the benefits of motivating teachers to seek further knowledge and helping students meet state standards. The 5 sets of results where there were differences were spread over 4 questions, i.e., different ratings occurred once in 7 years for teaching a wider range of students, assessing students’ progress, and being up-to-date on research; and twice in 7 years for gaining concrete teaching strategies. On these, teachers of color gave lower ratings four times and white teachers once.

The pattern of quite congruent ratings across the two groups stands out more strongly than the occasional instances of different assessments. We think it likely that two facets of NWP practice contribute to this result. More than a decade ago, the NWP initiated Project Outreach, the purpose of which was to ensure that NWP programs—including the leadership development institutes—involved substantial numbers of teachers of color and were relevant to all teachers, including teachers of color any teaching context. More foundationally, the NWP institute model is designed to enable teachers to focus on the problems of practice that arise in their own classrooms and schools; thus, involving teachers of all backgrounds ought to translate into value and benefits for teachers of all backgrounds.

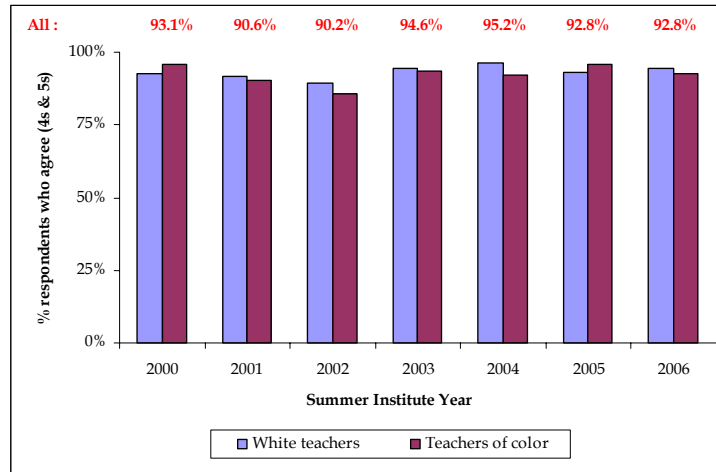
The graphs below portray results for three of the six benefits to teachers.<sup>18</sup>

---

<sup>18</sup> See Appendix D for data tables on all items.

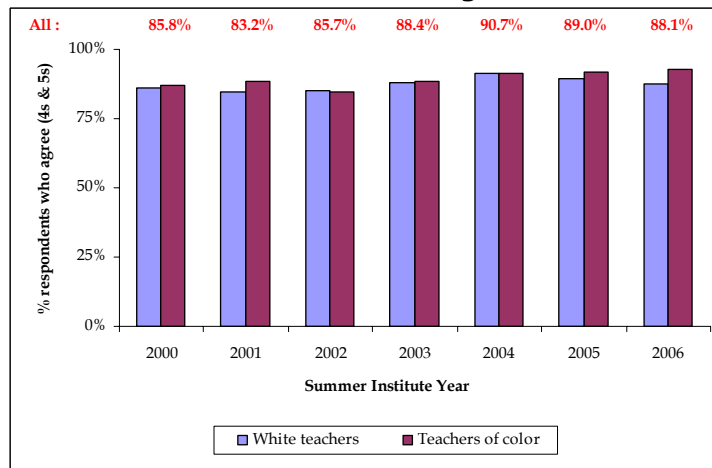


**Figure 3.**  
**Follow-up survey: Comparison of white teachers and teachers of color on the statement**  
**“Thanks to the WP I am more up-to-date on the latest research and practice in the**  
**teaching of writing”**



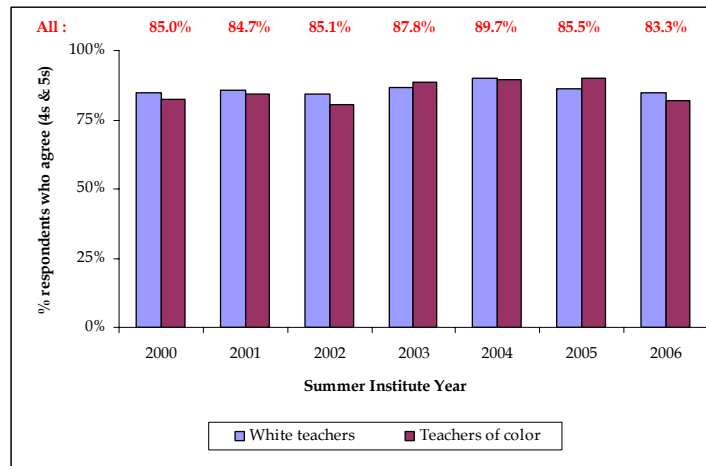
*In 2004, white teachers gave higher ratings than teachers of color: 96% vs 92%*

**Figure 4.**  
**Follow-up survey: Comparison of white teachers and teachers of color on the statement**  
**“The WP has enabled me to teach a wider range of students more effectively”**



*In 2006, teachers of color gave higher ratings: 93% vs 88%*

**Figure 5.**  
**Follow-up survey: Comparison of white teachers and teachers of color on the statement**  
**“Because of the WP, I am more effective in helping students meet local and state**  
**standards”**



*No significant differences*

***Difference by grade level***

**Finding** NWP institutes are effective in benefiting teachers across the grade spectrum. There are no differences in benefits to teachers of all K-12 grade levels across all years. There is a very slight trend toward a higher level of benefit to K-12 teachers than to college/university teachers.

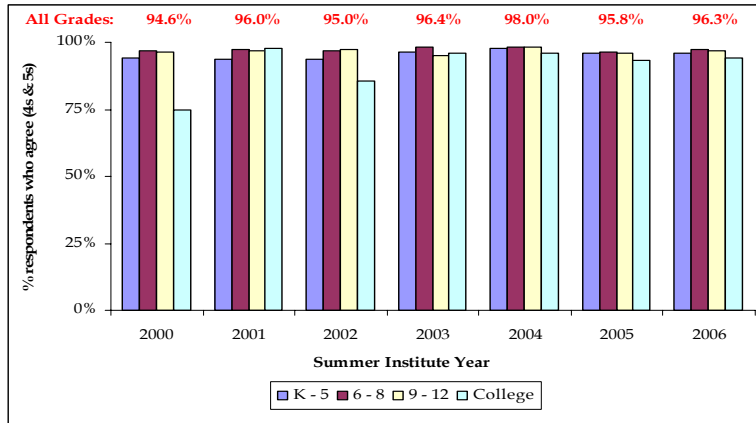
College/university teachers comprise 7% of respondents. Counting each of the seven years and all six questions as a total of 42 sets of results, college/university teachers gave significantly lower ratings 13 times. For one benefit—helping students achieve state standards—college teachers gave significantly lower ratings every year; this accounts for 7 of the 13 sets of ratings where there is a difference across grades. However, for the other benefit that focuses on efficacy with students—helping teach a wider range of students more effectively—there is no variation across grade levels, college included, for any of the 7 years. The difference in policy context for K-12 *vs* college appears to have influenced the differences in ratings on the standards question.<sup>19</sup> For those benefits that are policy-neutral, the grade level differences in ratings is occasional, occurring for only 1 or 2 of the 7 years.

The general absence of different ratings by grade level is noteworthy, given the more common practice of grouping teachers by grade level. The results do not suggest that grouping teachers K-college always makes sense; rather, it suggests that the special design of the NWP institute is quite effective in producing benefits for teachers across the full K-16 grade span.

<sup>19</sup> Future surveys should take the policy context into account by asking college teachers more specifically whether the institute helps them help students meet university-specific standards and writing requirements.

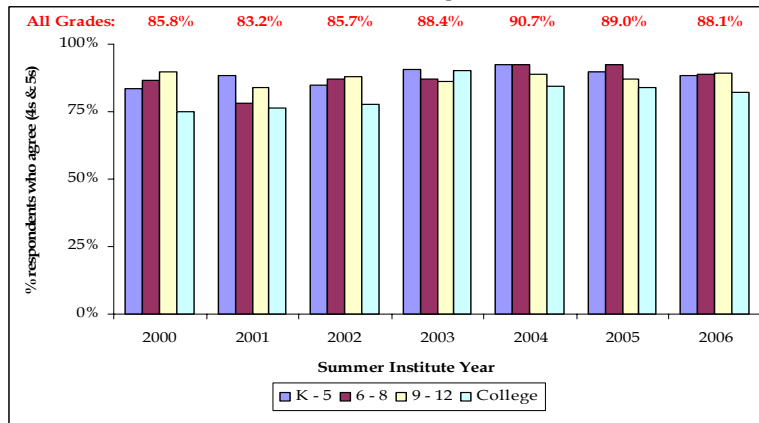
The following graphs display results for three of the six benefits, one each for benefits to practice, to efficacy, and to professional growth.<sup>20</sup>

**Figure 6.**  
**Follow-up survey: Comparison of teachers of different grade levels on the statement, "The Writing Project has given me concrete teaching strategies that I use in my classroom"**



*College/university ratings are significantly lower in 2000 and 2002*

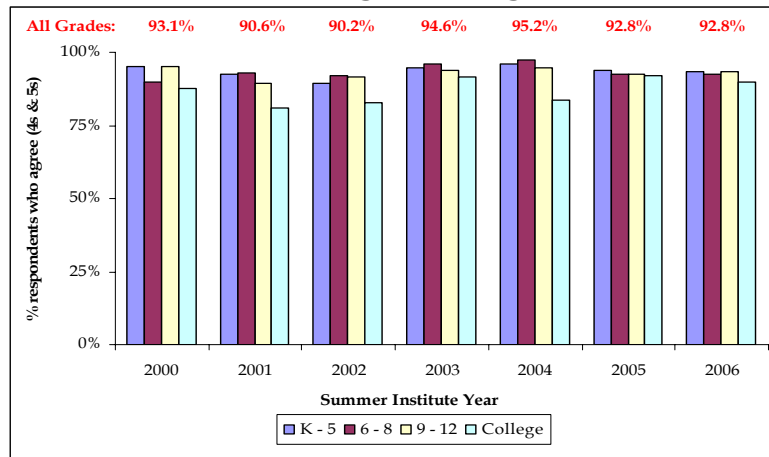
**Figure 7.**  
**Follow-up survey: Comparison of teachers of different grade levels on the statement, "The Writing Project has enabled me to teach a wider range of students more effectively"**



*No significant differences.*

<sup>20</sup> Data tables in appendix D show all results.

**Figure 8.**  
**Follow-up survey: Comparison of teachers of different grade levels on the statement, “Thanks to the WP, I am more up-to-date on the latest research and practice in the teaching of writing”**



*College/university ratings are significantly lower in 2004.*

**Difference by years of teaching experience**

**Finding** NWP institutes are similarly effective in benefiting teachers at all stages of their careers.

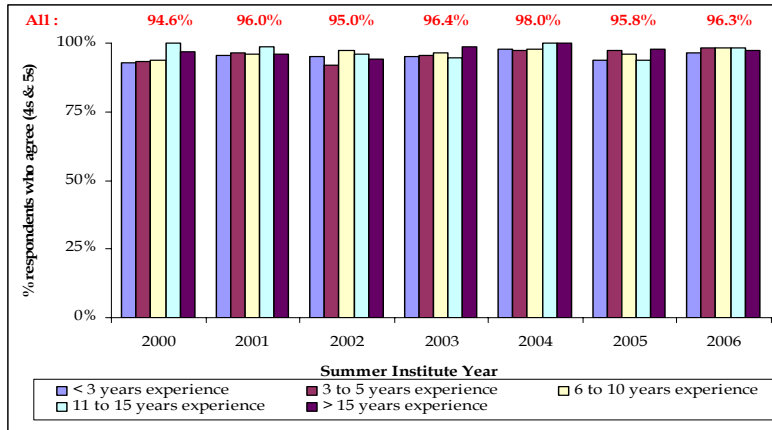
For 37 sets of results out of the 42—six benefits across seven years—there was no difference in benefits for teachers at any stage of their career. Over all 7 years there is no difference in teachers’ assessment that the institute gives them concrete strategies they can use in their classrooms. For each the other five benefits, there was no difference in ratings for 6 years out of 7.

The lack of difference is again noteworthy, given the common assumption that new teachers and veterans have different needs and thus should be in different programs. Again, it would be a mistake to infer that veterans and new teachers have the same needs; in fact, the NWP as a network has placed a special focus on the particular developmental needs of new teachers.<sup>21</sup> It would also be a mistake to infer that new and veteran teachers develop as leaders at the same pace. Rather, the results suggest that the NWP institute is well-designed to provide immediate benefits to teachers at all levels of their careers and to serve effectively as an entry point into teacher leadership for teachers at any stage of their career.

The following graphs display results for three of the six benefits, one each for benefits to practice, to efficacy, and to professional growth.

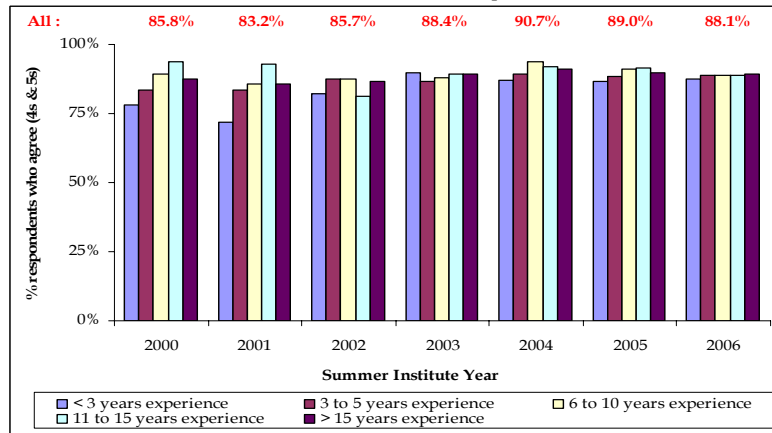
<sup>21</sup> See [www.nwp.org](http://www.nwp.org) for a description of the New Teacher Initiative, including an evaluation by Inverness Research.

**Figure 9.**  
**Follow-up survey: Comparison of teachers with different amounts of experience on the statement "The WP has given me concrete teaching strategies that I use in my classroom"**



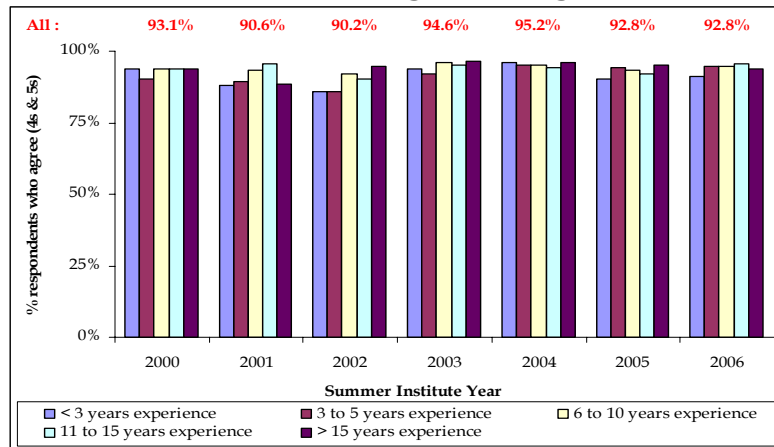
*No significant differences*

**Figure 10.**  
**Follow-up survey: Comparison of teachers with different amounts of experience on the statement "The Writing Project has enabled me to teach a wider range of students more effectively"**



*In 2001, new teachers gave significantly lower ratings*

**Figure 11.**  
**Follow-up survey: Comparison of teachers with different amounts of experience on the statement “Thanks to the WP, I am more up-to-date on the latest research and practice in the teaching of writing”**



*In 2002, less experienced teachers gave significantly lower ratings*

**Difference by subject area**

About 4 in 5 institute participants are language arts/writing specialists or elementary generalists, both groups that have primary responsibility for the teaching of writing as a discipline. The other 1 in 5 teaches in other subject areas or have special assignments such as special education; these teachers participate in the NWP because they play an important role in students’ literacy development or have an interest in the uses of writing to think and learn in their content area. We analyzed survey results to see if teachers in these two groups—language arts teachers and generalists *vs* all others—assessed benefits of the institutes differently.

**Finding** Teachers of different subject areas gain similar levels of benefits to their practice from NWP institutes.

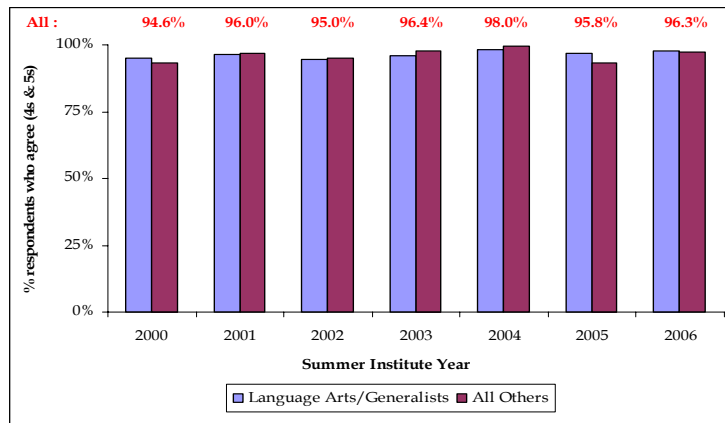
For 35 sets of results out of the 42—six benefits across seven years—there was no difference in benefits for teachers of different subject areas. Over all 7 years, there is no difference across groups in teachers’ assessment that the institute has helped them reach a wider range of students more effectively, and has brought them up-to-date on current research on teaching writing. For 6 of 7 years, there was no difference in teachers’ agreement that the institute gave them concrete teaching strategies for their classrooms. Further, even though the teachers in the two groups are responsible for different content standards (language arts *vs* other subjects), there was no difference for 6 of the 7 years in their assessment of the value of the institute in helping them meet standards.

Part of the NWP’s mission is to help improve writing in all subject areas and to promote the use of writing as a mode of learning. This mission is consistent with education policy (*The Commission on Writing*, 2003; also seen in recent increases in states’ writing requirements for high school graduation), public opinion (Belden, et al.,2007), and the

needs of public and private employment sectors (*The Commission on Writing*, 2005). Thus it is significant that the institute model is effective for teachers of all subjects who are interested in writing.

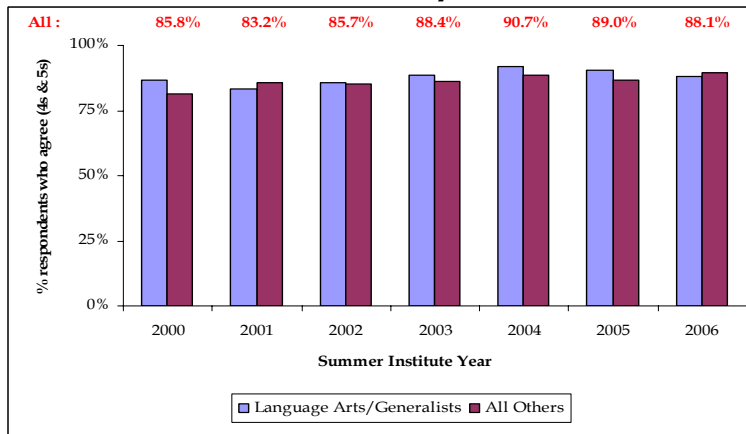
The following graphs display results for three of the six benefits, one each for benefits to practice, to efficacy, and to professional growth.<sup>22</sup>

**Figure 12.**  
**Follow-up survey: Comparison of language arts teachers vs teachers of other subjects on the statement "The WP has given me concrete teaching strategies that I use in my classroom"**



*In 2005, ratings for teachers of non-language arts teachers are lower.*

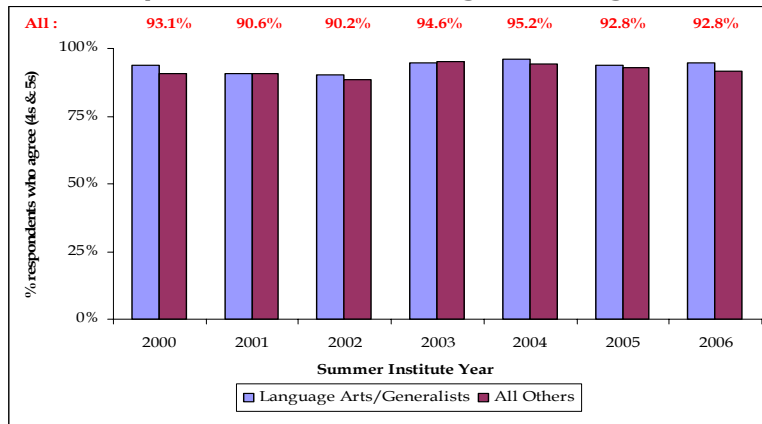
**Figure 13.**  
**Follow-up survey: Comparison of language arts teachers vs teachers of other subjects on the statement "The WP has enabled me to teach a wider range of students more effectively"**



*No differences*

<sup>22</sup> Data tables in Appendix D show all results.

**Figure 14.**  
**Follow-up survey: Comparison of language arts teachers vs teachers of other subjects on the statement “Thanks to the WP, I am more up-to-date on the latest research and practice in the teaching of writing”**



*No differences*

***BENEFITS EXTENDING TO THE TEACHING OF READING AND USES OF TECHNOLOGY***

The National Writing Project formed the Reading Initiative in 2002 and the Technology Initiative in 2005<sup>23</sup> in order to promote greater attention to two areas that, together with writing, support literacy development. In consultation with the NWP, we added four new items to the follow-up survey in 2004.

Two items asked teachers about the role of the institute in helping them teach reading:

- *What I have experienced in the Writing Project applies to the teaching of reading.*
- *Because of the Writing Project, I am more effective in teaching reading.*

Two asked them about the role of the institute in facilitating their use of technology:

- *Because of the Writing Project, I am more comfortable using technology for my own learning and writing.*
- *Because of the Writing Project, I am more comfortable using technology in my classroom.*

**Summary Finding** A substantial majority of teachers say that NWP institutes help them address the broader literacy concerns of teaching reading and using technology. Somewhat more teachers experience benefits for the teaching of reading than for increased comfort with computers.

A great majority of teachers, 87%, reported that the institute experience was applicable to the teaching of reading, and 77% said they are more effective teachers of reading because

<sup>23</sup> These initiatives are also consistent with public opinion that technology is second only to the “Three R’s” in importance, and that reading and writing “go hand in hand” (Belden Russonello & Stewart, 2007).



of the institute. Two-thirds of participants (66%) reported being more comfortable using computers themselves as a result of the NWP institute, and 60% reported that they are more comfortable using technology in their classrooms. For one item—greater effectiveness in teaching reading—ratings are enough lower in 2006 (73% agreed, compared to 79% in 2004 and 05) to be statistically significant. For the other items there is no difference year to year.

We do not have sufficient data to infer whether the Reading Initiative has had an effect on the institute<sup>24</sup> or whether these results reflect existing elements of the institute model. Given the high proportions of participants who have responsibility for both reading and writing in their classrooms, it is important that the institute is relevant to reading instruction. Even though more than half the teachers said that the institute increased their comfort with computers, that benefit is weaker than others. If the NWP expects technology to be integrated into the teaching of writing as a mainstream approach and part of its leadership capacity for professional development, it will want to explore ways to strengthen that element of the institute experience.<sup>25</sup>

Results are displayed below on graphs that show the percentage of respondents that rated their agreement with each statement as 4 or 5 over three years.

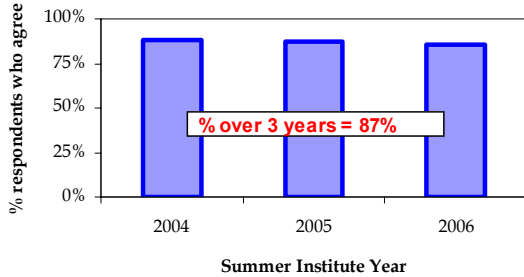
---

<sup>24</sup> The Reading Initiative focuses on adolescent literacy grades 4-12. The Academy for Educational Development has completed a three-year study of its impact. See [www.writingproject.org](http://www.writingproject.org).

<sup>25</sup> We have data that nearly every institute addresses, in some way, the integration of technology into the teaching of writing, but we do not have qualitative information on the nature or extent of that component.

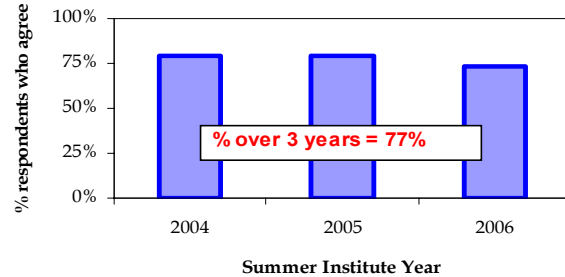
**Figure 15.**  
**Follow-up survey: Three year assessment of benefits related to teaching reading and using technology**

What I have experienced in the WP applies to the teaching of reading.



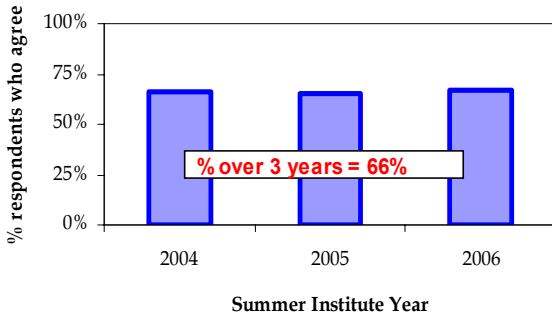
No difference year to year

Because of the WP, I am more effective in teaching reading



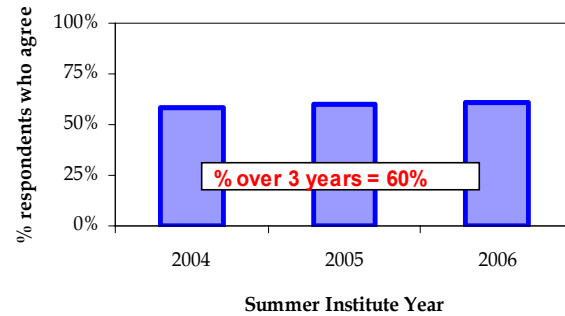
2004 and 05 (79%) are higher than 2006 (73%)

Because of the WP, I am more comfortable using technology for my own learning and writing



No difference year to year

Because of the WP, I am more comfortable using technology in my classroom.



No difference year to year

**Differences in benefits related to teaching reading by teacher ethnicity, grade level, years of experience, and subject area**

**Finding** Teachers are similarly likely to find NWP institutes helpful for the teaching of reading, regardless of their ethnic background, the grade range they teach, the length of their experience, and their subject area. Teachers of lower grades are slightly more likely to find the institute relevant to the teaching of reading.

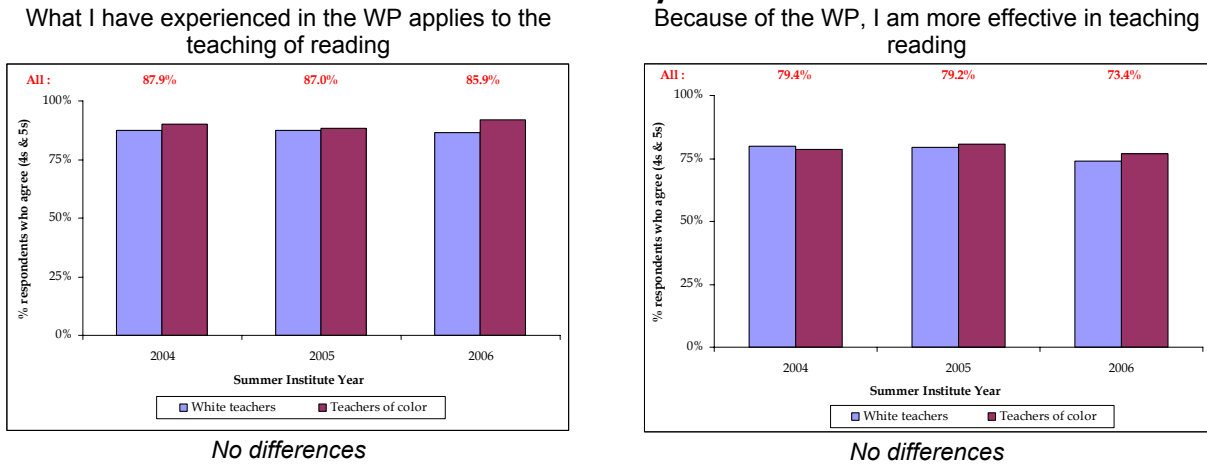
The only pattern of slight difference appeared in the grade level comparison on one item: Elementary and middle school teachers were on the whole more likely to find the institute applicable for the teaching of reading, high school teachers slightly less so, and college teachers less still, except in 2006, when there was no significant difference among K-12 levels in 2006. However, teachers of all grade levels are equally likely to agree that they feel more effective in the teaching of reading.

These results are noteworthy, given the central place of reading in the development of literacy and the importance of literacy across the curriculum. First, it is important that elementary and middle school teachers find NWP institutes helpful in the area of reading because they have primary responsibility for the development of students' reading skills

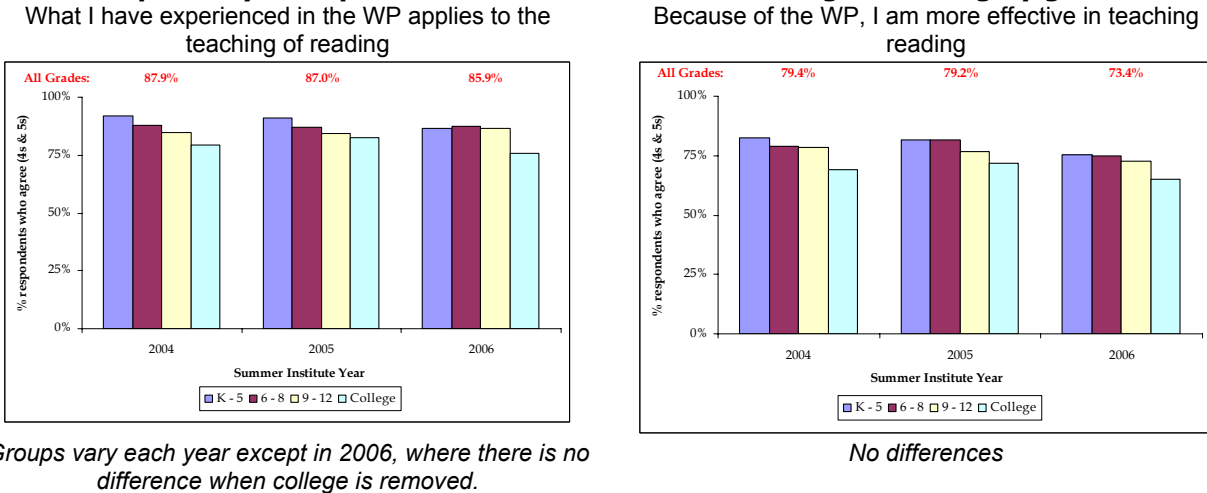
and because reading and writing so often go hand in hand as core literacy skills. Second, reading—like writing—is a literacy skill that applies to all subject areas; thus, the consistency of teachers’ ratings across subjects suggests the institute is an important contributor to literacy development across the curriculum.

The four pairs of graphs below display results for benefits related to reading by teacher ethnicity, then grade level, then years of experience, then subject area.

**Figure 16.**  
**Follow-up survey: Comparison of benefits for the teaching of reading by teacher ethnicity**



**Figure 17.**  
**Follow-up survey: Comparison of benefits for the teaching of reading by grade level**

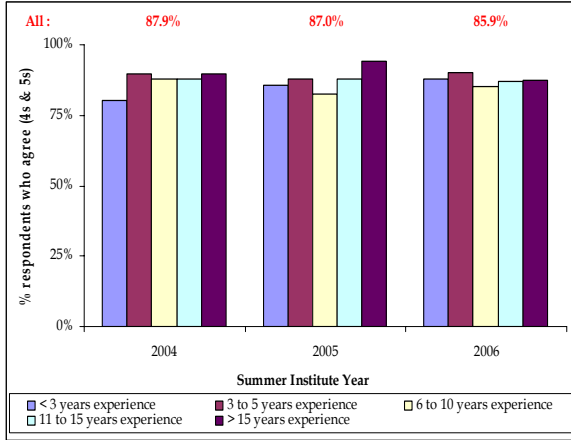


**Figure18.**

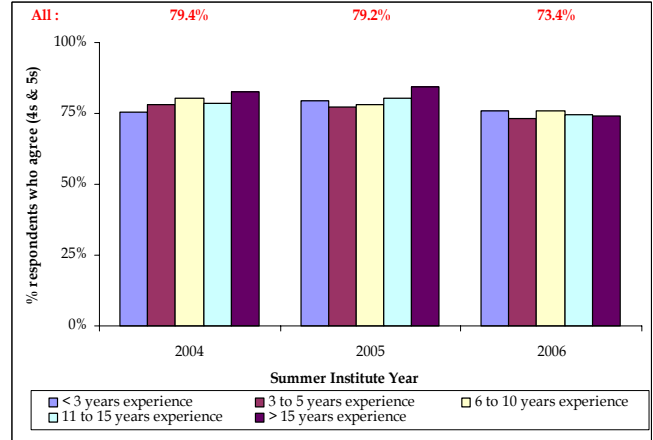
**Follow-up survey: Comparison of benefits for the teaching of reading by years of experience**

What I have experienced in the WP applies to the teaching of reading

Because of the WP, I am more effective in teaching reading



*No differences except in 2005 when teachers with the most experience gave higher ratings*



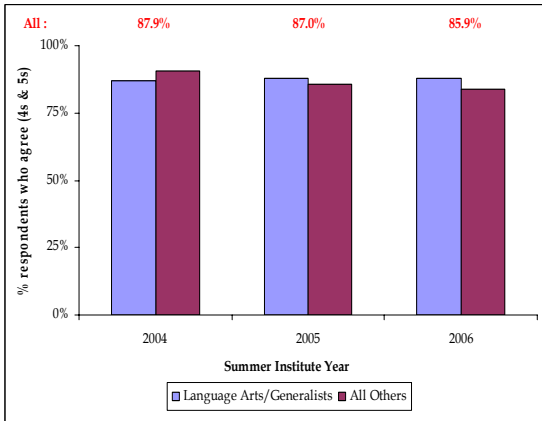
*No differences*

**Figure 19.**

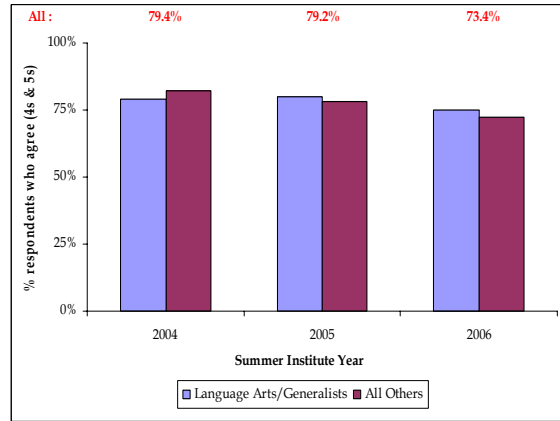
**Follow-up survey: Comparison of benefits for the teaching of reading by subject area**

What I have experienced in the WP applies to the teaching of reading

Because of the WP, I am more effective in teaching reading



*No differences*



*No differences*

**Differences in benefits related to technology by teacher ethnicity, grade level, years of experience, and subject area.**

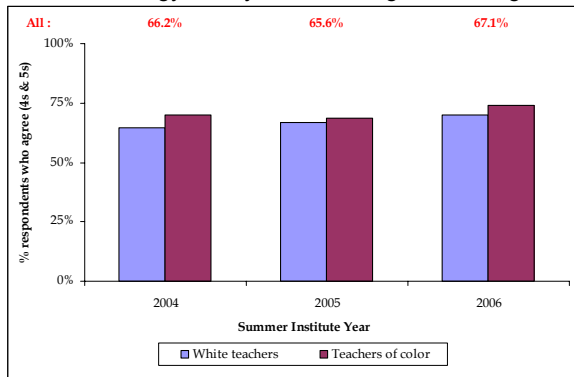
Finding NWP institutes have similar effects on teachers' comfort levels with computers, regardless of their ethnic background, the grade ranges they teach, the length of their experience, and their subject area. Except for a few sporadic differences, lack of variation is the predominant trend.

The four pairs of graphs below display results for benefits related to reading by teacher ethnicity, grade level, then years of experience, then subject area.

**Figure 20.**

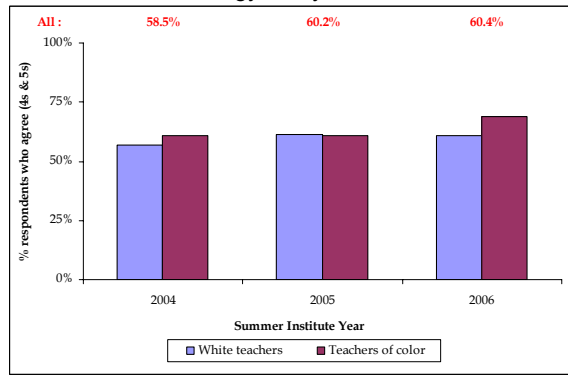
**Follow-up survey: Comparison of benefits related to technology by teacher ethnicity**

Because of the WP, I am more comfortable using technology for my own learning and writing



*No differences*

Because of the WP, I am more comfortable using technology in my classroom

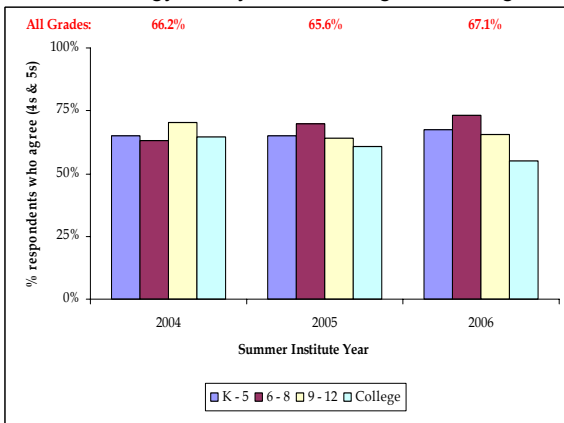


*No differences*

**Figure 21.**

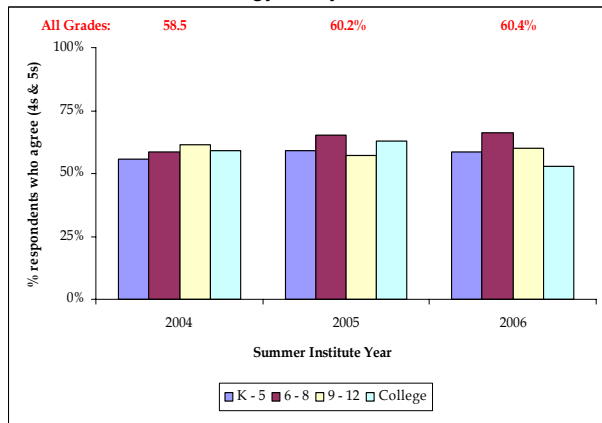
**Follow-up survey: Comparison of benefits related to technology by grade level**

Because of the WP, I am more comfortable using technology for my own learning and writing



*Difference for college in 2006*

Because of the WP, I am more comfortable using technology in my classroom



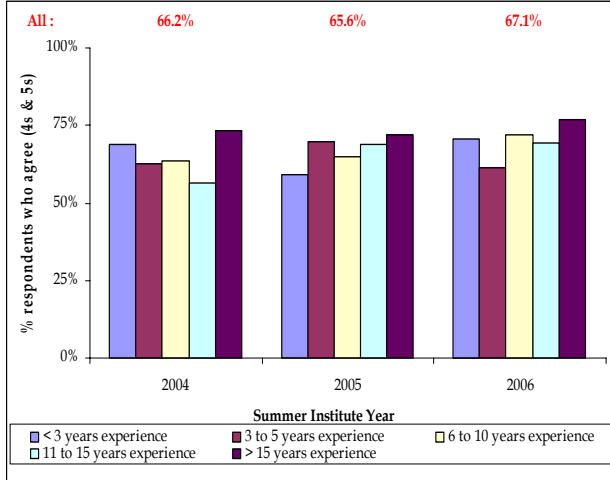
*No differences*

**Figure 22.**

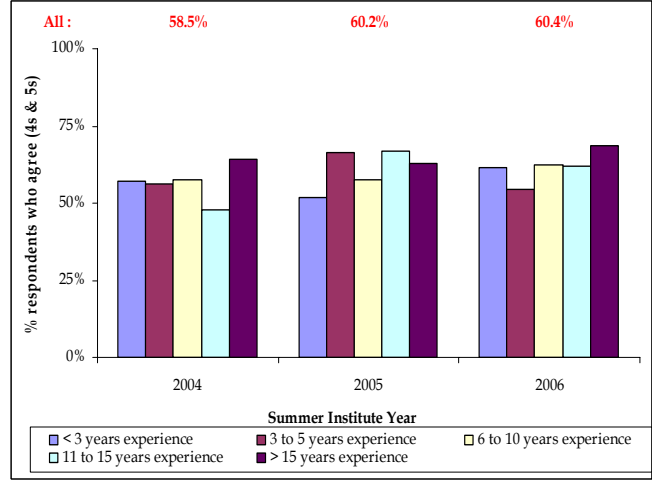
**Follow-up survey: Comparison of benefits related to technology by years of teaching experience**

Because of the WP, I am more comfortable using technology for my own learning and writing

Because of the WP, I am more comfortable using technology in my classroom



*Differences in 2004 for more experienced teachers, and in 2006 for teachers with 3-5 years*



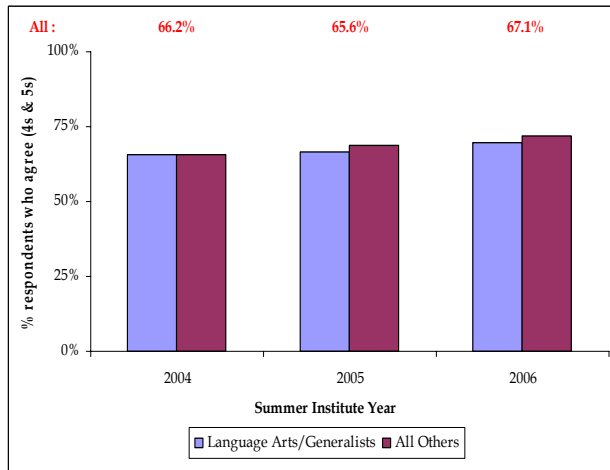
*Difference in 2004 for least experienced teachers*

**Figure 23.**

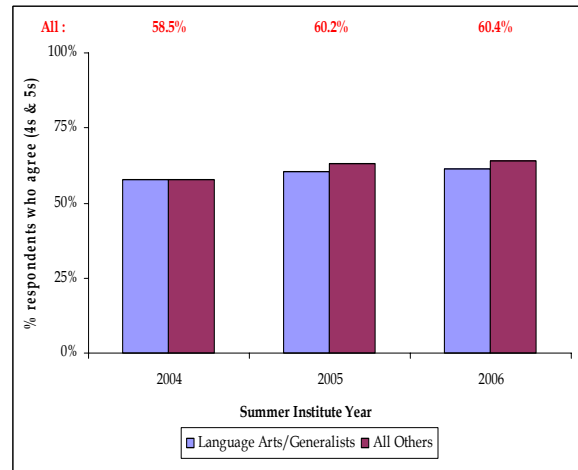
**Follow-up survey: Comparison of benefits related to technology by subject area**

Because of the WP, I am more comfortable using technology for my own learning and writing

Because of the WP, I am more comfortable using technology in my classroom



*No difference*



*No difference*

#### D. BENEFITS TO INSTITUTE PARTICIPANTS' STUDENTS

The follow-up survey asked teachers to compare the students in their current classrooms (after the institute) with students they had had a year ago (before the institute), and to assess whether their current students were becoming better writers because of what they, the teachers, had gained from the institute. Below is the stem for all questions:

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

The statement completions addressed benefits to students' attitudes, skills, knowledge, and competence as writers:

*...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.*

Teachers rated their agreement with each statement on a Likert scale, with 1 representing strong disagreement and 5 representing strong agreement.

Finding	The great majority of teachers observed that the students they were teaching after the NWP institute were more knowledgeable, skilled, and productive as writers than the students they taught before they had participated in the NWP institute.
---------	---

Over the seven years:

- 88% agreed that the students they were teaching after the institute have a better understanding of the qualities of good writing than the students they taught before the NWP institute (range of 87%-90% across 7 years)
- 86% agreed that the students they were teaching after the institute better understand the value of writing than the students they taught before the NWP institute (range of 83%-87%)
- 83% of teachers agreed that the students they were teaching after the institute enjoy writing more and are more proud of their writing than the students they taught before the NWP institute (range of 82%-87%)
- 83% agreed that the students they were teaching after the institute write more and longer pieces than the students they taught before the NWP institute (range of 82%-85%)

- 82% agreed that the students they were teaching after the institute are better able to explain their thinking in writing than the students they taught before the NWP institute (range of 82-85%, no significant difference)
- A somewhat smaller percentage but still 3 out of 4 teachers, 76%, agreed that the students they were teaching after the institute have a better grasp of writing conventions and editing than their previous students (range of 71%-81%)

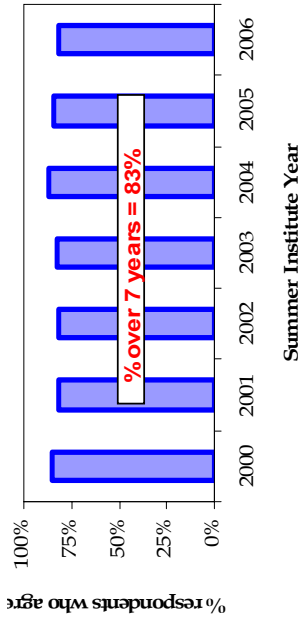
For all but one of the benefits to students, there was enough variation across the seven year span to be statistically significant, but the pattern is of fluctuation rather than increase or decrease. On the following page, results are displayed on graphs that show the average percentage of respondents that rated their agreement with each statement as 4 or 5 across all seven years.



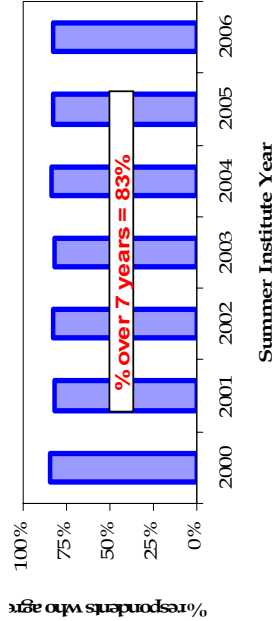
**Figure 24.**

**Follow-up survey: Assessments of Benefits for Students over seven years**

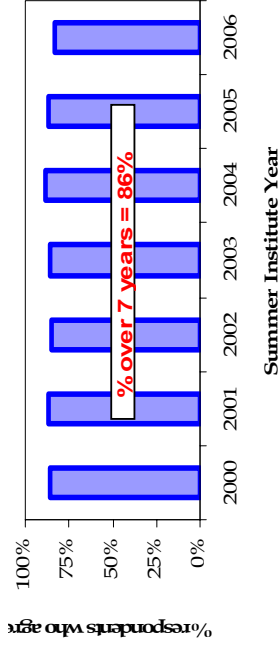
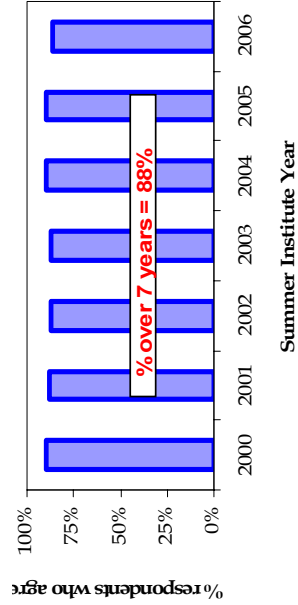
Students enjoy writing more and are more proud of what they write.  
 Students better understand the value of writing for discovery and for communication.



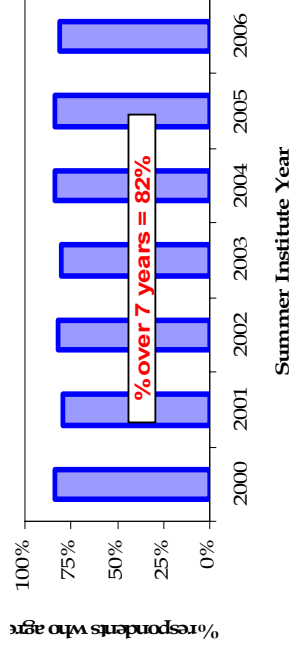
Students write more often and write longer pieces.



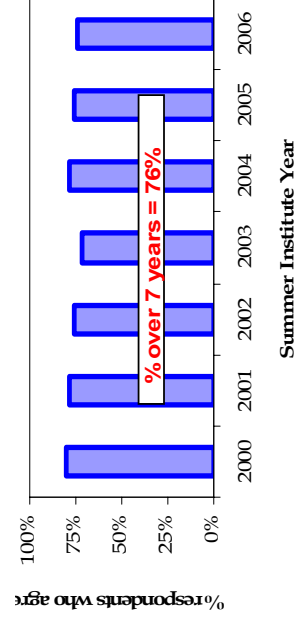
Students have a better understanding of the qualities of good writing.



Students are better able to explain in writing what they are thinking and learning in the subjects I teach.



Students have a better grasp of writing conventions and editing skills.



**DIFFERENCES IN BENEFITS TO STUDENTS BY TEACHER ETHNICITY, GRADE LEVEL, YEARS OF EXPERIENCE, SUBJECT AREAS**

To ascertain whether teachers with different characteristics make different observations of benefits for their students, we disaggregated the multi-year results by teacher ethnicity, grade level, years of experience, and subject areas taught.

**Summary Finding** Teachers make similar judgments about the benefits of the institute for their students regardless of years of teaching experience and ethnic background. More often than not, more K-12 teachers than college teachers see benefits to their students. And while equal numbers of language arts teachers and teachers of other subjects see most of the same benefits for their students, language arts teachers tend more often to see benefits that are specific to the discipline of writing.

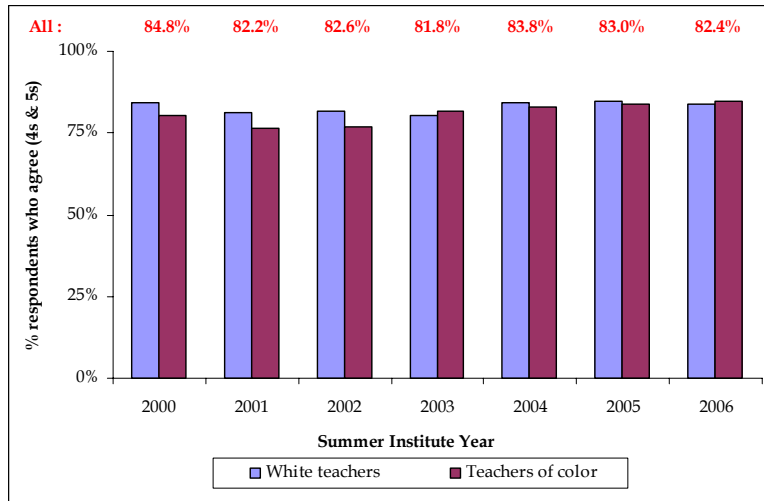
The analyses below portray these patterns in the findings.

**Difference by teacher ethnicity**

**Finding** Teachers of color and white teachers usually agreed about all of the benefits of the institute for their students. The one exception was in 2002, when more white teachers reported observing benefits to students. Other instances of different assessments of benefits were sporadic, with teachers of color giving higher ratings three times and white teachers giving higher ratings four times.

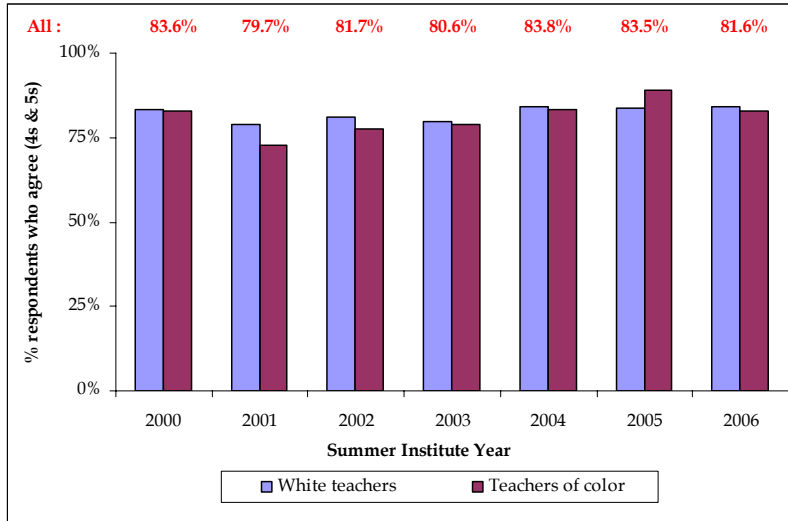
The graphs below display results for three of the benefits.

**Figure 25.**  
**Follow-up survey: Comparison of benefits to students by teacher ethnicity for the statement "Students write more often and write longer pieces"**



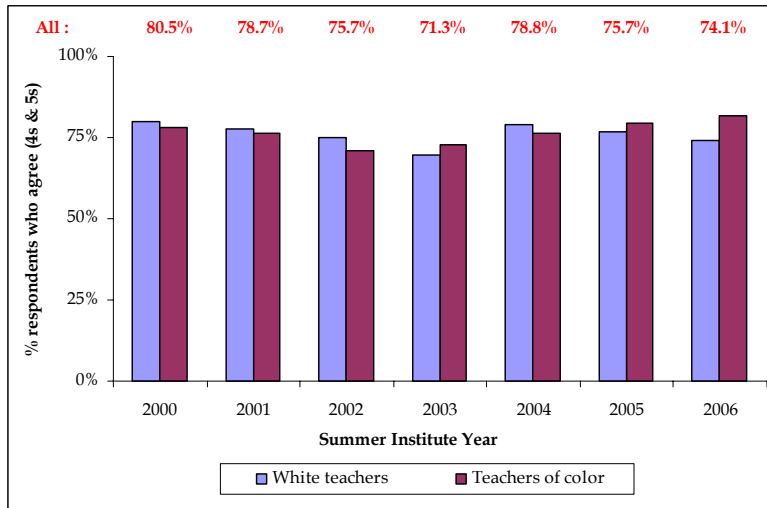
*White teachers gave higher ratings in 2001 (81 vs 77%) and 2002 (82% vs 77%)*

**Figure 26.**  
**Follow-up survey: Comparison of benefits to students by teacher ethnicity for the statement "Students are better able to explain in writing what they are thinking and learning in the subjects I teach"**



*White teachers have higher ratings in 2001 (79% vs 73%) and 2002 (81% vs 77%).  
 Teachers of color gave higher ratings in 2005 (89% vs 84%).*

**Figure 27.**  
**Follow-up survey: Comparison of benefits to students by teacher ethnicity for the statement "Students have a better grasp of writing conventions and editing skills"**



*White teachers gave higher ratings in 2002 (75% vs 71%).  
 Teachers of color gave higher ratings in 2006 (82% vs 75%).*

**Difference by grade level**

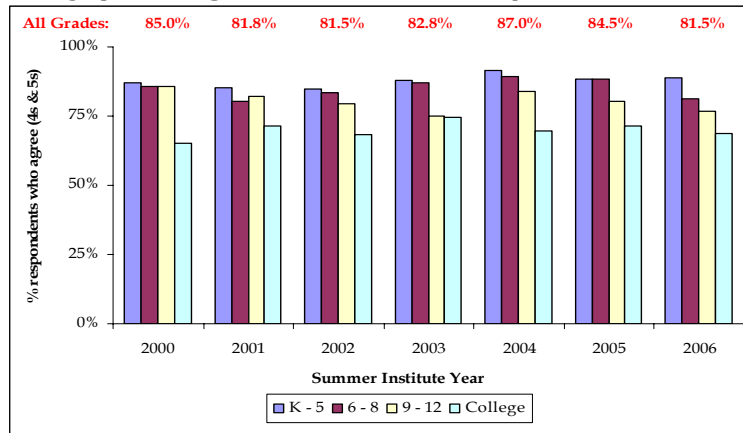
**Finding** K-12 teachers are more likely to report benefits to students than college/university teachers. Within K-12, there is a slight trend toward more elementary or middle school teachers seeing benefits for students.

Teachers of different grade spans are more likely to differ from one another in their assessment of the following three benefits: students’ enjoyment of writing, students’ having an understanding of the qualities of good writing, and students’ having better editing skills.

For the other three benefits—students write more and longer pieces, understand the value of writing, and are better able to explain their thinking—there is little or no difference among teachers within the K-12 grade span, and differences between college and K-12 are more sporadic. Although a clear majority of college/university teachers see benefits for their students in the months following the institute, it would be interesting to study further the sources of these differences in teachers’ observation of benefits to their students. We make no inferences beyond noting that the institutional contexts can create very different teaching conditions and learning standards.

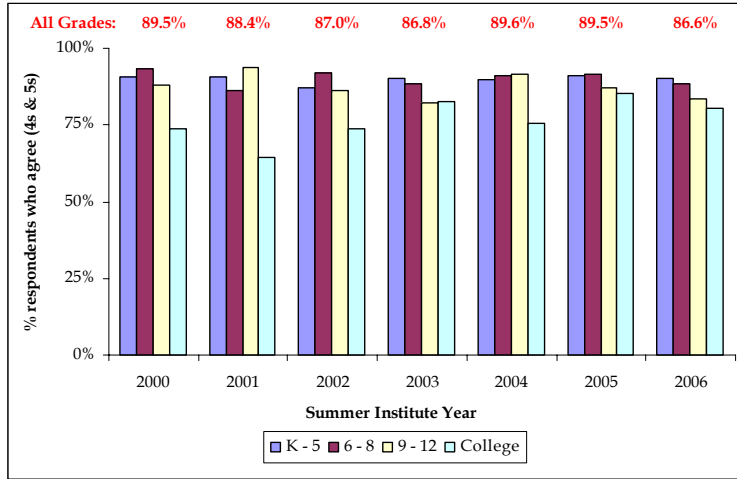
The graphs below display results for four of the six benefits.

**Figure 28.**  
**Follow-up survey: Comparison of benefits to students by grade level for the statement**  
**“Students enjoy writing more and are more proud of what they write”**



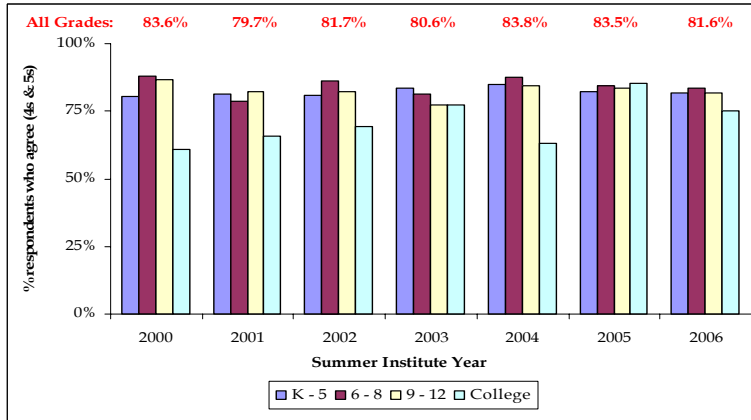
*College is significantly lower each year except in 2001. Lower grades are significantly higher in 2003, 04, 05 and 06.*

**Figure 29.**  
**Follow-up survey: Comparison of benefits to students by grade level for the statement**  
**“Students have a better understanding of the qualities of good writing”**



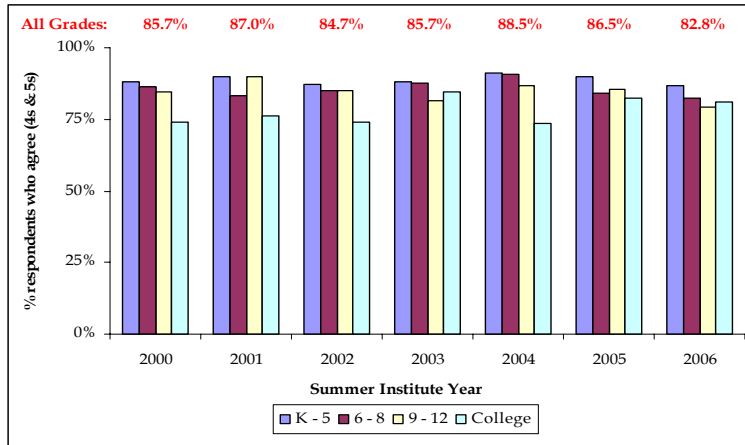
*College is significantly lower each year except in 2005.  
 Lower grades are significantly higher in 2003 and 2006.*

**Figure 30.**  
**Follow-up survey: Comparison of benefits to students by grade level for the statement**  
**“Students are better able to explain in writing what they are thinking and learning in**  
**the subjects I teach”**



*College ratings are lower in 2000, 02, and 04. There are no differences within K-12.*

**Figure 31.**  
**Follow-up survey: Comparison of benefits to students by grade level for the statement**  
**“Students better understand the value of writing for discovery and for communication”**



*College is lower in 2002, 04, and 06. Lower grades are higher in 2004 and 06.*

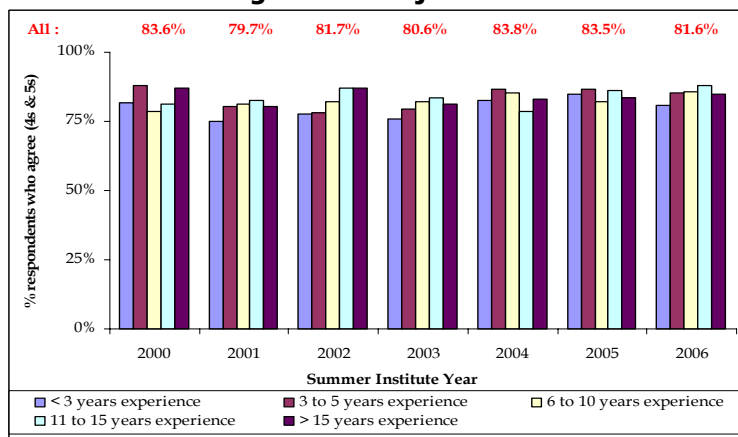
**Difference by years of teaching experience**

**Finding** Teachers are similarly likely to report benefits for their students, regardless of how long they have been teaching.

The very few variations that occur are sporadic and follow no pattern. This lack of variation is noteworthy, given common assumptions about the different needs of new vs. experienced teachers. Regardless of whether the approaches teachers learn in the institute are relatively new to early-career teachers or are added to experienced teachers’ repertoires, teachers report that they improve students’ development as writers.

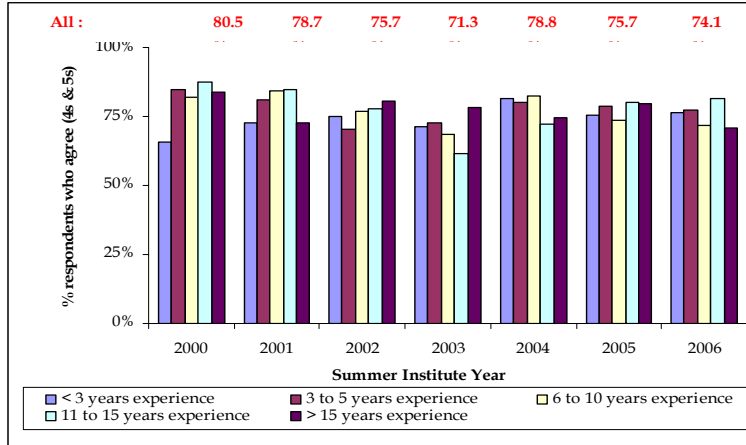
The graphs below display findings for three of the six benefits.

**Figure 32.**  
**Follow-up survey: Comparison of benefits to students by years of experience for the**  
**statement: “Students are better able to explain in writing what they are thinking and**  
**learning in the subjects I teach”**



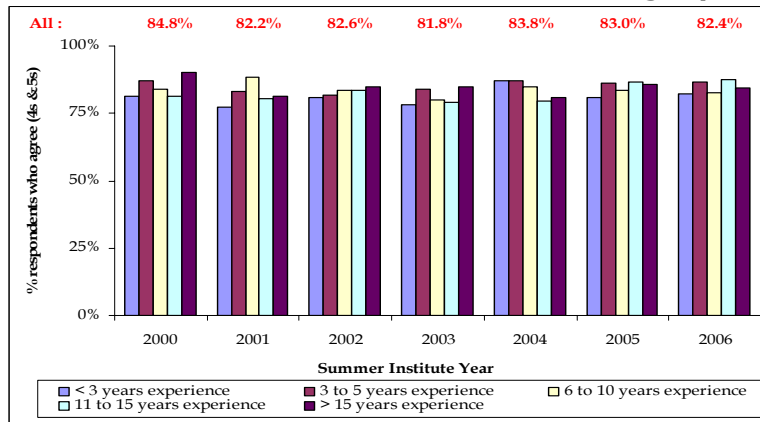
*No differences*

**Figure 33.**  
**Follow-up survey: Comparison of benefits to students by years of experience for the statement: "Students have a better grasp of writing conventions and editing skills"**



*In 2000, the least experienced teachers gave lower ratings. In 2003, teachers with 11-15 years gave lower ratings, while those with 15-plus years gave higher ratings*

**Figure 34.**  
**Follow-up survey: Comparison of benefits to students by years of experience for the statement: "Students write more often and longer pieces"**



*No differences*

**Difference by subject area**

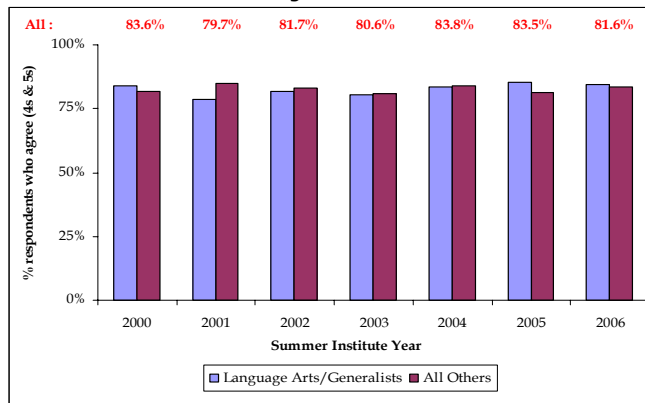
**Finding** For the most part, teachers of all subjects make similar observations about the benefits of the NWP for their students. Teachers of all subjects tended to agree that their students enjoy writing more and are more proud of their writing, have a better understanding the value of writing for discovery and communication, are writing more often and longer pieces, and are better able to explain their thinking in writing. Teachers of language arts and generalists are sometimes more likely than teachers of other subjects to agree that their students have a better grasp of writing conventions and editing skills, and better understanding of the qualities of good writing.

This pattern may reflect the different emphases that writing instruction has in different subject areas. Teachers of non-language arts areas have substantially less responsibility for teaching about writing as a discipline: they may hope for better editing skills, for example, but are less likely to spend time teaching those skills. The other benefits to students—explaining their thinking better, understanding the value of writing—have similar degrees of importance in all subjects, hence similar degrees of attention in instruction.

The two graphs below reflect this pattern in the results.

**Figure 35.**

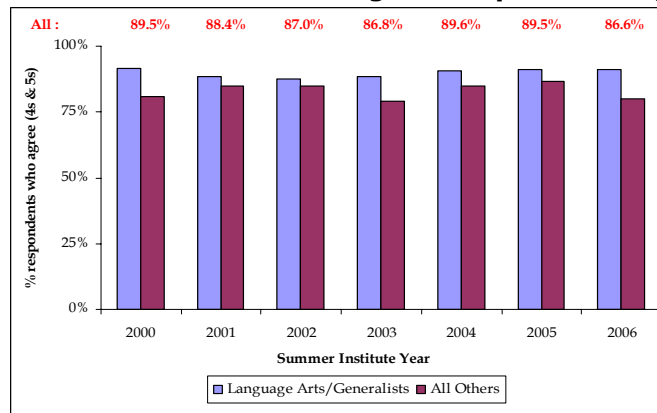
**Follow-up survey: Comparison of benefits to students by subject area for the statement “Students are better able to explain in writing what they are thinking and learning in the subjects I teach”**



*No differences*

**Figure 36.**

**Follow-up survey: Comparison of benefits to students by subject area for the statement “Students have a better understanding of the qualities of good writing”**



*Teachers of language arts/generalists gave higher ratings in 2000, 03, 04, and 06*



## **E. TEACHERS' USE OF CLASSROOM PRACTICES ASSOCIATED WITH HIGHER ACHIEVEMENT ON NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS**

In this section, we present teachers' reports about the use of six classroom practices that are statistically correlated with higher achievement on the NAEP 2002 Writing Assessment for grades 4, 8, or 12.<sup>26</sup> We asked NWP teachers how often they were using these practices currently (the year following the institute), using the same scales as were originally used in the NAEP teacher or student surveys.<sup>27</sup> We also asked teachers whether they were using these practices less frequently because of institute, more often because of the NWP institute, or whether the institute did not contribute to any difference in how often they used them.

The six practices, as worded in the survey questions:

*-How often do you have your students define their purpose and audience when they write about something?*

*-How often do you have students plan their writing?*

*-When you have students write, how often do you talk to them about what they are writing?*

*-How often do you have students make changes to their stories or reports to fix mistakes and improve them?*

*-How often do you ask students to look for information on the Internet to include in their stories or reports?*

*-How often do you have students use a computer to make changes to their story or report (for example, spell-check, cut and paste)?*

For each of these six practices, higher NAEP writing achievement scores are correlated with greater frequency of use, as reported on student or teacher surveys<sup>28</sup>. In other words, the more frequently that students experience these practices, the greater their chances of scoring higher on the NAEP assessment.

These six classroom practices also reflect values and expectations held by NWP leaders. Talking with students about their work, and having students learn to write for different audiences, to plan their writing, and to revise are four practices that are broadly accepted as being fundamental to an effective writing curriculum. As such, we expected results to indicate that a good number of participants were already using such practices to some extent. Further, we expected a good proportion to report that the institutes prompted

---

<sup>26</sup> For information on NAEP Assessments, see <http://nces.ed.gov/nationsreportcard>.

<sup>27</sup> The survey questions are reproduced in Appendix B. Because of changes in survey questions over time, we have four years of consistent data on this set of questions. We do not report on practices included on the survey that have less clear correlations linking more frequent use to higher writing scores.

<sup>28</sup> For the original source of NAEP items, see Appendix C.

them to use these practices even more often. Having students use computers for research and for revising writing reflects the sea change in writing that is occurring in the digital age. Again, given the NWP's interest in helping teachers integrate computer-related technologies into the teaching of writing, we expected results to suggest that a good proportion of teachers were using these two practices.

We caution against the promulgation of this very short list of practices as representing all that being an effective writing teacher means. Such a reductive interpretation would belie the complexity of the NAEP assessment (which included hundreds of practices on multiple surveys), the breadth of the NWP's interest in and capacity to promote effective classroom practice, and the overall complexity of classroom teaching of writing. For these reasons, we do not infer connections between these six practices and the broad benefits that NWP teachers observe for their students. Rather, we seek to examine the extent to which the NWP promotes examples of practice that are linked to higher achievement on this standard measure.

***FREQUENCY OF TEACHERS' USE OF CLASSROOM PRACTICES ASSOCIATED WITH HIGHER ACHIEVEMENT***

Summary Finding	<p>In the year following the institute, a substantial majority of teachers are using the classroom practices at the level(s) of frequency associated with higher scores:</p> <ul style="list-style-type: none"> <li>▪ 84% of teachers "sometimes" or "often" have students use a computer to look for information on the internet</li> <li>▪ 81% of teachers "always" talk with students about their writing</li> <li>▪ 80% of teachers "sometimes" or "often" have students use a computer to make changes in writing</li> <li>▪ 79% of teachers "often" have students plan their writing</li> <li>▪ 73% of teachers "almost always" have students make changes in their writing</li> <li>▪ 62% of teachers "often" have students define the audience and purpose for their writing</li> </ul>
-----------------	---

For the two practices associated with computer use, "sometimes" or "often" using computers has the same positive effect on NAEP achievement. For the purpose of having students make changes in their writing, about half the teachers were using computers "often" and about half using them "sometimes" after the institute. For the purpose of internet research, about a third of teachers were using computers "often" and about two-thirds "sometimes." Thus, although the combined proportions are similar (and the statistical correlation to higher achievement is the same for all), NWP teachers more frequently have students use computers for revising than for research.

With some variation across practices, these results suggest overall that a strong majority of institute participants are employing in their own classrooms the kinds of practices that foster higher student achievement. Given that NWP teacher-consultants draw from their own teaching repertoires when they lead professional development programs for their NWP sites, we can infer that these practices are being disseminated more broadly.

***THE INFLUENCE OF THE NWP ON PROMOTING PRACTICES ASSOCIATED WITH HIGHER ACHIEVEMENT***

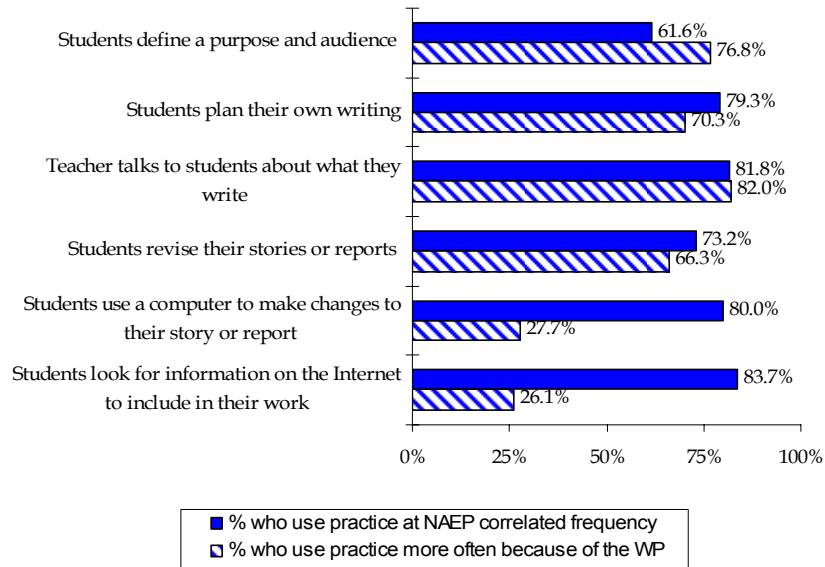
We asked teachers to report whether the NWP institute influenced them to use these practices more often than before, less often than before, or had no influence. Observing the relationship between their current (post-institute) use of these practices and the direction of NWP influence enables us to infer what role the NWP played in reinforcing or promoting teachers' ongoing use of these practices.

**Finding** The institute influences most teachers to have students define an audience and purpose for their writing more than they did before, but about 2 in 5 teachers are not yet using this strategy at the degree of frequency ("often") that is linked to higher achievement. Before the institutes, most teachers appeared to be already having students plan and revise their writing, and already having their students use computers for their writing. The NWP promoted even more use of planning and revising strategies. The NWP influence on more frequent computer use appears to be comparatively weaker than on other practices; however, this may have occurred because use of computers either "sometimes" or "often" correlates with higher achievement, and a strong majority of teachers appear to have already been using computers at least sometimes. The institute appears to have a strong positive influence on how often teachers talk with their students about their writing.

Summer institutes aim to attract teachers who are able to demonstrate a degree of competence coming in and to support those teachers' further development. These results suggest that this is just what is occurring.

The graph below displays both the proportions of teachers who, after the institute, are using the practices at the degree of frequency correlated with higher achievement (the top bar), as well as the proportion of teachers who said the NWP institute influenced them to use the practice more often than they did before (the bottom bar). It is in the relationship of these bars to one another that we can infer NWP influence on existing practice.

**Figure 37.**  
**Follow-up Survey: Four-year results for the frequency of teachers' use of classroom practices associated with higher NAEP writing achievement, and the impact of the institute on increasing teachers' use of those practices**



#### IV. The National Writing Project As A Valuable National Resource for Education

Teachers who participate in NWP institutes comprise the leadership pool that NWP sites draw upon to deliver professional development programs to teachers in their local service areas. Further, NWP institute participants become mainstays in the education system: Research has shown that 98% stay in education until they retire, and 70% stay in the classroom throughout their careers. Of those who leave the classroom, 83% work in leadership positions at the school level. Moreover, 72% continue to work or volunteer in education after their retirement (LeMahieu, et al., 2008). The leadership of NWP teacher-consultants is not transitory; rather, it is a long-term resource for the improvement of teaching. It is vital, therefore, that the summer institute model and experience be effective because it is the entry point to NWP sites' development of teacher-leadership.

Findings from this survey make a strong case that the summer institute serves its purpose very well:

First, the institutes attract a very wide range of teachers, and these teachers benefit from the institute regardless of differences in their backgrounds and contexts. This finding is significant because the NWP wants the leadership pool to reflect the diversity of needs and teaching contexts of teachers in the schools—teachers who will be participants in NWP programs led one day by these institute graduates

Second, what teachers gain from the institutes is multi-faceted. They gain concrete strategies they can use right away, and beyond that, they gain up-to-date research and the motivation to continue professional learning. These results indicate that the institutes act as powerful launching pads for long-term professional growth. In-depth qualitative research on the relationship between summer institutes and teacher classroom practice verifies and elaborates on this survey finding (Lieberman and Wood, 2003).

Third, NWP teachers are using teaching practices in their classrooms that are broadly accepted as effective and that contribute to student achievement. And while the institutes are reinforcing and promoting such practices, it is also the case that many participants were using them at least to some extent when they entered the program. That is, these teachers are not novices beginning to adopt effective practices; rather, the institutes build teacher leadership on a foundation of teaching experience. Teacher-leadership anchored in effective practice is the essence of the NWP model.

Fourth, the institutes provide a valuable experience and multiple benefits to teachers every year. This level of steady, high-level productivity reflects a mature NWP network that has accumulated very high capacity-it produces high quality programming reliably, and does so at a national scale. The NWP is a sizable engine generating a steady stream of teacher leadership into the nation's education system year in and year out.

### **Reflection from a broader perspective**

These seven annual surveys are one strand in an ongoing history of evaluation and research on the National Writing Project conducted by ourselves and other researchers<sup>29</sup>. In our nearly 25 years in the business of education evaluation, we have studied dozens of federal, state, and local projects that focus on the professional development of teachers in writing, mathematics, science, and other subjects, including some that bring K-12 and higher education institutions together or emphasize the development of teacher leadership.<sup>30</sup> When we consider the results of research on the NWP in light of research on other projects, we see that the NWP is unique not only in its scale, its longevity, and its adherence to principles that are respectful of teachers and the complexity of their work, but very importantly, the NWP is unique in its organizational capacity to produce, year

---

<sup>29</sup> Other NWP evaluations assess improvement on samples of student writing, as well studying classroom practices. The Academy for Educational Development completed a three-year study of the NWP in 2002 that included a writing assessment. The NWP's own Local Site Research Initiative has involved 19 NWP sites since 2003 in comparative studies examining gains on pre- and post-tests. In 2007, the NWP commissioned an independent \$5.5 million, five-year national evaluation focusing on writing improvement in schools that work with NWP sites. For information on these and more, see the Results page at [www.nwp.org](http://www.nwp.org).

<sup>30</sup> See [www.inverness-research.org](http://www.inverness-research.org).

after year, high quality professional development programs. The NWP functions as a robust infrastructure for the improvement of the teaching profession and, as such, we see it is a valuable and vital national resource.

The NWP will continue to face challenges as it seeks to expand its reach to even more teachers, to grow professional development programs that are increasingly helpful to teachers in the age of digital literacy and worldwide communication, and in all ways to continue striving to serve teachers of students who are disadvantaged by poor access to high quality literacy education. The summer institute will remain the well-spring and generator of the teacher leadership that the NWP needs to strengthen the profession and improve student writing. Thus, ongoing measurements of its quality will remain vital to the overall health of the national infrastructure. New surveys of summer institute participants should go beyond classroom teaching and assess the extent to which and the ways in which institutes help participants develop emerging skills and attitudes of professional leadership for their NWP sites and for change agency in their workplaces.

#### **Inverness Research**

Inverness Research is a national education research and evaluation group headquartered in Inverness, California, in the San Francisco Bay Area. We study investments that are made in the improvement of education, seeking to document the benefits of those investments at multiple levels, from system capacity to the classroom. For over 12 years we have collected data on NWP programs and participants, as well as conducting studies of NWP initiatives such as Project Outreach, the New Teacher Initiative and the Technology Initiative. The surveys that we report on here represent one facet of our long-term evaluation of the NWP. See [www.inverness-research.org](http://www.inverness-research.org).

## References

- Archer, J. (1998, February 18). Students' fortune rests with assigned teacher. Education Week.
- Belden Russonello & Stewart. (2007) The 2007 Survey on Teaching Writing. American Public Opinion on the Importance of Writing in Schools. Washington DC.
- Berry, B., Darling-Hammond, L., Hirsch, E., Robinson, S., and Wise, A. (undated). No Child Left Behind and the 'highly qualified' teacher: The promise and the possibilities. Hillsborough, North Carolina: Center for Teaching Quality. Retrieved February 2008 from [http://www.teachingquality.org/pdfs/NCLB\\_HQT\\_CEP\\_20061002.pdf](http://www.teachingquality.org/pdfs/NCLB_HQT_CEP_20061002.pdf).
- Commission on NCLB (2006, April 11). Quality teachers equal quality schools. A Hearing at California State Polytechnic University, Pomona, CA. Washington, DC: Aspen Institute. Retrieved February 2008 from <http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NCLBTeacherQualityHearingReport%20042406.pdf>.
- Darling-Hammond, L. (2007, January 10). A Marshall Plan for teaching: What it will really take to leave no child behind. Education Week. Retrieved February 2008 from <http://www.edweek.org/ew/articles/2007/01/10/18hammond.h26.html?print=1>.
- Education Trust (2006, August). Missing the mark: An Education Trust analysis of teacher-equity plans. Washington, DC: Author. Retrieved February 2008 from <http://www2.edtrust.org/NR/rdonlyres/5E2815C9-F765-4821-828F66F4D156713A/0/TeacherEquityPlans.pdf>.
- Executive summary: Grading the states' outcomes, policies (2008, January 10). Education Week, pp. 6-12.
- Haycock, K. (1998). Good teaching matters: How well-qualified teachers can close the gap. Washington, DC: The Education Trust.
- Lieberman, A. and McLaughlin, M. (1992). "Networks for change: Powerful and problematic." *Phi Delta Kappan*, May: 673-677.
- Lieberman, L. and Wood, D.R. (2003). *Inside the National Writing Project: Connecting Network Learning and Classroom Teaching*. New York: Teachers College Press.
- LeMahieu, P., MA Smith, and J Hutchinson. (2008) The NWP Legacy: A congressional briefing. Berkeley, CA: National Writing Project. url: <http://www.nwp.org/cs/public/print/doc/extranet/supportingthenwp>

- McKinsey and Co. (2007, September). How the world's best performing school systems come out on top. London: Author. Retrieved February 2008 from [http://www.mckinsey.com/locations/ukireland/publications/pdf/Education\\_report.pdf](http://www.mckinsey.com/locations/ukireland/publications/pdf/Education_report.pdf).
- The National Commission on Teaching & America's Future (1996, September). What matters most: Teaching for America's future. Washington, DC: Author. Retrieved February 2008 from <http://www.nctaf.org/documents/WhatMattersMost.pdf>.
- The National Commission on Writing For America's Families, Schools, and Colleges. (2004). Writing: A Ticket to Work...or a Ticket Out. A Survey of Business Leaders. New York: The College Board. Retrieved February 2008 from: [http://www.writingcommission.org/prod\\_downloads/writingcom/writing-ticket-to-work.pdf](http://www.writingcommission.org/prod_downloads/writingcom/writing-ticket-to-work.pdf).
- The National Commission on Writing For America's Families, Schools, and Colleges (2006, May). Writing and School Reform. Washington, DC: The College Board. Retrieved February 2008 from [http://www.writingcommission.org/prod\\_downloads/writingcom/writing-school-reform-natl-comm-writing.pdf](http://www.writingcommission.org/prod_downloads/writingcom/writing-school-reform-natl-comm-writing.pdf).
- The National Commission on Writing in America's Schools and Colleges (2003, April). The Neglected R: The Need for a Writing Revolution. Washington, DC: The College Board. Retrieved February 2008 from [http://www.writingcommission.org/prod\\_downloads/writingcom/neglectedr.pdf](http://www.writingcommission.org/prod_downloads/writingcom/neglectedr.pdf).
- Olson, L. (2008, January 10). Human resources a weak spot. Education Week, pp. 12-20.
- Sanders, W.L. and Rivers, J.C. (1996). Cumulative and residual effects of teachers on future student achievement, p. 9. Knoxville, Tennessee: University of Tennessee Value-Added Research and Assessment Center. Retrieved February 2008 from <http://www.mccsc.edu/~curriculum/cumulative%20and%20residual%20effects%20of%20teachers.pdf>.
- Wallis, Claudia, (2008, February 13). How to make better teachers. Time Magazine. Retrieved February 2008 from <http://www.time.com/time/nation/article/0,8599,1713174,00.html>.



# APPENDIX A—Participant data form and SI Survey

## National Writing Project Participant Information Form 2006

Your Name \_\_\_\_\_ Institute or Program \_\_\_\_\_

Gender:  female  male

Ethnicity: (optional, but if you do respond, please check only one)

- African American     Amer. Indian/Alas. Native     Asian     Latina/o/Hispanic  
 Pacific Islander/Filipino     White     Other: describe: \_\_\_\_\_

### Your school (complete for school where you currently teach)

School Name \_\_\_\_\_ City \_\_\_\_\_

District Name \_\_\_\_\_ State \_\_\_\_\_

- Where is your school located?  rural area (strongly rural characteristics and pop. less than 5,000)  
 suburban area (pop. of 5,000 to 100,000 near or part of a larger populated area)  
 small city (pop. of 5,000 to 100,000, not part of a larger populated area)  
 urban area/city (strongly urban characteristics and pop. over 100,000)

School level:  elementary  middle/junior high  high school  community college  college  other \_\_\_\_\_

Is it a year-round school?  yes  no

### Your current teaching experience

Grade(s) you currently teach:  K  1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>  4<sup>th</sup>  5<sup>th</sup>  6<sup>th</sup>  7<sup>th</sup>  8<sup>th</sup>  9<sup>th</sup>  10<sup>th</sup>  11<sup>th</sup>  12<sup>th</sup>  College  Other \_\_\_\_\_

Your current primary role:  teacher  administrator  pre-service  other: describe: \_\_\_\_\_

Years of teaching experience:  < 3 years  3-5 years  6-10 years  11-15 years  > 15 years

Teaching discipline in which you **currently** specialize or which you feel is your strongest area: (check only one)

- Arts and/or music     Foreign language(s)     History and/or social studies     Language arts     Math  
 Science     Generalist/all elementary subjects     Special Ed     Bilingual/ESL     Other (specify) \_\_\_\_\_

Are you a bilingual/ESL teacher for all or part of your schedule? (check if yes)

### Your experience with this Writing Project Site and the NWP

In what year did you first attend an activity sponsored by this site? \_\_\_\_\_  Not certain/don't remember

Have you attended other institutes sponsored by this site?  yes  no

### Your students (please complete only if you taught in 2005 – 2006 -- use estimates where exact numbers are not known)

\* What is the average number of students you taught EACH DAY? \_\_\_\_\_

\* What is the total number of students you taught in 2005 - 2006? \_\_\_\_\_

Please indicate the number of students you taught each day who are: #

African American \_\_\_\_\_  
Amer. Indian/Alaskan Native \_\_\_\_\_  
Asian \_\_\_\_\_  
Hispanic/Latina/o \_\_\_\_\_  
Pacific Islander/Filipino \_\_\_\_\_  
White \_\_\_\_\_  
Other \_\_\_\_\_

Please estimate the percentage of your students who are:

Title I students: \_\_\_\_\_ %  
ELL or LEP students  
(students who are learning English  
as a second language) \_\_\_\_\_ %

Please answer questions on reverse side >>>>

# National Writing Project Invitational Institute Survey of Participant Satisfaction for Summer 2006

**1. HOW WOULD YOU RATE THE OVERALL QUALITY OF THIS NWP INSTITUTE?**

1                      2                      3                      4                      5  
-----  
Poor                      Fair                      Excellent

**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?**

*Can't say. I have not participated in any other professional development recently.*

1                      2                      3                      4                      5  
-----  
Much worse                      About the same                      Much better

**3. HOW MUCH HAS THE INSTITUTE CONTRIBUTED TO YOUR UNDERSTANDING OF HOW TO TEACH WRITING EFFECTIVELY?**

1                      2                      3                      4                      5  
-----  
Not very much                      Some                      A great deal

**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?**

1                      2                      3                      4                      5  
-----  
Not very much                      Some                      A great deal

**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?**

1                      2                      3                      4                      5  
-----  
Not very much                      Some                      A great deal

Next spring Inverness Research Associates will conduct a follow-up survey of participants at Writing Project Institutes across the country. The data that are collected at that time will be used to document the contribution of Writing Project Institutes to teachers and students during the 2006-2007 school year. Please provide your mailing and e-mail addresses so we may contact you next. Thank you very much.

Name \_\_\_\_\_

Address \_\_\_\_\_

City, State, & Zip \_\_\_\_\_

E-mail address \_\_\_\_\_







**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?**

Thank you very much! Please return in the enclosed envelope or fax back to (650) 747-0541.

Contact Allison Murray ([aimurray@inverness-research.org](mailto:aimurray@inverness-research.org), 510-528-0905) or Laurie Senauke ([inverness-research@bayarea.net](mailto:inverness-research@bayarea.net), 510-845-6054) from Inverness Research Associates, with any questions.

# APPENDIX C

## Design and Methods Notes

### Survey respondents

Inverness Research administered the first Summer Institute Survey—called a “satisfaction survey”—and collecting participant data at the end of Summer Institutes in 1999 in response to DOE request. In summer 2000, we collected emails and addresses from respondents agreeing to respond to a follow-up survey; in the following Spring of 2001, we administered an online follow-up survey to those respondents from the 2000 institute.

Beginning with the follow-up survey to SI 2002 participants, in an effort to increase the response rate, a paper survey was mailed to those respondents who indicated an address but not an email, or whose email bounced.

Beginning with the follow-up survey after SI 2004, again in an effort to increase the response rate and to reduce the possibility of respondent bias, Inverness Research asked Site Directors to correct and update the list of SI participants and their contact information, and also to add the contact information for participants who had not returned an Institute Survey and data form. This change expanded the pool of potential follow-up respondents; it also meant that some follow-up surveys could not be matched to institute surveys and data forms.

### Original source of NAEP items on NAEP-administered surveys 2002

- Define purpose - teacher reported
- Plan writing - teacher reported
- Talk to students - student reported
- Make changes to reports - student reported
- Use computer to make changes - student reported
- Look for info on Internet - student reported

### Response rates for both surveys

	SI 2006	SI 2005	SI 2004	SI 2003	SI 2002	SI 2001	SI 2000	Totals
N of institute participants	3181	3276	3090	3214	3176	3104	3246	22,287
N of respondents to summer institute survey	2796	2866	2839	2799	2793	2712	2731	19,536
Response rate of summer institute survey	88%	87%	92%	87%	88%	87%	84%	88%
N of participants notified of follow-up survey	2760	2866	2839	2799	2012	1574	1932	16,782
N of participants responding to follow-up survey	1,160	1,028	1,086	1,097	884	526	424	6,205
Response rate for follow-up survey each year, based on N of participants notified	42%	36%	38%	39%	44%	33%	22%	37%

## Notes on follow-up survey data collection and analysis

Survey data were entered via an online survey using SQL Server and Perseus software.

The database was stored and analyzed in MS Access, using Total Access Statistics for analyses.

Analyses of data were conducted using frequency counts, two-tailed t-tests and ANOVA tests.

### Methodology for deriving percentages across years

*For sections: "The value and impact of the Writing Project institute participants" and "Benefits of Writing Project involvement for students"*

The number of respondents who marked a "4" or "5" response on the follow-up questionnaire over seven years (three years for the Reading & Technology questions) were summed and then divided by the sum of respondents replying to the question over the same time period. ("4" = agree, "5" = strongly agree)

*For sections: "Classroom practices that correlate with higher NAEP scores when used frequently"*

*For respondents who use this practice more often because of the WP:*

The number of respondents who marked a "3" response on the follow-up questionnaire over four years were summed and then divided by the sum of respondents replying to the question over the same time period. ("3" = agree)

*For respondents who "often" use this practice:*

The number of respondents who marked a "2", "3" or "4" response (varies by question) on the follow-up questionnaire over four years were summed and then divided by the sum of respondents replying to the question over the same time period.

See below for description on how "often" is designated for each question, based on the NAEP correlated frequencies

Teacher has students define their purpose and audience when they write about something.  
(NAEP correlated frequency = "often" = "4")

Teacher has students plan their writing.  
(NAEP correlated frequency = "often" = "4")

Teacher talks to students about what they are writing.  
(NAEP correlated frequency = "always" = "3")



Students make changes to their stories or reports to fix mistakes and improve them.

*(NAEP correlated frequency = "almost always" = "3")*

Students use a computer to make changes to their story or report (for example, spell-check, cut and paste).

*(NAEP correlated frequency = "sometimes" = "2" or almost always" = "3")*

Students look for information on the Internet to include in their stories or reports.

*(NAEP correlated frequency = "sometimes" = "2" or almost always" = "3")*

# APPENDIX D

## Data Tables for Follow-up Survey Analyses

The follow-up survey was administered to teachers in each summer institute cohort in the late spring after their participation in the NWP summer institute. The body of the report includes selected graphs to portray overall findings. This appendix includes data tables for all analyses.

For items under questions 3 and 5 (See Appendix B), we analyzed responses to ascertain whether there were differences in the ratings given by teachers across the seven annual cohorts. Results are in:

Table 1: the value and impact of the writing project for you

Table 6: the impact of your experience as it relates to reading and technology

Table 11: the benefits of your writing project involvement for your students

We also analyzed for differences in the responses of teachers grouped by different characteristics:

- teacher ethnicity: white teachers *vs.* teachers of color
- grade span taught: K-5, 6-8, 9-12, college/university
- years of teaching experience: <3 years, 3-5, 6-10, 11-15, >15 years
- subject area taught: language arts or generalist *vs.* all other

These analyzes are in:

- Tables 2-5: the value and impact of the writing project for you
- Tables 7-10: the impact of your experience as it relates to reading and technology
- Tables 12-15: the benefits of your writing project involvement for your students

For question 4—uses of classroom practices that are statistically correlated with higher NAEP achievement and the impact of the writing project on use of them—we analyzed responses to ascertain whether there were differences in the ratings given by teachers across the seven annual cohorts. Results are in Table 16.

**Table 1.**

**The value and impact of the Writing Project for institute participants**

**Differences across annual institute cohorts over seven years**

1) The WP has given me concrete teaching strategies that I use in my classroom.		2) The WP has enabled me to teach a wider range of students more effectively.		3) The WP helped me to examine student work to assess students' progress and to plan my teaching.	
2000	94.6%	2000	85.8%	2000	88.2%
2001	96.0%	2001	83.2%	2001	87.2%
2002	95.0%	2002	85.7%	2002	85.3%
2003	96.4%	2003	88.4%	2003	87.9%
2004	98.0%	2004	90.7%	2004	90.7%
2005	95.8%	2005	89.0%	2005	89.3%
2006	96.3%	2006	88.1%	2006	87.8%
Overall	<b>96.2%</b>	Overall	<b>87.8%</b>	Overall	<b>88.2%</b>
	<b>p=.001</b>		<b>p=.00005</b>		<b>p=.002</b>
4) Thanks to the WP I am more up-to-date on the latest research and practice in the teaching of writing.		5) Because of the WP, I am more effective in helping students meet local and state standards.		6) My participation in the WP caused me to seek further information or training.	
2000	93.1%	2000	85.0%	2000	91.1%
2001	90.6%	2001	84.7%	2001	88.9%
2002	90.2%	2002	85.1%	2002	92.0%
2003	94.6%	2003	87.8%	2003	90.2%
2004	95.2%	2004	89.7%	2004	89.8%
2005	92.8%	2005	85.5%	2005	88.7%
2006	92.8%	2006	83.3%	2006	89.8%
Overall	<b>93.0%</b>	Overall	<b>86.1%</b>	Overall	<b>90.0%</b>
	<b>p=.000005</b>		<b>p=.0001</b>		<b>No differences</b>

**Table 2.**

**The value and impact of the Writing Project for institute participants  
Differences between white teachers and teachers of color**

1) The WP has given me concrete teaching strategies that I use in my classroom.

	2000	2001	2002	2003	2004	2005	2006
White teachers	94.9%	97.0%	94.3%	96.0%	98.5%	96.0%	98.0%
Teachers of color	93.5%	96.1%	92.3%	96.2%	98.3%	96.7%	94.8%

p=.02

2) The WP has enabled me to teach a wider range of students more effectively.

	2000	2001	2002	2003	2004	2005	2006
White teachers	86.1%	84.6%	85.0%	87.9%	91.1%	89.4%	87.6%
Teachers of color	87.0%	88.2%	84.5%	88.3%	91.2%	91.7%	92.7%

p=.01

3) The WP helped me to examine student work to assess students' progress and to plan my teaching.

	2000	2001	2002	2003	2004	2005	2006
White teachers	87.3%	90.0%	85.0%	87.3%	91.2%	90.2%	89.3%
Teachers of color	89.1%	80.4%	82.7%	88.3%	91.7%	91.7%	90.6%

p=.04

4) Thanks to the WP I am more up-to-date on the latest research and practice in the teaching of writing.

	2000	2001	2002	2003	2004	2005	2006
White teachers	92.5%	91.5%	89.5%	94.3%	96.3%	93.0%	94.4%
Teachers of color	95.7%	90.2%	85.7%	93.4%	92.3%	95.9%	92.7%

p=.04

5) Because of the WP, I am more effective in helping students meet local and state standards.

	2000	2001	2002	2003	2004	2005	2006
White teachers	84.9%	85.8%	84.1%	86.7%	90.0%	86.2%	85.0%
Teachers of color	82.6%	84.3%	80.4%	88.7%	89.5%	90.1%	82.1%

No differences

6) My participation in the WP caused me to seek further information or training.

	2000	2001	2002	2003	2004	2005	2006
White teachers	89.8%	87.1%	88.1%	89.3%	89.6%	88.4%	91.4%
Teachers of color	82.6%	88.2%	87.5%	90.6%	92.8%	94.2%	92.6%

No differences

**Table 3.**

**The value and impact of the Writing Project for institute participants**

**Differences between teachers of different grade levels**

1) The WP has given me concrete teaching strategies that I use in my classroom.

Without college All grades	No differences						
	2000	2001	2002	2003	2004	2005	2006
	p>.01						
	p=.003						
K - 5	94.2%	93.6%	93.9%	96.6%	98.0%	95.8%	96.1%
6 - 8	96.6%	97.2%	96.9%	98.2%	98.1%	96.3%	97.4%
9 - 12	96.5%	97.0%	97.1%	95.0%	98.3%	96.0%	96.9%
College	75.0%	97.6%	85.5%	95.8%	95.9%	93.3%	94.2%

2) The WP has enabled me to teach a wider range of students more effectively.

Without college All grades	No differences						
	2000	2001	2002	2003	2004	2005	2006
	No differences						
K - 5	83.3%	88.4%	84.7%	90.7%	92.3%	89.6%	88.2%
6 - 8	86.6%	78.0%	86.8%	87.1%	92.6%	92.6%	88.7%
9 - 12	89.5%	84.0%	88.0%	86.1%	88.8%	86.9%	89.1%
College	75.0%	76.2%	77.6%	90.3%	84.5%	84.0%	82.4%

3) The WP helped me to examine student work to assess students' progress and to plan my teaching.

Without college All grades	No differences						
	2000	2001	2002	2003	2004	2005	2006
	p>.01						
	p=.003						
K - 5	89.1%	90.8%	87.5%	90.0%	91.0%	90.1%	87.1%
6 - 8	89.1%	84.4%	84.6%	87.9%	94.1%	90.0%	91.3%
9 - 12	90.1%	86.4%	85.5%	85.3%	90.0%	89.1%	87.3%
College	66.7%	85.7%	77.6%	88.7%	79.5%	84.0%	84.9%

4) Thanks to the WP I am more up-to-date on the latest research and practice in the teaching of writing.

Without college All grades	No differences						
	2000	2001	2002	2003	2004	2005	2006
	p=.00001						
K - 5	94.9%	92.4%	89.2%	94.9%	96.2%	93.8%	93.4%
6 - 8	89.8%	92.9%	92.1%	96.0%	97.4%	92.5%	92.5%
9 - 12	95.1%	89.3%	91.6%	93.8%	94.8%	92.3%	93.4%
College	87.5%	81.0%	82.7%	91.5%	83.6%	92.0%	89.7%

5) Because of the WP, I am more effective in helping students meet local and state standards.

Without college All grades	No differences						
	2000	2001	2002	2003	2004	2005	2006
	p=>.01						
	p=>.01						
	p=>.01						
	p=>.01						
	p=>.01						
	p=>.003						
	p=>.01						
K - 5	88.4%	89.0%	87.8%	90.9%	92.6%	88.2%	88.0%
6 - 8	81.5%	86.5%	91.6%	90.1%	94.8%	88.0%	87.3%
9 - 12	90.1%	83.9%	83.2%	85.8%	87.2%	83.6%	83.7%
College	50.0%	62.5%	60.6%	69.1%	68.1%	73.0%	47.0%

**Table 3, continued**

6) My participation in the WP caused me to seek further information or training.

Without  
college  
All grades

No differences

p=.02

	2000	2001	2002	2003	2004	2005	2006
K - 5	96.9%	93.2%	96.0%	90.0%	90.8%	89.4%	90.2%
6 - 8	89.9%	83.0%	89.3%	93.4%	89.6%	90.1%	90.6%
9 - 12	89.5%	90.5%	91.2%	87.8%	90.3%	88.3%	91.4%
College	75.0%	85.7%	88.0%	90.1%	83.6%	82.7%	80.5%

**Table 4.**  
**The value and impact of the Writing Project for institute participants**  
**Differences between teachers with different amounts of teaching experience**

1) The WP has given me concrete teaching strategies that I use in my classroom.

No differences

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	92.8%	95.7%	94.9%	95.2%	97.6%	93.9%	96.6%
3 to 5 years experience	93.5%	96.5%	92.0%	95.6%	97.2%	97.4%	98.1%
6 to 10 years experience	93.6%	96.2%	97.4%	96.6%	97.8%	96.2%	98.2%
11 to 15 years experience	100.0%	98.6%	96.1%	94.6%	100.0%	93.9%	98.1%
> 15 years experience	96.9%	96.2%	94.1%	98.8%	100.0%	97.9%	97.2%

2) The WP has enabled me to teach a wider range of students more effectively.

p=.01

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	78.3%	72.0%	82.4%	89.9%	87.2%	86.5%	87.5%
3 to 5 years experience	83.7%	83.3%	87.4%	86.5%	89.1%	88.4%	88.9%
6 to 10 years experience	89.4%	85.6%	87.4%	87.9%	93.8%	90.9%	88.8%
11 to 15 years experience	93.8%	93.0%	81.4%	89.1%	91.9%	91.3%	88.9%
> 15 years experience	87.5%	85.6%	86.6%	89.2%	91.1%	89.5%	89.1%

3) The WP helped me to examine student work to assess students' progress and to plan my teaching.

p=.01

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	82.9%	82.8%	86.8%	88.3%	89.7%	88.0%	84.9%
3 to 5 years experience	82.6%	88.6%	82.9%	86.0%	92.9%	91.5%	92.9%
6 to 10 years experience	91.4%	89.4%	86.4%	85.2%	91.2%	88.0%	89.3%
11 to 15 years experience	93.8%	90.1%	84.5%	88.4%	87.1%	88.7%	91.6%
> 15 years experience	93.8%	87.5%	87.0%	92.1%	92.6%	95.7%	89.8%

4) Thanks to the WP I am more up-to-date on the latest research and practice in the teaching of writing.

p=.04

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	94.0%	88.0%	86.0%	93.6%	96.0%	90.2%	91.1%
3 to 5 years experience	90.1%	89.5%	85.9%	92.0%	95.3%	94.2%	94.8%
6 to 10 years experience	93.6%	93.3%	92.1%	96.2%	95.1%	93.3%	94.7%
11 to 15 years experience	93.8%	95.7%	90.3%	95.3%	94.4%	92.0%	95.4%
> 15 years experience	93.8%	88.5%	94.6%	96.3%	96.0%	95.1%	93.8%

5) Because of the WP, I am more effective in helping students meet local and state standards.

p = .01

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	76.8%	82.8%	85.3%	86.6%	89.6%	86.5%	84.2%
3 to 5 years experience	84.6%	80.7%	81.7%	86.8%	89.0%	86.8%	85.8%
6 to 10 years experience	87.2%	86.4%	85.2%	89.7%	91.2%	86.8%	85.6%
11 to 15 years experience	81.3%	93.0%	87.3%	83.7%	87.9%	85.2%	85.2%
> 15 years experience	87.5%	84.5%	86.8%	89.9%	89.7%	86.7%	83.5%

6) My participation in the WP caused me to seek further information or training.

p = .02

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	90.0%	85.7%	92.4%	87.7%	92.9%	85.0%	90.3%
3 to 5 years experience	89.0%	91.2%	93.3%	91.2%	88.6%	92.1%	91.6%
6 to 10 years experience	90.2%	94.1%	92.4%	91.6%	92.5%	87.5%	92.4%
11 to 15 years experience	87.5%	89.9%	89.7%	88.4%	93.5%	87.8%	93.5%
> 15 years experience	93.3%	85.9%	91.1%	90.0%	84.2%	90.1%	91.0%

**Table 5.**  
**The value and impact of the Writing Project for institute participants**  
**Differences between language arts/generalists and teachers of all other subjects**

1) The WP has given me concrete teaching strategies that I use in my classroom.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	95.2%	96.4%	94.7%	96.2%	98.2%	96.8%	97.5%
All Others	93.3%	96.9%	95.3%	97.8%	99.5%	93.5%	97.4%

*p = .04*

2) The WP has enabled me to teach a wider range of students more effectively.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	86.7%	83.2%	85.9%	88.8%	91.8%	90.4%	88.3%
All Others	81.3%	85.6%	85.1%	86.3%	88.5%	86.9%	89.5%

*No difference*

3) The WP helped me to examine student work to assess students' progress and to plan my teaching.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	89.9%	87.5%	85.7%	88.1%	91.0%	91.5%	88.9%
All Others	81.3%	88.7%	84.4%	86.8%	92.4%	86.3%	91.5%

*p = .05*      *p = .03*      *p = .04*

4) Thanks to the WP I am more up-to-date on the latest research and practice in the teaching of writing.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	93.9%	90.8%	90.1%	94.5%	95.9%	93.6%	94.6%
All Others	90.7%	90.6%	88.4%	95.0%	94.1%	92.8%	91.6%

*No difference*

5) Because of the WP, I am more effective in helping students meet local and state standards.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	86.6%	83.9%	85.2%	88.0%	90.2%	88.3%	84.6%
All Others	79.7%	88.7%	84.2%	86.7%	88.6%	80.8%	86.2%

*p = .01*

6) My participation in the WP caused me to seek further information or training.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	91.9%	90.4%	91.7%	90.9%	91.0%	89.8%	92.7%
All Others	86.5%	86.3%	93.7%	86.7%	87.0%	86.8%	86.8%

*p = .04*      *p = .02*



**Table 6.**

**The impact of the Writing Project as it relates to reading and technology**

**Differences across annual institute cohorts over three years**

1) What I have experienced in the WP applies to the teaching of reading.

2004	87.9%
2005	87.0%
2006	85.9%
Overall	<b>86.9%</b>

No differences

2) Because of the WP, I am more effective in teaching reading.

2004	79.4%
2005	79.2%
2006	73.4%
Overall	<b>77.3%</b>

p=.001

3) Because of the WP, I am more comfortable using technology for my own learning and writing.

2004	66.2%
2005	65.6%
2006	67.1%
Overall	<b>66.3%</b>

No differences

4) Because of the WP, I am more comfortable using technology in my classroom.

2004	58.5%
2005	60.2%
2006	60.4%
Overall	<b>59.7%</b>

No differences

**Table 7.**

**The impact of the Writing Project as it relates to reading and technology**

**Differences between white teachers and teachers of color**

1) What I have experienced in the WP applies to the teaching of reading.

No differences

	2004	2005	2006
White teachers	87.3%	87.2%	86.6%
Teachers of color	90.1%	88.3%	91.7%

2) Because of the WP, I am more effective in teaching reading.

No differences

	2004	2005	2006
White teachers	79.9%	79.5%	74.0%
Teachers of color	78.8%	80.8%	76.9%

3) Because of the WP, I am more comfortable using technology for my own learning and writing.

No differences

	2004	2005	2006
White teachers	64.6%	66.9%	70.0%
Teachers of color	70.0%	68.6%	74.0%

4) Because of the WP, I am more comfortable using technology in my classroom.

p=.02

	2004	2005	2006
White teachers	56.9%	61.2%	60.8%
Teachers of color	60.8%	60.8%	68.8%

**Table 8.**

**The impact of the Writing Project as it relates to reading and technology  
Differences between teachers of different grade levels**

1) What I have experienced in the WP applies to the teaching of reading.

Without college All grades	p=.01 p=.002	p=.01 p=.03	No difference p=.01
	2004	2005	2006
K - 5	92.0%	91.0%	86.6%
6 - 8	88.1%	86.8%	87.6%
9 - 12	84.8%	84.1%	86.4%
College	79.5%	82.4%	75.9%

2) Because of the WP, I am more effective in teaching reading.

Without college All grades	No differences p=.059	No differences	p=.06
	2004	2005	2006
K - 5	82.6%	81.8%	75.3%
6 - 8	78.9%	81.4%	74.9%
9 - 12	78.4%	76.7%	72.7%
College	69.0%	71.6%	65.1%

3) Because of the WP, I am more comfortable using technology for my own learning and writing.

Without college All grades	No differences	p=.03	
	2004	2005	2006
K - 5	65.1%	65.3%	67.3%
6 - 8	63.3%	69.7%	73.0%
9 - 12	70.1%	64.2%	65.6%
College	64.4%	60.8%	55.2%

4) Because of the WP, I am more comfortable using technology in my classroom.

Without college All grades	No differences	No differences	
	2004	2005	2006
K - 5	55.7%	59.0%	58.7%
6 - 8	58.4%	65.3%	66.2%
9 - 12	61.6%	57.3%	60.1%
College	58.9%	62.7%	52.9%

**Table 9.**  
**The impact of the Writing Project as it relates to reading and technology**  
**Differences between teachers with different amounts of teaching experience**

1) What I have experienced in the WP applies to the teaching of reading.

	$p = .03$		
	2004	2005	2006
< 3 years experience	80.2%	85.7%	87.7%
3 to 5 years experience	89.5%	87.9%	90.2%
6 to 10 years experience	88.1%	82.7%	85.2%
11 to 15 years experience	87.7%	87.7%	87.0%
> 15 years experience	89.7%	94.3%	87.6%

2) Because of the WP, I am more effective in teaching reading.

	No differences		
	2004	2005	2006
< 3 years experience	75.4%	79.5%	75.9%
3 to 5 years experience	78.0%	77.1%	73.0%
6 to 10 years experience	80.3%	78.2%	76.0%
11 to 15 years experience	78.7%	80.4%	74.5%
> 15 years experience	82.6%	84.3%	74.1%

3) Because of the WP, I am more comfortable using technology for my own learning and writing.

	$p = .02$		$p = .047$
	2004	2005	2006
< 3 years experience	69.0%	59.1%	70.5%
3 to 5 years experience	62.6%	70.0%	61.4%
6 to 10 years experience	63.6%	64.9%	71.9%
11 to 15 years experience	56.6%	68.7%	69.4%
> 15 years experience	73.1%	72.0%	76.8%

4) Because of the WP, I am more comfortable using technology in my classroom.

	$p = .04$		
	2004	2005	2006
< 3 years experience	57.1%	51.9%	61.6%
3 to 5 years experience	56.4%	66.3%	54.6%
6 to 10 years experience	57.3%	57.4%	62.6%
11 to 15 years experience	48.0%	67.0%	62.0%
> 15 years experience	64.4%	62.9%	68.5%

**Table 10.**  
**The impact of the Writing Project as it relates to reading and technology**  
**Differences between language arts/generalists and teachers**  
**of all other subjects**

1. What I have experienced in the WP applies to the teaching of reading.

	No differences		
	2004	2005	2006
Language Arts/Generalists	87.2%	87.8%	88.0%
All Others	90.7%	85.7%	83.7%

2) Because of the WP, I am more effective in teaching reading.

	No differences		
	2004	2005	2006
Language Arts/Generalists	79.1%	80.1%	75.1%
All Others	82.1%	78.0%	72.3%

3) Because of the WP, I am more comfortable using technology for my own learning and writing.

	No differences		
	2004	2005	2006
Language Arts/Generalists	65.6%	66.7%	69.5%
All Others	65.8%	68.9%	71.9%

4) Because of the WP, I am more comfortable using technology in my classroom.

	No differences		
	2004	2005	2006
Language Arts/Generalists	57.7%	60.6%	61.2%
All Others	57.6%	63.1%	63.8%

**Table 11.**

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

**Differences across annual institute cohorts over seven years**

1) Students enjoy writing more and are more proud of what they write.		2) Students better understand the value of writing for discovery and for communication.		3) Students write more often and write longer pieces.	
2000	85.0%	2000	85.7%	2000	84.8%
2001	81.8%	2001	87.0%	2001	82.2%
2002	81.5%	2002	84.7%	2002	82.6%
2003	82.8%	2003	85.7%	2003	81.8%
2004	87.0%	2004	88.5%	2004	83.8%
2005	84.5%	2005	86.5%	2005	83.0%
2006	81.5%	2006	82.8%	2006	82.4%
Overall	<b>83.4%</b>	Overall	<b>85.8%</b>	Overall	<b>82.8%</b>
	$p=.0005$		$p=.004$		No differences
4) Students are better able to explain in writing what they are thinking and learning in the subjects I teach.		5) Students have a better understanding of the qualities of good writing.		6) Students have a better grasp of writing conventions and editing skills.	
2000	83.6%	2000	89.5%	2000	80.5%
2001	79.7%	2001	88.4%	2001	78.7%
2002	81.7%	2002	87.0%	2002	75.7%
2003	80.6%	2003	86.8%	2003	71.3%
2004	83.8%	2004	89.6%	2004	78.8%
2005	83.5%	2005	89.5%	2005	75.7%
2006	81.6%	2006	86.6%	2006	74.1%
Overall	<b>82.1%</b>	Overall	<b>88.1%</b>	Overall	<b>75.8%</b>
	$p=.02$		$p=.01$		$p>>.01$

**Table 12.**

**Benefits of Writing Project involvement for institute participants' students**

**Differences between white teachers and teachers of color**

1) Students enjoy writing more and are more proud of what they write.

	2000	2001	$p=.01$ 2002	2003	$p=.01$ 2004	2005	2006
White teachers	85.8%	81.6%	81.1%	81.8%	88.6%	86.6%	84.0%
Teachers of color	82.6%	78.4%	75.0%	82.2%	81.0%	81.0%	81.9%

2) Students better understand the value of writing for discovery and for communication.

	2000	2001	$p<<.01$ 2002	2003	2004	2005	$p<<.01$ 2006
White teachers	84.9%	85.1%	84.1%	84.8%	89.1%	86.4%	84.3%
Teachers of color	84.8%	84.3%	78.6%	85.0%	87.6%	88.1%	92.4%

3) Students write more often and write longer pieces.

	2000	$p=.03$ 2001	$p=.03$ 2002	2003	2004	2005	2006
White teachers	84.3%	81.1%	81.7%	80.4%	84.4%	84.8%	83.9%
Teachers of color	80.4%	76.5%	76.8%	81.7%	83.1%	84.0%	84.8%

4) Students are better able to explain in writing what they are thinking and learning in the subjects I teach.

	2000	$p=.02$ 2001	$p=.01$ 2002	2003	2004	$p=.04$ 2005	2006
White teachers	83.4%	78.9%	80.9%	79.7%	84.0%	83.7%	84.3%
Teachers of color	82.6%	72.5%	77.4%	78.9%	83.2%	89.1%	83.0%

5) Students have a better understanding of the qualities of good writing.

	$p=.04$ 2000	2001	$p=.01$ 2002	2003	2004	2005	2006
White teachers	89.5%	86.6%	85.9%	85.7%	90.2%	90.2%	89.1%
Teachers of color	84.8%	86.3%	82.1%	85.4%	86.0%	91.7%	89.2%

6) Students have a better grasp of writing conventions and editing skills.

	2000	2001	$p=.02$ 2002	2003	2004	2005	$p=.03$ 2006
White teachers	79.8%	77.6%	74.9%	69.5%	79.0%	76.7%	74.3%
Teachers of color	78.3%	76.5%	70.8%	72.8%	76.5%	79.3%	81.9%

**Table 13.**

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

**Differences between teachers of different grade levels**

1) Students enjoy writing more and are more proud of what they write.

Without college							
All grades	p=.02		p>.003	p>>.01	p>>.01	p>>.01	p>>.01
	2000	2001	2002	2003	2004	2005	2006
K - 5	87.0%	85.3%	84.7%	87.8%	91.5%	88.4%	89.0%
6 - 8	85.6%	80.4%	83.7%	87.1%	89.3%	88.4%	81.2%
9 - 12	85.9%	82.0%	79.5%	75.0%	84.0%	80.6%	76.8%
College	65.2%	71.4%	68.5%	74.6%	69.9%	71.6%	68.6%

2) Students better understand the value of writing for discovery and for communication.

Without college			No differences				
All grades			p=.02		p>>.04		p=.02
	2000	2001	2002	2003	2004	2005	2006
K - 5	88.2%	89.9%	87.1%	88.3%	91.2%	89.8%	86.9%
6 - 8	86.4%	83.5%	85.0%	87.5%	90.7%	84.2%	82.5%
9 - 12	84.5%	89.8%	84.9%	81.5%	86.8%	85.6%	79.2%
College	73.9%	76.2%	74.0%	84.5%	73.6%	82.2%	81.0%

3) Students write more often and write longer pieces.

Without college							
All grades	p>>.01	p=.002	p=.02	p>>.004	p>>.01	p=.02	
	2000	2001	2002	2003	2004	2005	2006
K - 5	86.9%	88.8%	84.6%	87.0%	88.0%	85.2%	84.2%
6 - 8	86.4%	75.5%	83.4%	84.4%	86.0%	85.7%	82.7%
9 - 12	85.9%	85.6%	83.1%	77.1%	81.7%	81.3%	82.9%
College	56.5%	64.3%	69.9%	64.8%	63.0%	71.6%	72.1%

4) Students are better able to explain in writing what they are thinking and learning in the subjects I teach.

Without college							
All grades	No differences						
	p>>.01		p=.01		p>>.01		
	2000	2001	2002	2003	2004	2005	2006
K - 5	80.4%	81.5%	81.0%	83.6%	84.9%	82.4%	81.8%
6 - 8	88.0%	78.8%	86.3%	81.2%	87.4%	84.5%	83.8%
9 - 12	86.6%	82.0%	82.1%	77.2%	84.2%	83.7%	81.7%
College	60.9%	65.9%	69.4%	77.5%	63.0%	85.1%	75.3%

5) Students have a better understanding of the qualities of good writing.

Without college							
All grades	p=.02	p>>.01	p>>.01	p=.01	p>>.01		p=.02
	2000	2001	2002	2003	2004	2005	2006
K - 5	90.6%	90.6%	87.1%	90.0%	89.6%	91.1%	90.1%
6 - 8	93.2%	86.3%	92.0%	88.6%	91.1%	91.7%	88.3%
9 - 12	88.0%	93.9%	86.4%	82.4%	91.4%	87.1%	83.6%
College	73.9%	64.3%	73.6%	82.9%	75.3%	85.1%	80.2%



**Table 13, continued**

6) Students have a better grasp of writing conventions and editing skills.

Without college All grades	No difference p=.02	No difference p>>.01	p=.03 p=.01		p>>.01 p>>.01		
	2000	2001	2002	2003	2004	2005	2006
K - 5	84.8%	86.5%	77.2%	72.8%	84.1%	77.3%	78.5%
6 - 8	82.2%	77.0%	82.5%	74.9%	80.3%	75.8%	73.2%
9 - 12	78.2%	77.7%	71.1%	68.2%	74.7%	74.5%	70.6%
College	60.9%	57.1%	65.8%	63.4%	64.4%	73.6%	74.4%

**Table 14.**

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

**Differences between teachers with different amounts of teaching experience**

1) Students enjoy writing more and are more proud of what they write.

$p=.03$

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	76.8%	76.1%	74.8%	78.6%	88.1%	82.4%	82.2%
3 to 5 years experience	92.4%	77.0%	79.9%	83.8%	88.6%	87.8%	87.1%
6 to 10 years experience	79.8%	87.4%	83.6%	82.8%	87.6%	83.7%	81.2%
11 to 15 years experience	93.8%	85.9%	82.2%	79.1%	86.9%	88.7%	86.1%
> 15 years experience	90.3%	83.3%	85.3%	86.0%	84.8%	86.0%	84.7%

2) Students better understand the value of writing for discovery and for communication.

$p=.03$

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	80.5%	82.6%	80.0%	81.8%	86.5%	82.2%	81.9%
3 to 5 years experience	86.8%	86.6%	83.9%	84.6%	90.4%	87.2%	86.9%
6 to 10 years experience	83.0%	88.3%	82.5%	85.8%	92.0%	85.0%	85.7%
11 to 15 years experience	81.3%	93.0%	89.0%	85.3%	87.0%	85.1%	88.9%
> 15 years experience	93.5%	84.3%	89.0%	89.4%	86.1%	93.5%	85.1%

3) Students write more often and write longer pieces.

No differences

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	81.5%	77.2%	80.7%	78.1%	87.2%	81.1%	82.2%
3 to 5 years experience	87.0%	83.0%	81.7%	84.2%	87.0%	86.2%	86.7%
6 to 10 years experience	84.0%	88.3%	83.5%	80.0%	84.8%	83.5%	82.8%
11 to 15 years experience	81.3%	80.3%	83.7%	79.1%	79.5%	86.5%	87.7%
> 15 years experience	90.3%	81.4%	84.7%	85.0%	80.9%	85.9%	84.4%

4) Students are better able to explain in writing what they are thinking and learning in the subjects I teach.

No differences

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	81.7%	75.0%	77.8%	75.9%	82.5%	84.8%	80.8%
3 to 5 years experience	87.9%	80.4%	78.3%	79.3%	86.7%	86.6%	85.1%
6 to 10 years experience	78.7%	81.2%	82.0%	82.1%	85.3%	82.0%	85.7%
11 to 15 years experience	81.3%	82.6%	87.0%	83.6%	78.7%	86.1%	88.0%
> 15 years experience	87.1%	80.4%	86.9%	81.3%	82.8%	83.7%	84.7%

5) Students have a better understanding of the qualities of good writing.

$p=.02$

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	82.9%	84.8%	80.6%	84.0%	92.9%	87.9%	87.7%
3 to 5 years experience	92.4%	87.4%	85.4%	90.6%	92.9%	91.0%	91.6%
6 to 10 years experience	89.4%	93.2%	88.8%	82.4%	90.3%	89.4%	89.3%
11 to 15 years experience	87.5%	88.6%	89.0%	87.5%	82.9%	90.4%	89.8%
> 15 years experience	90.0%	86.3%	90.2%	89.8%	86.6%	92.2%	86.9%

6) Students have a better grasp of writing conventions and editing skills.

$p=.02$

$p=.01$

	2000	2001	2002	2003	2004	2005	2006
< 3 years experience	65.9%	72.8%	74.8%	71.4%	81.6%	75.6%	76.6%
3 to 5 years experience	84.8%	81.3%	70.2%	72.5%	79.9%	78.7%	77.3%
6 to 10 years experience	81.9%	84.3%	76.7%	68.3%	82.3%	73.6%	71.8%
11 to 15 years experience	87.5%	84.5%	78.0%	61.4%	72.1%	80.0%	81.5%
> 15 years experience	83.9%	72.5%	80.7%	78.3%	74.8%	79.6%	71.0%

**Table 15.**  
**Benefits of your Writing Project involvement for your students**  
**Differences between language arts/generalists and teachers of all other subjects**

1) Students enjoy writing more and are more proud of what they write.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	85.4%	83.6%	82.0%	82.9%	87.9%	86.6%	84.8%
All Others	82.2%	73.7%	77.8%	82.1%	84.0%	82.6%	80.1%

p=.02

2) Students better understand the value of writing for discovery and for communication.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	86.5%	85.3%	85.7%	86.3%	88.6%	87.6%	86.3%
All Others	80.8%	91.6%	80.4%	82.7%	89.6%	83.0%	79.9%

p=.02

p=.05

3) Students write more often and write longer pieces.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	84.1%	82.5%	83.0%	83.0%	85.0%	84.9%	84.5%
All Others	86.3%	81.1%	82.1%	76.0%	81.1%	83.8%	83.0%

No difference

4) Students are better able to explain in writing what they are thinking and learning in the subjects I teach.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	83.9%	78.6%	81.7%	80.5%	83.8%	85.3%	84.6%
All Others	81.9%	84.8%	83.2%	81.0%	84.1%	81.3%	83.4%

No difference

5) Students have a better understanding of the qualities of good writing.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	91.5%	88.7%	87.5%	88.3%	90.5%	91.3%	91.2%
All Others	80.8%	85.1%	84.7%	79.2%	85.1%	86.8%	80.0%

p=0.002

p=0.001

p=0.04

p =  
0.0001

) Students have a better grasp of writing conventions and editing skills.

	2000	2001	2002	2003	2004	2005	2006
Language Arts/Generalists	82.4%	78.6%	77.4%	71.5%	79.3%	78.1%	77.0%
All Others	71.2%	80.0%	68.8%	70.2%	75.1%	73.1%	68.0%

p=.01

p=.01

p=.02

Table 16.

**Classroom practices that correlate with higher NAEP scores when used frequently**

**Differences across annual institute cohorts over four years**

1) Teacher has students define their purpose and audience when they write about something.			2) Teacher has students plan their writing.		
	respondents who use this practice more often because of the WP	respondents who "often" use this practice		respondents who use this practice more often because of the WP	respondents who "often" use this practice
2003	70.4%	53.8%	2003	65.0%	76.0%
2004	80.7%	67.7%	2004	74.4%	81.0%
2005	79.5%	65.3%	2005	71.4%	81.5%
2006	76.6%	59.9%	2006	70.5%	78.8%
Overall	<b>76.8%</b>	<b>61.6%</b>	Overall	<b>70.3%</b>	<b>79.3%</b>
	p>>.01	p>>.01		p=.01	p=.01
3) Teacher talks to students about what they are writing.			4) Students make changes to their stories or reports to fix mistakes and improve them.		
	respondents who use this practice more often because of the WP	respondents who "always" use this practice		respondents who use this practice more often because of the WP	respondents who "almost always" use this practice
2003	79.5%	85.1%	2003	64.3%	75.0%
2004	85.3%	81.2%	2004	69.5%	75.0%
2005	80.8%	79.9%	2005	66.2%	73.5%
2006	82.2%	81.0%	2006	65.2%	69.5%
Overall	<b>82.0%</b>	<b>81.8%</b>	Overall	<b>66.3%</b>	<b>73.2%</b>
	p>>.01	p>>.01		p=.02	No differences
5) Students use a computer to make changes to their story or report.			6) Students look for information on the Internet to include in their stories or reports.		
	respondents who use this practice more often because of the WP	respondents who "sometimes or almost always" use this practice		respondents who use this practice more often because of the WP	respondents who "sometimes or almost always" use this practice
2003	27.1%	79.2%	2003	25.3%	84.1%
2004	28.3%	82.5%	2004	26.6%	86.1%
2005	28.4%	80.1%	2005	27.0%	84.6%
2006	26.9%	78.2%	2006	25.7%	80.1%
Overall	<b>27.7%</b>	<b>80.0%</b>	Overall	<b>26.1%</b>	<b>83.7%</b>
	No differences	p>>.01		No differences	p>>.01