

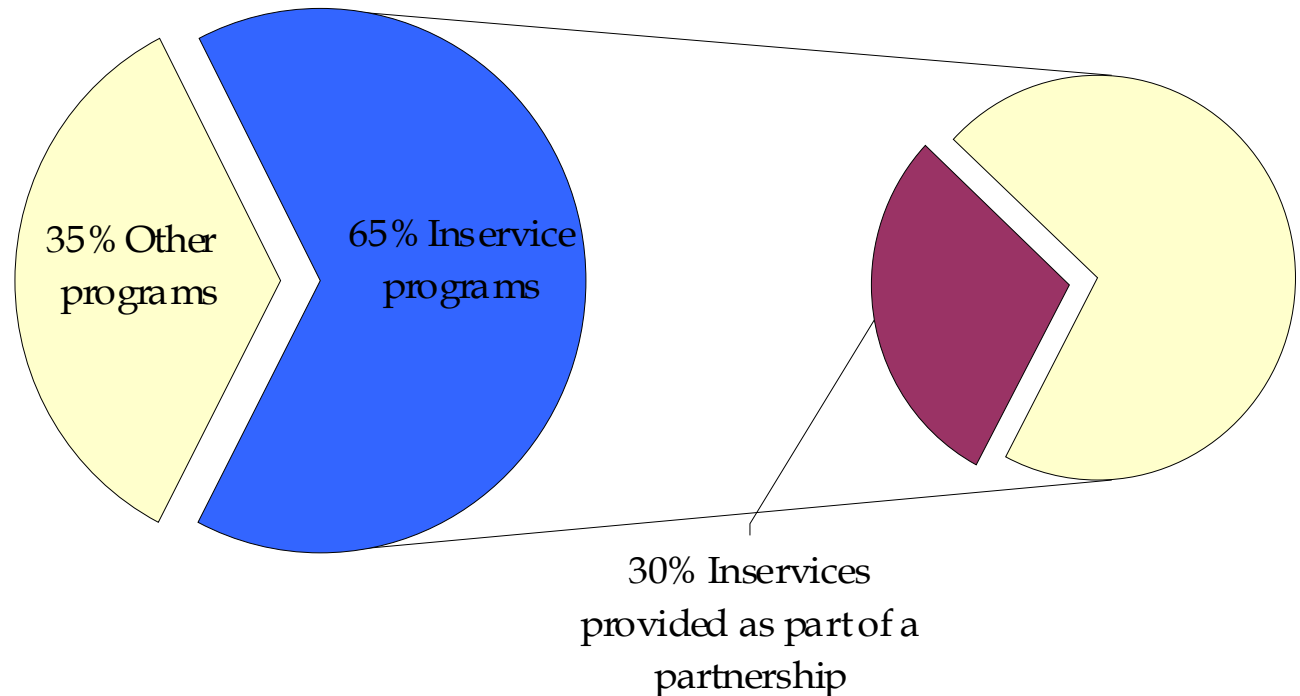
# **CALIFORNIA WRITING PROJECT PARTNERSHIPS WITH SCHOOLS:**

**A Study of Benefits to  
Teachers and  
Students**

Inverness Research Associates



# Percentage of CWP Inservice Programs That Take Place in Partnership Context



# CWP Interest in Partnerships as Context for Supporting Teachers

- Is the content of the professional development in partnerships valuable to teachers?
- Are teachers learning about classroom practices that can improve students' achievement and help them prepare for higher education?
- Are teachers able to apply what they learn to their classroom teaching?
- Do teachers believe their students are benefiting?

# A Collaborative CWP-IRA Study

- 30 partnerships in 15 sites
- Range of new to mature partnerships, many in urban contexts
- All active teacher participants surveyed
- 536 teachers, grades K-12

# Survey Questions

- Types of professional development activity included in partnerships
- Quality and value of the partnership activities
- Influence of partnership on practices of teaching writing
- Influence of partnership on practices of teaching reading
- Benefits to students

# Three Summary Findings



## Summary Finding #1

In the context of its partnerships with schools, the CWP is offering professional development content that is of significance and value to the participating teachers and that many teachers believe is ultimately beneficial to their students.

## Summary Finding #2

In CWP partnerships, teachers learn about classroom practices that are correlated with high achievement on assessments administered by the National Assessment of Educational Progress (NAEP), and they learn about practices that are consistent with college and university standards for student competency in writing.



## Summary Finding #3

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Substantial proportions of participating teachers report that they are increasing their use of effective classroom practices as a result of their participation in the CWP partnership.

# Benefits to Teachers



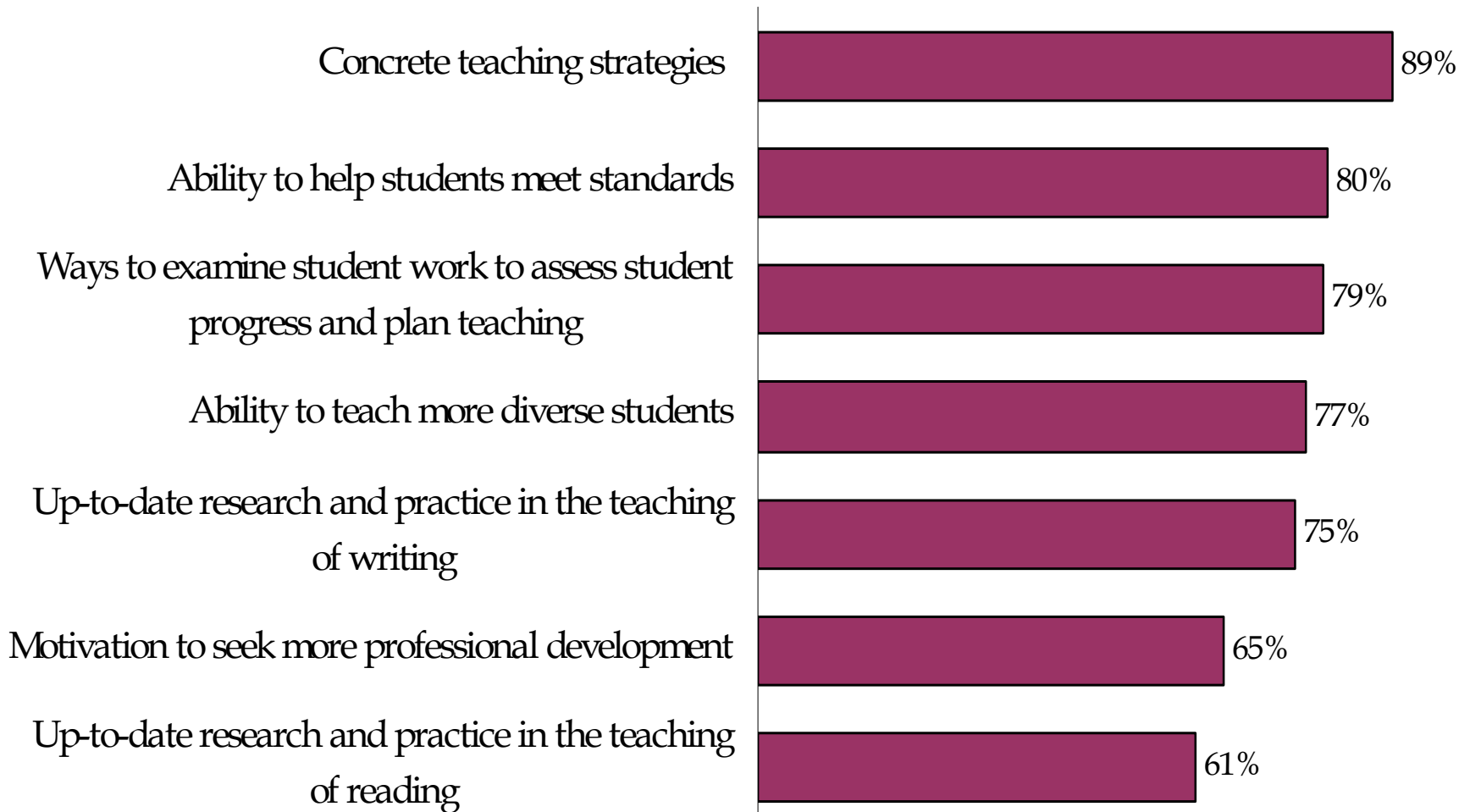
# Percentage of Teachers Involved in Partnership Activities

Type of Activity	% Teachers Participating (All grades)
Workshops on teaching writing	71%
School or district writing assessment	46%
School improvement planning	34%
Classroom coaching	32%
Summer or intersession institute	25%
Study group	18%
Site-sponsored conference	18%
University extension course	13%
Academic writing program	12%
Young writer's program	8%
NWP-wide event	7%

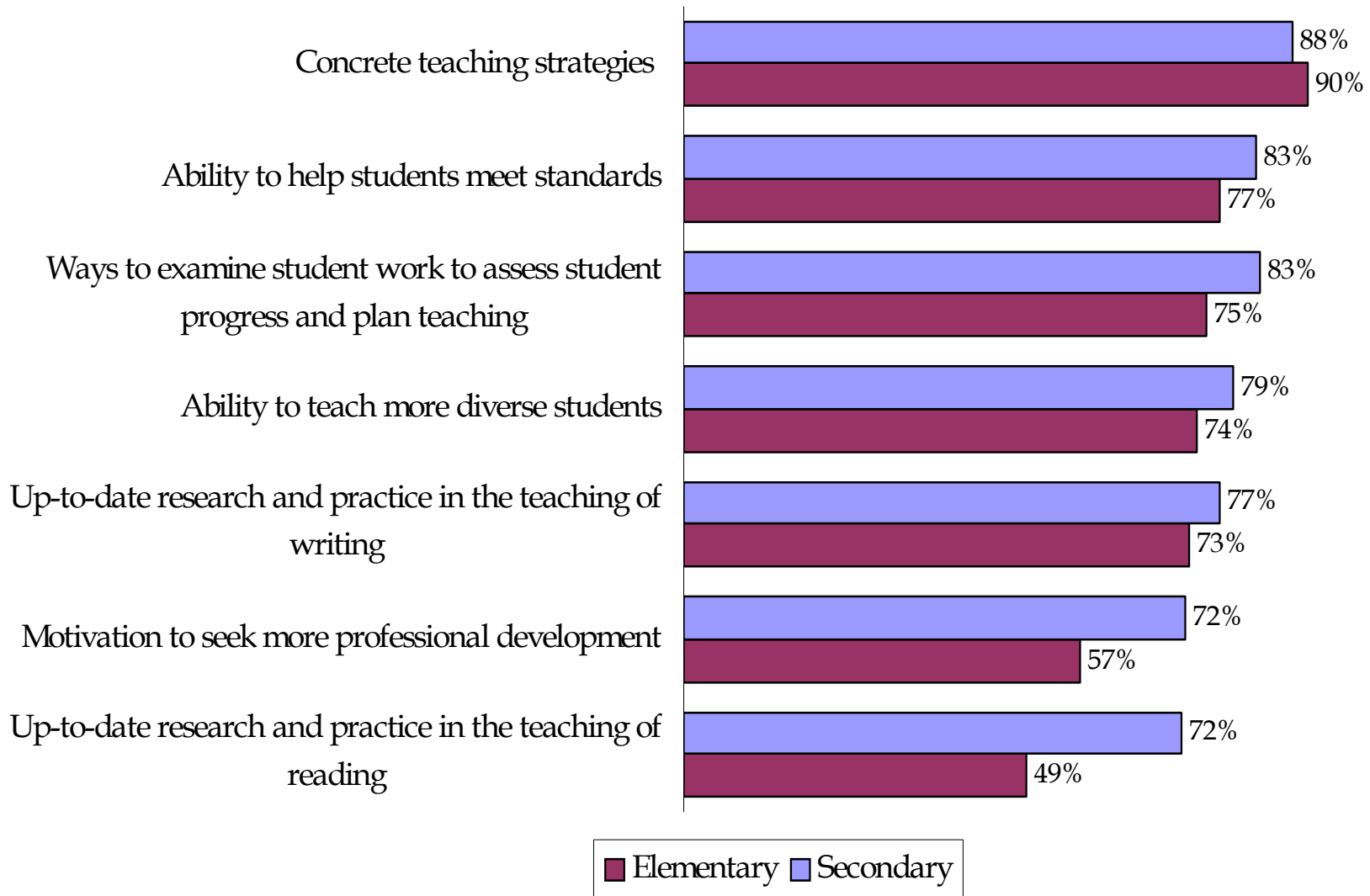
## Teachers' Overall Rating of Quality

85% of all participants report that the professional development offered in CWP partnerships is of higher quality and greater usefulness than professional development offered by others.

# What Teachers Gain from Their Involvement



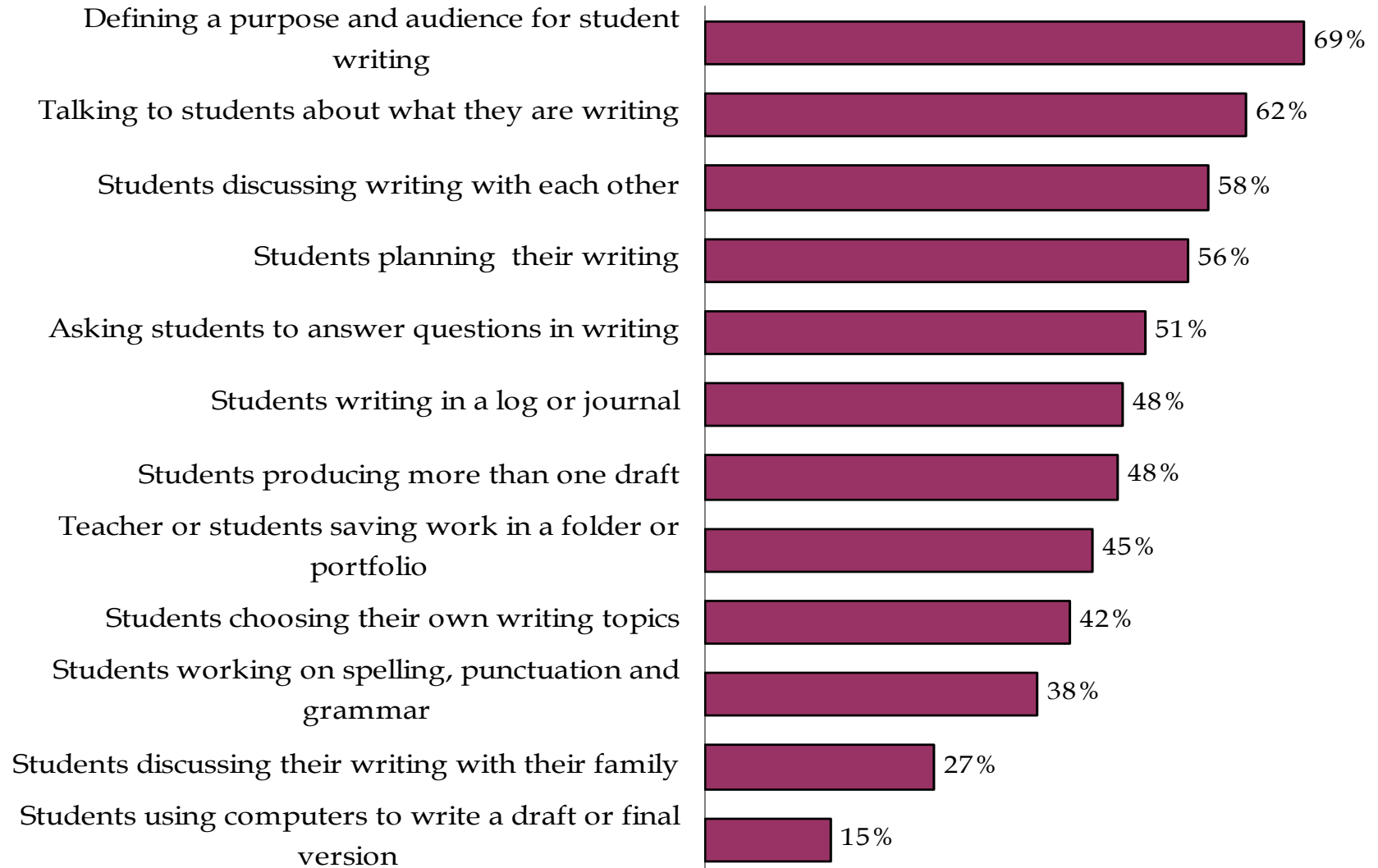
# Comparison of Benefits by Grade Level



# **Influences on Teachers' Classroom Practices— Grades K-5**



# Increase in Practices of Teaching Writing

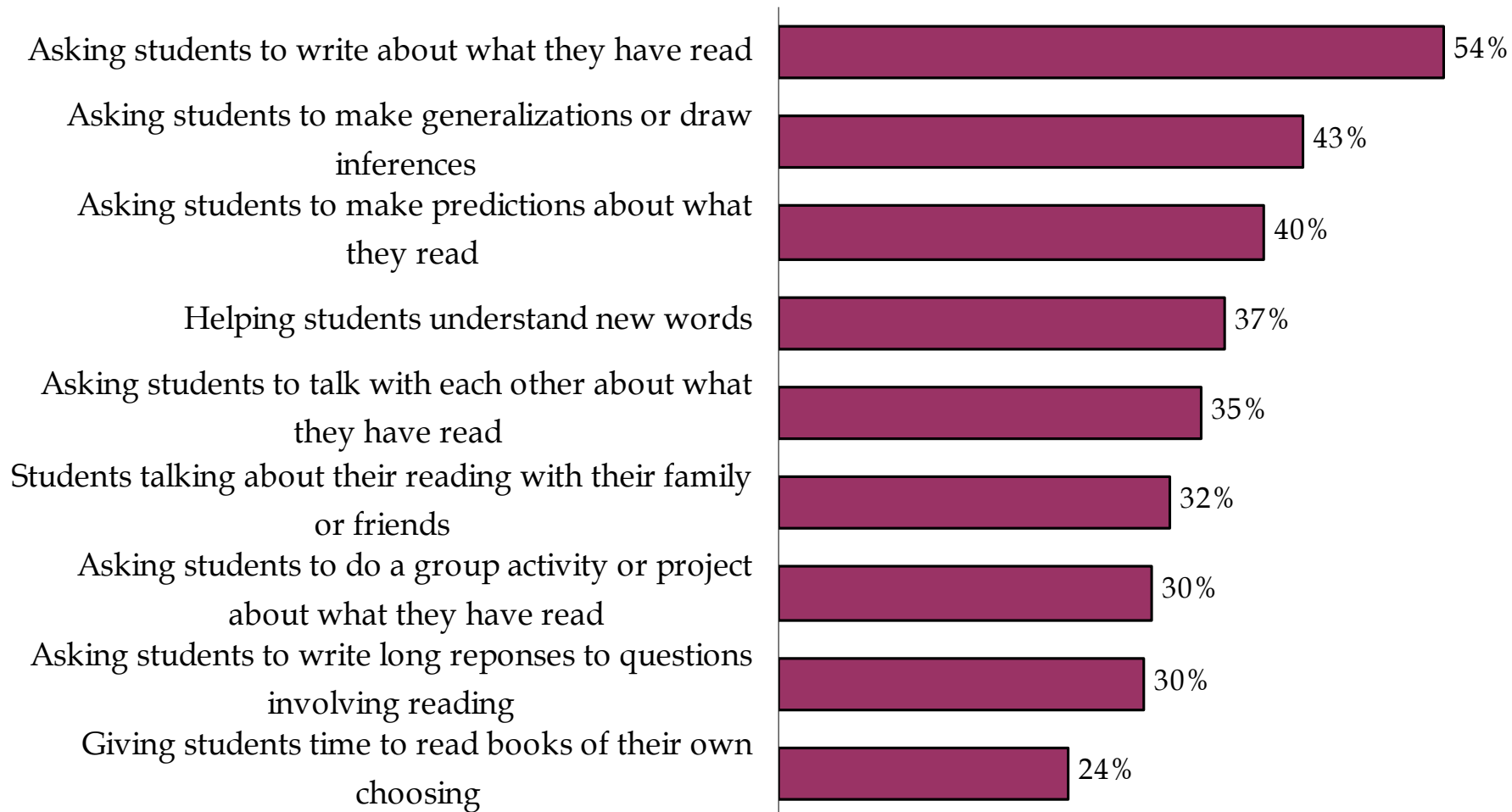




# Increase in Practices Correlated with Higher NAEP Writing Achievement

Teaching Practice	"How often I use this practice"			"I do this more often because of the CWP"
	1-2 times/month	1-2 times/week	daily	
Teachers talk to students about their writing	15%	50%	36%	62%
Teachers have students plan their writing	38%	42%	13%	56%
Teachers or students keep student writing in a portfolio	42%	33%	18%	45%
Have students talk about their writing with their family	56%	16%	15%	27%

# Increase in Practices for Teaching Reading



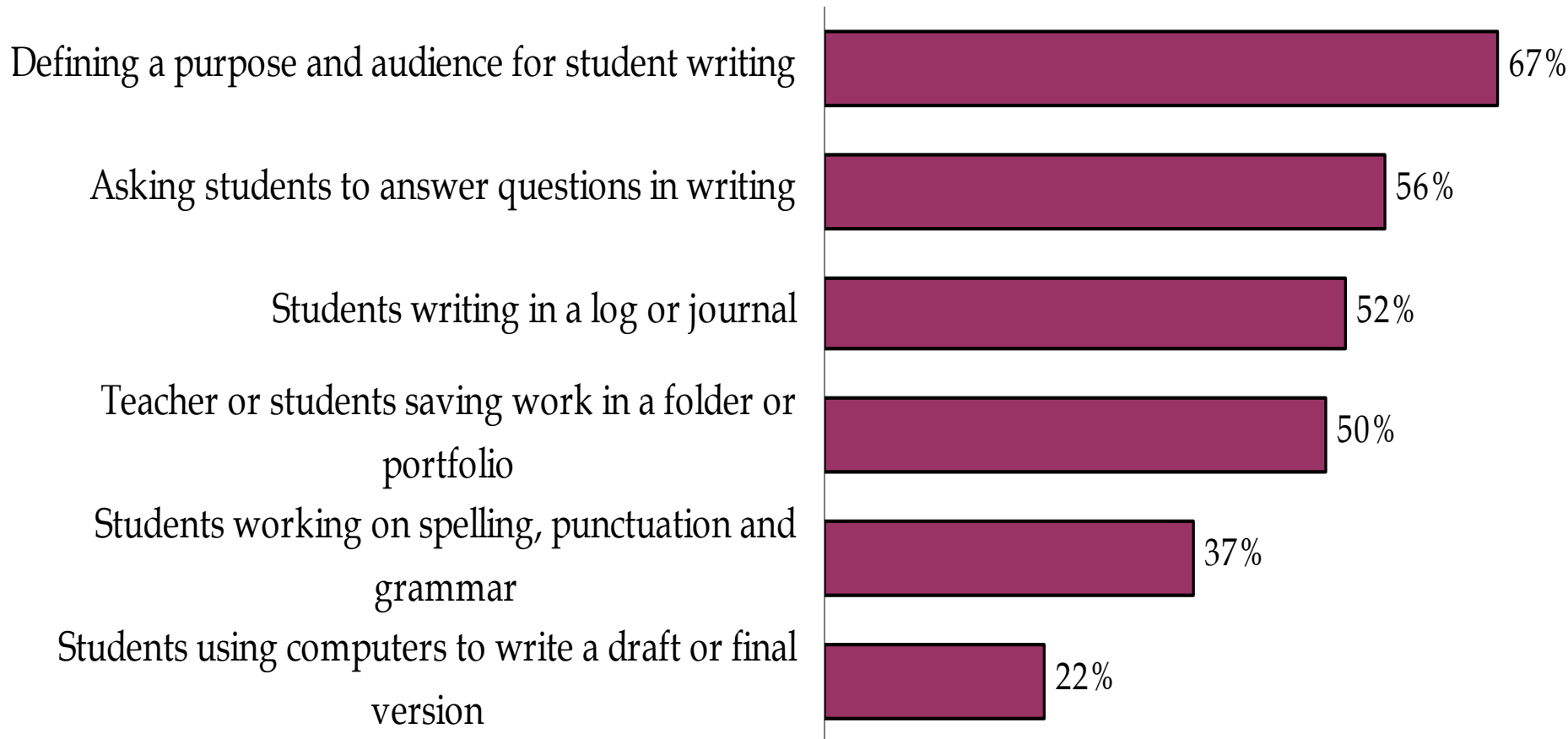
# Increase in Practices Associated with NAEP Reading Achievement

Teaching Practice	"How often I use this practice"			"I do this more often because of the CWP"
	1-2 times/month	1-2 times/week	daily	
Have students read books of their own choosing	2%	16%	80%	24%
Have students talk about what they read with family and friends	36%	36%	21%	32%
Have students write long answers in response to reading*	30%	31%	5%	30%

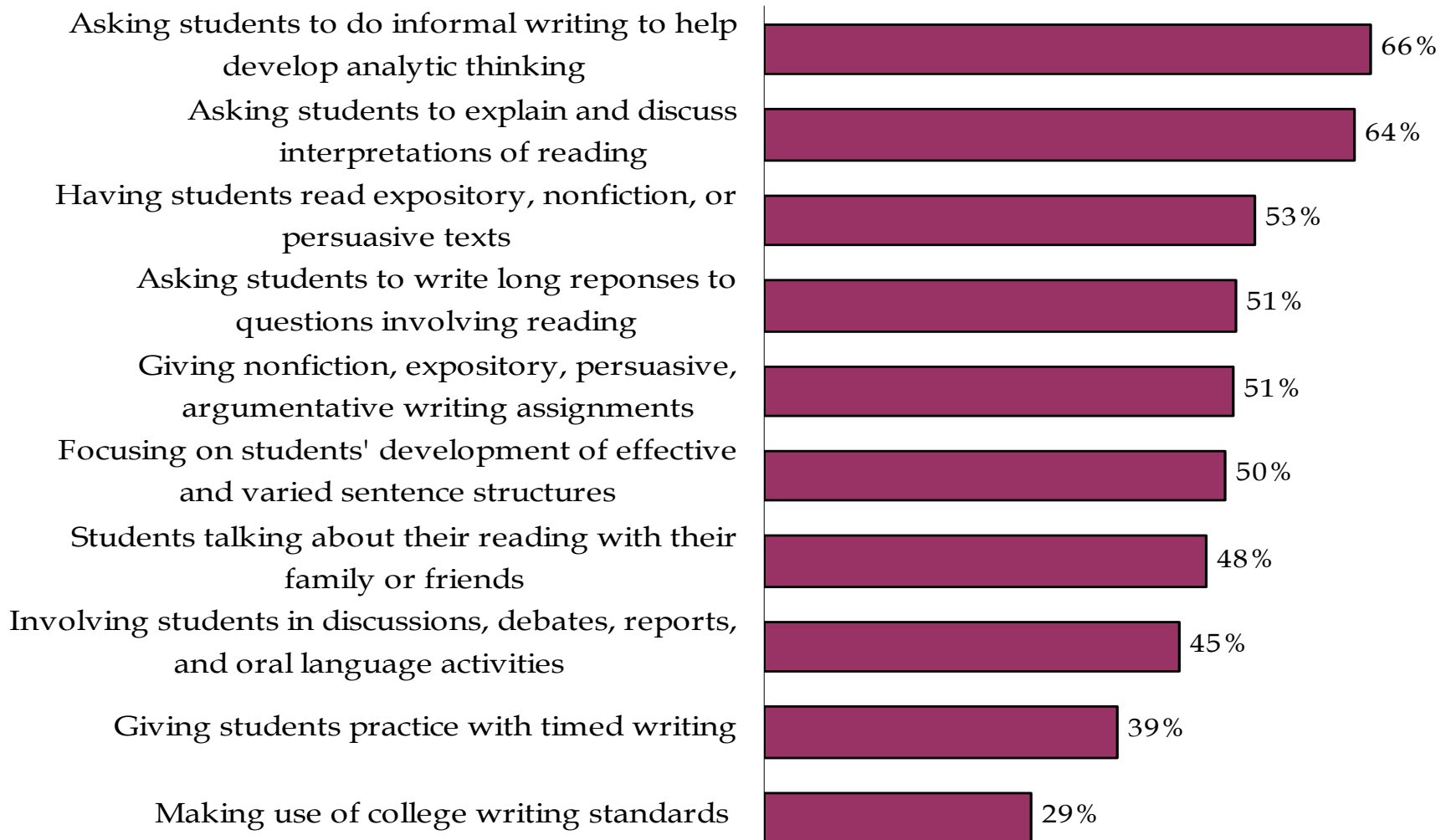
# **Influences on Teachers' Classroom Practices— Grades 6-12**



# Increase in Practices that Support the General Development of Writing



# Increase in Practices that Support Development of Academic Writing



# Increase in Practices Correlated with Higher NAEP Writing Achievement

Teaching Practice	"How often I use this practice"				"I do this more often because of the CWP"
	never	1-2 times/month	1-2 times/week	daily	
The teacher or student defines an audience and purpose for writing	9%	32%	43%	17%	67%
Teachers or students keep student writing in a portfolio	11%	34%	30%	25%	50%
Student use a computer to write drafts or final versions	20%	58%	19%	3%	22%

## Increase in Practices Correlated with Higher NAEP Writing Achievement, *cont.*

Teaching Practice	"How often I use this practice"			"I do this more often because of the CWP"
	never	sometimes	always	
Teachers talk to students about their writing	35%	21%	76%	65%
Students plan their writing	6%	26%	68%	61%
Students produce more than one draft	7%	28%	64%	59%
Students talk about their writing with their family	28%	69%	3%	26%



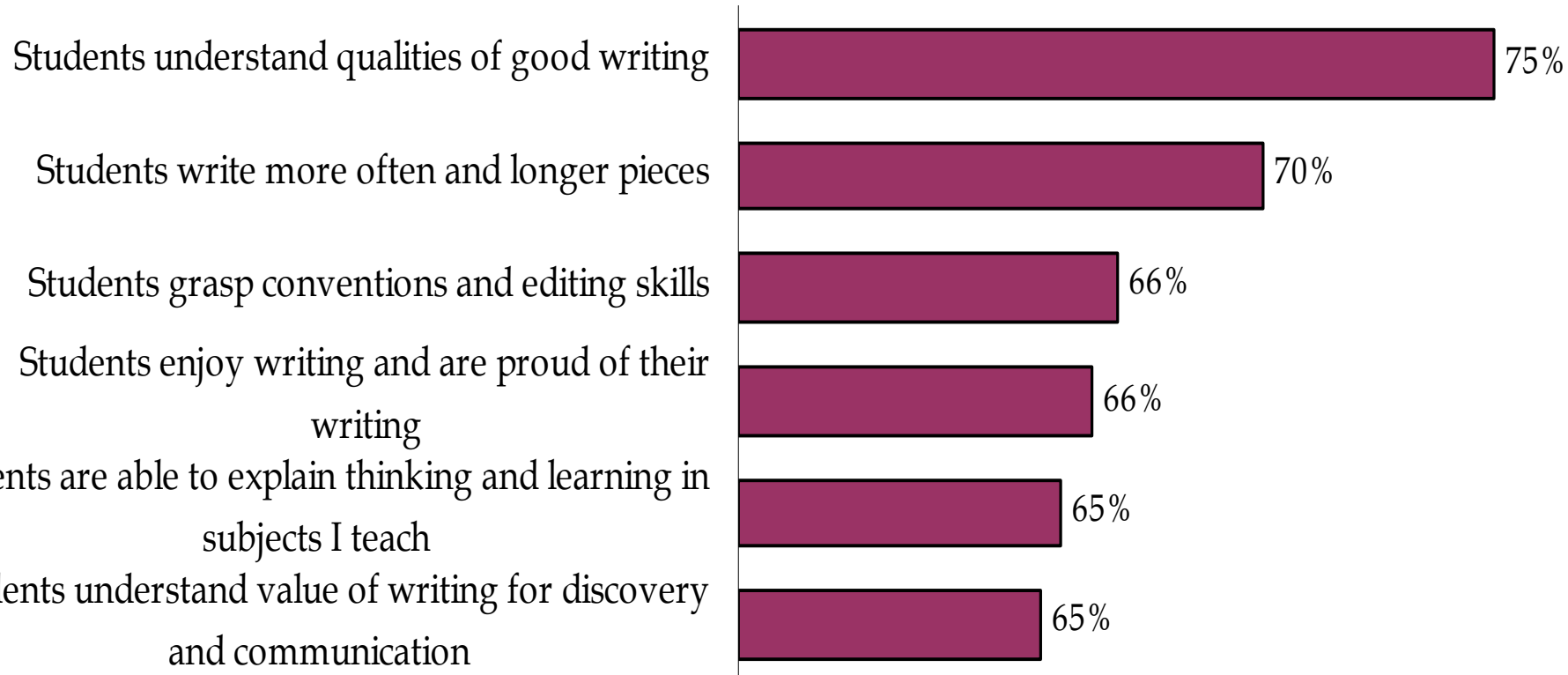
# Increase in Practices Associated with Higher NAEP Reading Achievement

Teaching Practice	"How often I use this practice"				"I do this more often because of the CWP"
	never	1-2 times/month	1-2 times/week	daily	
Students explain their understanding and discuss interpretations of their reading	2%	12%	47%	39%	64%
Students write long responses to questions on assignments that involve reading	9%	42%	43%	6%	51%
Students talk about what they read with family and friends	17%	33%	39%	11%	48%

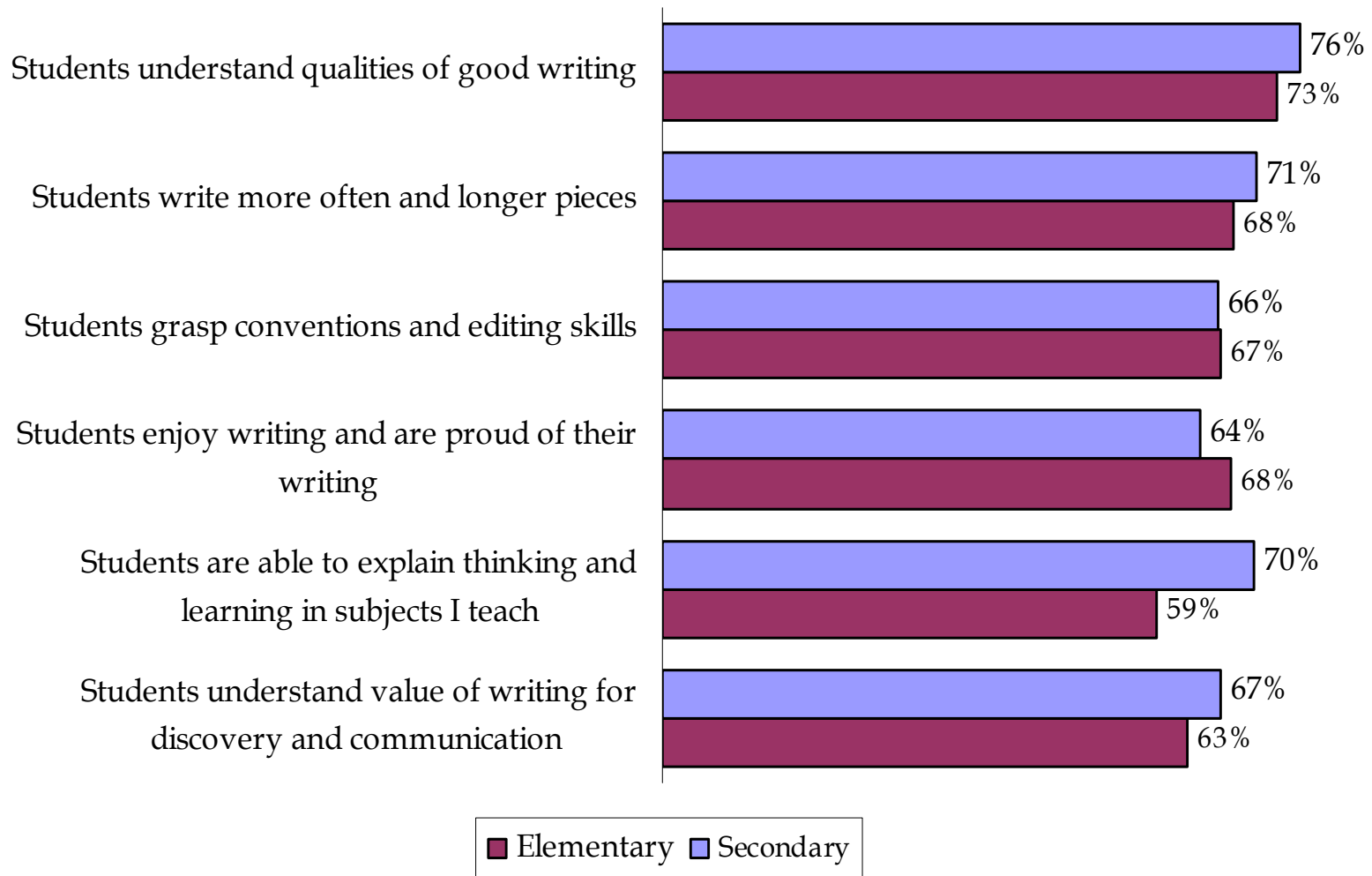
# **Teachers' Perspectives on Benefits for Students**



# Benefits of Teachers' Participation for their Students



# Comparison of Benefits for Students at Different Grade Levels



# Had We but World Enough and Time...

Survey again to document evolution of:

- *Professional development activities*
- *Teachers uses of classroom practices*
- *Teachers' perspectives on benefits of partnership*

Add interviews and observations to enrich portrait